IMPACT OF PROGRAMME INSTRUCTION ON MOTIVATION AND ACADEMIC PERFORMANCE IN SOCIAL STUDIES AMONG JUNIOR SECONDARY SCHOOLS STUDENTS IN ABAJI AREA COUNCIL, ABUJA

BY

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MED/EDUC/P16EDASS8372/2012/2013

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
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FEBRUARY, 2018

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN SOCIAL STUDIES EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

AHMADU BELLO UNIVERSITY,

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FEBRUARY, 2018

DISSERTATION

This is to declare that the work in this dissertation titled Impact of Programmed Instruction on Academic Performance and Motivation of UBE JSS students in Social Studies in Abaji Area Council, FCT Abuja Nigeria has been produced by me in the Department of Social Studies Education and supervised by Dr. H.I Bayaro, Prof. Uba M.C., and Dr. Z. S. Gaya. The information derived from the literature has been duly and adequately acknowledged in the text and a list of references provided. No part of this dissertation has been previously presented for another degree or diploma at any institution of learning.

Muhammad Kasim Alhassan ……..…….. ……..

Signature Date

CERTIFICATION

This thesis titled Impact of Programmed Instruction on Academic Performance and Motivation of UBE JSS Students in Social Studies in Abaji Area Council, Abuja Nigeria, meets and satisfies the regulations governing the award of Academic Masters in Social Studies Education in the department of social studies of Ahmadu Bello University, Zaria as approved for its contribution to knowledge and literacy presentation.

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Prof. S. Z. Abubakar.	……	……
Dean, School of Postgraduate Studies	Sign	Date

DEDICATION

This work is dedicated to my parents Mallam MUHAMMAD ALHASSAN and Mallama MARIAM IDRIS whom Allah used in my life, their unconditional love, believing in me and constant prayers.

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A work like this nature requires helping hands and cooperation of many individuals and institutional organizations. First my gratitude's goes to Almighty Allah for the abundant mercies and grace offered throughout the course of this study. Obviously and frankly too I am indebted and most grateful to my supervisors Dr. H. I Bayaro, Prof. Uba M.C, Prof. Sa'ad Garba, Prof. S.Z. Abubakar, for their advice, guidance and thorough supervision which saw this work through. My immense gratitude's also goes to the Head of Department of Social Studies Education Dr. I.D. Abubakar, Dr. Dada, Dr. Ma'aruf, Prof. A. I. Kabido, Prof. Y.K. Kajuru, Ona of Abaji, Mallam Mohammed M. Saba, Hajiya Safiya Ismail Kaita, Muhammad Abdurrahman Yusuf, and Alhaji Saidu Jibril Ali for their assistance at one time or the other. I am immeasurably thankful to Dr. Umar Ginga for his statistical assistance, social studies teachers whom I named researched assistants at the field for their immense cooperation and Suleiman Yakubu otherwise called e-library for the computer work. I also remember my wife, Mallama Khadijat Kasim, my children Abubakar Sadiq, Muhammad Kabir, Muhammad Sagir, Aishat and Mohammed Mustapha and other well wishers. I appreciate their encouragement. May the Almighty Allah bless you all (Amen).

Abstract

This study examined the impact of programmed instruction on academic performance and motivation of JSS students in social studies in Abaji Area Council, Abuja, Nigeria. The study was conducted with four research objectives each for academic performance and motivation respectively. Four research questions were asked while four null hypotheses were formulated and tested at P< 0.05; literature related to the study were also reviewed. The study was carried out using universal basic education junior secondary schools in Abaji Area Council, Abuja. To be specific, JSS I students of UBE JSS Abaji, Naharati, Pandagi and Agyana with a population of 621, using quasi-experimental design. The bio-data of the respondents were analyzed with the use of frequency and percentages, while mean and standard deviation was used to answer the research questions. All the four null hypotheses were tested at 0.05% level of significance using t-test. A taste of independent sample used to compare the performance and motivation of students taught social studies using programmed instruction with the performance of the group taught using only the traditional methods. The findings of the study among others revealed a significance difference in the post-test performance and motivation mean scores of students taught social studies using programmed instruction when compared with those taught using the traditional method of instruction that have significant difference in both male and female academic performance and motivation mean scores in favour of programmed instruction method. The first and second null hypotheses that there is no significance difference in the academic performance and motivation mean scores of JSS I students taught social studies using conventional teaching method. Therefore the third and forth null hypotheses that stated no significance were retained. That is to say there was no difference in the mean academic and motivation scores of JSS I students taught social studies using programmed instruction and those taught using conventional teaching method. The study concluded that the academic performance and motivation of students are better and score higher in social studies given text when taught using programmed instruction enhanced method. Thus, based on the conclusion, the study recommended that teachers and students in UBE JSS as well as other levels of education should imbibe the use of programmed instruction method of teaching since it enhances student's academic performance and motivation in courses of study. That the federal, states and local government as well as philanthropists should ensure the availability of computers and power generation sources in all levels of educational institutions.

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The term programmed instruction otherwise referred to as programmed learning is a process or techniques of teaching in a sequence of controlled steps, a strategy of presenting new subject matter to students in a graded sequence of controlled steps. students work through the programmed material by themselves at their own speed and after each step they test their comprehension by answering set questions or fill-in-missing items (Iserameiye and Anyasi, 2008). The main objectives of the current National Policy on Education of the Federal Republic of Nigeria which includes among others developing self-reliance, among other citizens, necessitate the inclusion of social studies curriculum, as one of the core subject area to learners in all primary and junior secondary schools must study in the 9years basic education programme. (Usman, 2009).

For example, one amongst the core subjects study at the junior secondary school level that focused societal needs and give consideration to many contemporary issues of local and global concern like drug abuse, child and woman trafficking, family life education, youth unemployment and restiveness, is social studies education. Other societal needs and global issues included in social studies basic education curriculum are HIV/AIDs preventive education, gender, peace and conflict issues, Nigeria people and their culture, the mass

media, globalization, Millennium Development Goals (MDGs), National Economic Empowerment and Development Strategies (NEEDS) and host of others (Onuigbo, 2012).

The term classroom instruction otherwise referred to as teaching and learning is very demanding. Because; it is the joy of every professional teacher to ensure permanent change in all the learners at the end of every instruction regardless of the variation in age, and cultural background. Besides, the techniques and approaches employed in social studies education allow effective acquisition and sustenance of desirable attitudes, characteristics of effective citizenry required in a democratic society. The objective of social studies as they are in basic education school's curriculum, deemphasized teaching and learning characterized with the use of conventional methods such as lecture and expository techniques that most time fails to achieved desired goals of teaching and learning. Teachers of socials studies are increasingly faced with serious instructional problems as student from diverse culture within each class room continues to widen. Onuigbo (2012), posits that Paterson (2002), "observed that within each class room, different labels such as gifted fast learners and below average student's faced their teachers daily with hope that their needs will be met. Adding, that conventional teaching methods such as lecture techniques amongst others seem to have failed to adequately equipped teachers with contemporary knowledge, intellect and learning capabilities that adequately cater for the student's diverse depositories' (Onuigbo, 2012).

Since one of the main objectives of teaching and learning social studies in our UBE schools is to inculcate disciplines and foster unity among members of our communities with diverse culture. It therefore implies the contents of social studies must be presented in a way that will assist the individual members of Nigeria sociality, their cognitive, affective and psychomotor abilities through enhance and effective teaching and learning approaches so long as these affections are psychological and intellectual defensible. (Okain, 1998).

Beside it is a fact that the rationale behind introduction and inclusion of social studies contents and objectives in our basic education school curriculum is to ensure effective citizenship and moral education so as to enhance National development in Nigeria.

Therefore the contents and objectives of social studies must be presented in a logical and sequential form that will ensure acquisition of moral and social skills that will transmits values such as: religious, political, cultural, moral, social and economic values. Hence social studies approaches and techniques must create impact on the students by possessing a decision making role that will enable the learners demonstrate a high degree of responsibility and accountability. So to say the major role of social studies teacher should be to help learners to think fast, motivate and manage to control teaching and learning situation to achieve the desired objectives. (Okam 1998).

Thus, the need to research into the impact of programmed instruction on motivation and academic performance of students in JSS Abaji Area Council Abuja. This study is based on Skinner theory of motivation-operant conditioning on which programmed instruction is based: Skinner from experience in his experiment with a hungry pigeon believed that learning is a deliberate and purposeful and that it involves response to stimuli position that these responses or behaviour which he called operant are observable hence they are called externally manifested (lseameiya and Ayansi, 2008).

Operant conditioning has been widely applied in clinical setting (behaviour modification) as well as teaching (class room management) and instructional development (programmed) instruction (Iseameiya and Ayansi, 2008). According to him Ellen (2003), emphasis the need for programmed instruction in nursing education with the aim of assisting nurses to meet the challenges present in today's health care environment from his experiment educators have an important role to play in assisting students to acquire the necessary skills of programmed instruction and to do this, the educators or teachers need to understand the concept of programmed instruction.

1.2 Statement of the Problem

The problem of this study relates to whether programmed instruction has impact on motivation and academic performance of Junior Secondary School students in social

studies in Abaji Area Council, Abuja; In other words whether programmed instruction would enhance motivation and academic performance among JSS students in social studies, Abaji Area Council, Abuja. when compared to other conventional approaches. A critical look at the historical development of programmed instruction, it's fact that programmed instruction was among the first in historical. This form of instruction is based on the behavioral learning theories. Seemingly however, the heated argument in professional and academic circles in recent past for and against programmed instruction as a teaching approach and techniques has subsided. It has nevertheless left in itself as a curricular requirement for teacher education and training programmes. Most importantly a good number of our precious working hour in our life is spent interacting in various ways through various means and at various levels. Often we speak to our friends about things that interest us, listen to the radio broadcast for the weather forecast, watch television for the night news daily, attend conferences or lectures, read textbooks, magazines and newspapers. We also write and often read what we write. Simply put, many a times we interact with people, ourselves and our physical environment. The basis for this interaction can be referred to as self-learning (programmed instruction).

Therefore, why is the use of programmed instruction as teaching and learning approach or techniques seemingly unpopular in our Junior Secondary Schools and Social Studies education instructions in particular? The optimal growth and achievement

of the educational institutions especially the Junior Secondary School Social Studies classes depends on how well the teachers maintain teachers-students relationships existing therein. The class stands to experience a warm, supportive and cooperative learning environment, which in itself is an indispensable factor in learner motivation, commitment, satisfaction and high performance. The individual learner will equally be develop, actualize themselves and satisfy their individual needs and problems. In an approach of such nature, teaching and learning become greatly enhanced.

1.3 The Objectives of the Study

This study is set to find the impact of programmed instruction on Motivation and Academic Performance of Junior Secondary School students in social studies, Abaji Area Council, Abuja in focused. The objectives of this study are precisely and specifically stated as to:

(a) Find the impact of programmed instruction on academic performance of male in contrast to female students taught social studies using programmed instruction in UBE Junior Secondary Schools in Abaji Area Council, Abuja.

(b) Find the differences between the impact of PI on academic performance scores of students taught social studies using programmed instruction and those taught using conventional method in UBE Junior Secondary Schools in Abaji Area Council, Abuja.

(c) Determine the effect of programmed instruction methods on motivation of students taught social studies in contrast to conventional methods.

(d) To determine the effect of programmed instruction on Urban students compared to Rural taught social studies using Programmed instruction and conventional method in JSS 1 Abiji Area Council Abuja.

1.4 Research Questions

The researcher in this research study draw the following research questions in order to effectively and efficiently study and investigate whether the programme instructions method have impact on JSS social studies students motivation and academic perform in Abaji Area Council, Abuja.

(a) To what extent does the impact of Programmed Instruction on the academic performance of male and female students taught social studies using Programmed Instruction as compared to those taught using conventional method in Abaji Area Council Abuja.

(b) To what extent does the impact of Programmed Instruction of male compared to female students taught social studies using programmed instruction improve over and above those taught using conventional method in Abaji Area Council?

(c) To what extent does the impact programmed instruction method motivates students taught social studies using Programmed Instruction over and above those using convention method in Abaji Area Council, Abuja?

(e) To what extent does the impact of programmed instruction affects the scores of students in urban school compared to rural taught socials studies in Abaji Area council, Abuja?

1.5 Null Hypothesis

In order to provide efficient and effective research work holistically acceptable by virtue of its academic standard. The researcher has formulated assumptions to survey and investigate the Impact of Programmed Instruction on Motivation and Academic Performance of JSS Students in Social Studies as follows:

(i) There is no significance difference in the impact of Programmed Instruction on academic performance of male and female students taught socials studies using programmed instruction and those taught using conventional method.

(ii) There is no significance difference in the impact of Programmed Instruction on academic performance of students in urban and rural school taught social studies using programmed instruction and those taught using conventional method (ANOVA).

(iii) There is no significance difference in the impact of Programmed Instruction on the motivation of male and female students taught social studies using programmed instruction and those taught using conventional method (ANOVA).

(iv) There is no significance difference in the motivation of urban compared to Rural students taught social studies using programmed instruction and those taught using conventional method.

1.6 The Significance of the Study

This study is designed to find the impact of Programmed Instruction on motivation and academic performance of student of social studies in Abaji Area council. Therefore it directly and indirectly significant to the teachers particularly social studies education teachers that would spontaneously be strengthen and encouraged to contribute to the promotion and sustenance of the application of the programmed instruction due to the qualities of the approach in enhancing effective learning and ease the efforts of the teachers.

Secondly, the study is significant to students particularly the Social Studies Students who require and deserve inquiry approach that emphasis learners centered activities which is the focal point of programmed instruction. This does not undermine the fact that the

study would provide facts and information to student researchers thereby enriching and facilitating their findings.

Thirdly, the study is significant to the school authority primarily because it would enrich the data unit of the school library. That notwithstanding it enable the researcher make up for the requirement of the institution and school of undergraduate studies for the award of M.Ed Social Studies.

Lastly, the study is significant to the entire education industry owing to the fact that the study would provide basis and encouragement for future researchers who may wish to carry out research on similar and relevant fields of study due to heated debates for the needs to improve standard of education through learning conditions and environment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews literature that is relevant and related to programmed instruction in Social Studies. It is presented under sub-heading as follows thus;

- Theoretical Framework
- Concept of programmed Instruction
- Types of programmed Instruction
- Guidance for programmed instruction application
- Concept of Social Studies

2.1 Theoretical Framework

This research study is anchored on the theoretical framework, Skinner's Operant Conditioning (Stimulus Response-SR) theory, Keasrley and Shneidraman's Engagement theory and the Anchored instruction theory developed by the Cognitive and Technology Group of Vanderburgh (CTGU, 1990).

2.1.1 Operant Conditioning (Stimulus Response —SR)

The operant conditioning theory by B.F. Skinner was essentially and highly upholds to be efficient and effective in the training of lower animals, human beings especially young

people. Hence, it can be applied in this study. This is because the theory implies that the individual's own voluntary behaviour (response) to a situation or event (stimulus) is the course of specific consequences outcomes. That is if social studies students excel in an examination or test and gets any form of motivation factor such students tends to repeat the performance and increases the level of retention (Onuigbo, 2012).

2.1.2 Engagement Theory

The fundamental idea of Kearsley and Shneiderman (1999), engagement theory is engaged learning which implies that all students activities involves active cognitive process such as creating problem- solving, reasoning, decision making and evaluation. Thus students are intrinsically motivated to learn due to meaningful nature of learning environment and activities. This theory of engaged learning is adopted because it has relevance with application of technology and development of skills and knowledge of learners (Alasoluyi, 2015).

2.1.3 Anchored Instruction Theory

According to Ali (2004), cited by Onuigbo (2012), anchored instruction is a major paradigm for technology-based learning that has been developed by the cognitive and technology group of vanderbrilt. Adding that many people have contributed to this theory and research of anchored instruction, however, Brandford is the principal spokes person and hence the theory is attributed to him. He argued that though the initial focus of the work was on the development of interactive video disc materials that encouraged students and teachers to pose and solve complex and realistic problems. The design of this anchorer was quite different from design of videos that were typically used in the education. The goal of using

anchorers was to create interesting, realistic context that encouraged the active instruction of knowledge by the students. Thus, the reason for adoption of this theory among others in this study.

2.2 Conceptual Framework

Concept of Programmed Instruction

Programmed instruction resulted from early efforts to implement skimmers basic research findings on learning at Harvard that led to errorless discrimination. The term programmed learning and programmed instructions are used synonymously by most people but some give the terms a more nuanced meaning. The difference between programmed instruction and programmed learning is that programmed instruction is intended to modify behavior while programmed learning is used for teaching facts and skills.

Behavioral psychologist sees learning facts as modifications of behavior. The learner's behavioral repertoire has been expanded by the knowledge of facts and skills. Some view the term programmed instruction to mean increase or decrease if that is the desired outcome in probability of emitting the behavior such as when as autistic patient is taught and reinforced for making eye contact. Programmed instruction continues to be used today. The application of programmed instruction principles was reapplied to training in computer programme after some popularity in a series of books on functional programming (Romiszouski, 1997). Programme instruction method is more effective and it gives positive effect on achievement of students. It can be used during teaching learning process by the teachers. With programmed, learners determine their own peace and progress. It eliminates frustration with themselves, their fellow learners and the subject matter. Programmed

instruction presents materials in a pyramid format, so, knowledge is cumulative. Programmed instruction helps to reduce much lead on the teachers as they will majorly serve as supervisor in the use of programmed instruction. The facts that when students are involved in a work, they have no time to be engage in any act of indiscipline. Therefore, it implies that with the use of programmed instruction in class room, discipline will maintained as students will be actively involved in their work (Jain and Mishra, 2013).

Programmed learning is one of the better known methods of student-centered learning, and its potential advantages are enormous. Programmed instruction was among the first in historical significance for instructional developments and analytical process, important to instructional design. The programmed instruction movement extended the use of printed self-instruction to all school subject areas to adult and vocational education as well. The way programming technology developed so did the range of teaching machines and other programmed instruction materials. Programmed instruction can contribute to more efficient classroom procedures and supplement conventional teaching methods. Programmed instruction enables students to work individually, calling for active participation of the learners programmed instruction is often used to train personnel in some areas such as industry and armed services. A primary feature of programmed instruction is that information needed by the student is presented in an order that is most helpful to him/her particularly if he/she is a beginner in the field (Krubanoglu, Taskesenligil & Sozbilir, 2006).

Programmed instruction is the idea that programmers must decide what students should be able to do once they have completed the programmed. This involves some sort of activity analysis and specification of objectives (lockee Moore, and Burton-Virgina Tech).

Programmed instruction is based on a series of very small steps, called frames. Each frame contains some information and a statement with a blank that the student fills in. the student then uncovers the correct answer before going on to the next frame. If the students answer was correct it is positively reinforced by progress to the next frame: if not, the student immediately sees the correct answer. Each frame may introduce either a new idea or repeat material covered earlier. The lessons start from the students initial knowledge and in small steps proceed to final learning goal because of active student participation, small steps, immediate feedback and reinforcement (kurbanogul, Taskeselingil & Sozbilir, 2006).

Programmed instruction is an innovation in the field of teaching and learning (Ndagi 1988). Okam (1998), Submits arguments back up with the views of authorities such as Engle (1977), Banks and Clegg (1977), Gross Mesick, Chapin, Southerland (1978), that have suggested and underscored the importance of five aspects of an educational environment to which the social studies educators attention should be focused in an effort to provide an optimum instructional setting for attaining goals associated with the norms of citizenship. According to them these components, with reference to social studies, include the following:

(i) Content Areas

(ii) Curriculum Goals or target behavior

(iii) Methodology, Approaches, techniques or procedures to be employed in instructional setting.

(iv) Instructional materials and the associated methods for enhancement of progress

(v) Nature of instructional settings.

The Social Studies authorities caution that it is one thing to have a full awareness of the technical know-how of all the various procedures and approaches associated with these components and a different matter to apply the requisite techniques skillfully and properly. So the innovation arising from more and arrangement is that social studies dc-emphasizes the structure of the individual social science disciplines to a very large extent, in favor of attention to more urgent issues, problems and the life itself. Adding that Social studies curriculum has to be visualized in terms of activity and experience rather than of knowledge or facts to be stored and regurgilated when demanded (Okam 1998:53). Developmentally, programmed instruction, according to Lockee, Moore and Burton (1954) "It may be that Skinner (1958), was the first to use the vocabulary of programmed materials and designed materials. They also cited Reiser (2001), saying it was the rest of his notions which began what they might refers to as a minor revolution in the field of education. They argued further that much of the research regarding programmed instruction was based on the use of a teaching machine to implement the instructional event. They also cited Benjamin (1988), notes that the identification of the earliest teaching machine is dependent on one's definition of such machines. According to his history H. Chard filed the first patent for a device to teach reading in (1809). Herbert (1988) (a psychologist) patented a device in 1911 that presented materials, required a response and indicated whether the responses were right or wrong. According to them the contribution of this device was a teaching aid rather than an automatic or self-controlling device that was based on psychological research.

They spoke further that in 1914 Maria Montessori filed a patent claim for a device to train the sense of touch. They also cited other Authors such as Mellen 1936 cited in Casas

1997, Skinner (1958;9), Harley and Davies 1978 Credit Sidney pressey for examples. Although, Pressey designed machines for administering tests were devices used after the instruction took place. According to them Pressey's (1926) understood that such machines could not only test and score, they could teach. Finally, according to them Pressey realized that such machines could help teachers who usually know, even in a small classroom that they are moving too fast for some students and too slow for others. According to Mami Consultancy Services (1988), the movement for programmed instruction was precipitated by the need to improve education. He argued that there had been general neglect of the education method. Speaking further that this general neglect gradually manifested itself in certain apparent weakness in educational practices as teaching dominated by aversion stimulation and excessive time-lapse between behavior and reinforcement. Therefore according to him, it was the need to improve on these weaknesses that gave rise to an in-depth examination of the basic education processes. Hence the demand that education must become more efficient to a degree that cannot be accomplished merely by building school and preparing more teachers but the evolvement of adequate systems of Labour. Saving capital equipment such teaching machines (programmed instruction) Of course, according to him programmed instruction method promotes the orderly and controlled development of an individual's skill in much the same way as a good teacher could. Adding that this is so because programmed instruction method uses one types of machine or the other as a medium. That the general characteristics of programmed instruction are?

(a) That the students are presented with a question or problem by some of display on the machine. For example a simple prompt from J.S.S Social Studies Curriculum might be like

this; a man that worships stones, rivers or trees is an Idol worshiper. That who goes to Church is a Christian and that who goes to the Mosque is a Muslim.

Similarly the religion of a man who worships Idols is traditional religion, that who goes to the Mosque is Islam and that who goes to the Church is a Christian. (b) That students are required to respond overtly: that is he must do something about the problem. Such as writing an answer or pushing a button to indicate an answer. (c) That the students are informed one way of the other, as to whether their answers are right or wrong. In fact in some cases, if the responses are wrong, they could automatically be told why their answers were wrong. Of course, this is refers to as immediate knowledge or results or reinforcement.

(d) That also often an account is kept of the response to each item not for testing purpose but for teaching purposes, for example when the machine has a provision to repeat item that have been previously missed (Mami Consultancy Service, 1988).

However, it has been emphasized that the device on which the programme is play is not important except as a vehicle for the programme. The programme is the series of items which is presented to the student in the form of questions, problems, blanks to be filled in pictures and diagrams to respond to and host of other.

Programmed Instruction

Skinner (1968), noted that the design and functions of teaching machines and programmed instruction had not been adequately researched. Stating further that programmed instruction was merely a way to apply technical knowledge of behavior to that

of teaching. Hence he called for additional experimental analysis that would look at behaviors and its consequences, particularly in a programmed or sequenced instruction. He also suggests a new kind of educational research in the study of behavior through the analysis of reinforcement.

Programmed instruction research deals with student performance rather than specific changes in behavior and environment. There are many compendium and excellent reviews of these researches. Some of these excellent sources of programme instruction included book by Stolurow (1961), Smith and Smith (1966), Lumsdaine and Glaser (1960), Glaser (1965), Taber (1965), ofiesh and Meirhemy (1964), Galanter (1959), Hughes (1963) host of others.

2.2.1 A disclaimer

Lockee (2014), opined that most part of the research conducted and published are comparative studies that compared programmed materials and/or teaching machines with conventional or traditional methods. He observed that despite their prevalence in this era's literature, most of these studies lack validity due to the fact that their results cannot be generalized beyond the study that generalized them.

2.2.2 Teaching Machines

Lockee (2014), who described Pressey's machines, a self instruction devices that were developed to provide students with immediate feedback of results on knowledge after reading and listening to a lecture as teaching machines, opined that most of the research on Pressey's devices dealt with implementation and use of the results in order to develop a specific type of information to help the instructor change content and approach. He cited

Stolurow (1961) raised a question early on: that when a programmed machine is used in conjunction with other means of instruction. Adding that it would be important to be able to judge how effective the programmed devices would be when used alone versus when they were used in conjunction with other types of instruction. He criticized that there was less concern about the problems of programming and sequencing in these machines. He also cited Peterson (1931), as one of such research, speaking further that Peterson research evaluated Pressey's concepts with matched participants who were given objective pre and post-tests. Of course, the experimental group was given cards for self checking their responses while the control group received no knowledge of feedback. None the less in another version the participants were given a final test that was not the same as the post tests. In the final result of the situations the experimental group with knowledge of results scored higher than the control group.

2.2.3 Programmed Instruction Variations and Components

The research on teaching machines and programming components or programme variations overlaps to a great degree. Most teaching machines were designed to incorporate specific theories. For example Pressey machine was focused on immediate knowledge of results in testing, and Skinner machines were focused on overt responses with feedback in learning.

Lockee (2014), opined that research on machines in reality became research on programme design and theory because there was no general agreement on the best way to construct the machines or the programming approach. He observed that much of the research deals with issues such as types of programmes, types of responses, size of steps,

Error rates and the theoretical under pinning are of various approaches. He defined the concept of programming as the way subject matter is presented, its sequence, its difficulty, and specific procedures designed into the programme to enhance theoretically learning.

2.2.4 Programmed Instruction Compared to Conventional Instruction

Locke (2014), viewed that research on programmed machine and programmed instruction involved comparing programmes to conventional or traditional instruction. Adding, that the comparison techniques was flawed from the beginning, but the results of this techniques were used by many as proof whether the programme was successful or a failure. In other words, whether it was as good as the other form of instruction which incorrectly interpret the no significant difference result. He spoke further that anytime one method of instruction is compared with another, several issues need to be kept in mind; that sometimes comparisons are made between small groups with limited content and for relative short time. Secondly the novelty may affect operates in many cases generally supporting the new techniques that is programmed instruction. Thirdly, there are many uncontrolled factors operating all at once and any of these may affect the results of the study. For example Imagined and Smith (1966) who reviews 15 studies comparing programmed and conventional instruction and all 15 studies reported that the programmed approach, took less time. Although Silberman cited by Lockee (2014), reported that nine favoured programmed instruction and six indicated no significant difference in the two approaches.

He viewed further that several studies reported that when specific content was taught using programmed methods, time was saved with no decrease in achievement. He also cited Hosmer and Nolan (1962), Smith (1962), Utal (1962); Wendt & Rust (1962) all reported that instruction time was saved or the programme instruction completed requirements in less

time than a conventional group. He also cited Edgerton & Tomboy (1962) whose study compared a traditional instruction to a programmed method of teaching spelling in the third grade; that the programmed group gained significantly better grade-equivalent scores than the control group by the end of the year.

2.3 Types of Programmed Instruction

According to Mami Consultancy Service (1988) three main approaches to programming has been identified; these are 1) fill in the blank 2) frame 3) Branching.

(I) The foremost theory of programming is that which requires that the student should construct his own response. Of course this is done by exposing blank, covering one or more words. The student is required to write these words, not in the blank itself, but on a piece of paper in another part of the machine. However on some machines, the student can compose a response by pushing numbered or lettered buttons or by writing a complete answer on a type writer keyboard. Again if the student committed himself he operates a lever or buttons which exposes the correct answer. And at the same time move his answer under a piece of transparent glass or plastic. So that he can compare his own response with the correct answer but could not change anything.

(2) The second approach to programming is that in which the material is presented in small discrete steps, each one depending upon the proceeding step. Very often, information is presented in the item (or frame as it is called) before the question is asked. Of course, a programme in which the information contained in one frame leads to the next is known as Linear Programming.

Table 1: Three frames from a programme in Social Studies.

The table 1 below gives you simple illustration of what a linear programme on Junior Secondary School certification Social Studies look like;

Frame 1	A man that worship stones, rivers, trees is a…….. that who goes to Church is a……. and that who goes to the Mosque is…….
Frame 2	The religion of Idol worshipers is While that of a Muslim **and that of Christian** is
Frame 3	**Of course the deity or object of** worship of every religion is refers to as

(3) The third approach to programming is that which involves what is called "Branching". In programmmes incorporating branching techniques. If a student makes a mistake, the machine may take him off the main track of the programme, on to a "branch" in order to build up information or background before he returns to the main programme. Of course in a sophisticated machine, branching also permits a bright student to move ahead rapidly after he has demonstrated competence by answering a certain number of questions correctly (Marni Consultancy Service 1988).

2.3.1 Learner analysis for the purpose of sequencing programmed content

Lockee (2014), the author of programmed instruction, the programme sought to collect relevant data about the intended learner group for which the programme was to be

developed such data was related to the learner intelligence, ability, pre-existing knowledge of the programme topic as well as demographic and motivational information. They cited Lysaught and Williams (1963) and Bullock (1978) who describes the target audience analysis as means to collect information regarding entry level skills and knowledge to permit design decisions such as pre-requisite content, the programme design paradigm, media requirement necessary to support instruction and selection of representative learners for field tests and programme evaluation.

2.3.2 Behaviour Analysis for the Purpose of Sequencing Programme Content

The analysis that served as the early fore-runner to the task analysis stage of current instructional design practice was that of Mecher (1967), and Taber (1965). They commonly advocated the process of engaging in a behavior analysis for the purpose of sequencing the instruction in their literature on programmed instruction. According to Lockee (2014), Mechner suggested that most of the behaviours that usually are of interest within education and training can be analyzed interims of discriminations consist of making distinctions between stimuli. While generalizations address students ability to see commonalities or similarities among stimuli. Of course, when a learner can make both decisions and generalization regarding particular stimuli that learner is said to have a concept. While chain is a behavioral term for procedure or process. Lockee (2014), cited Mechner (1967), who defined chaining as “a sequence of responses where each response creates the stimulus for

the next response". Therefore, once the discriminations, generalizations and chains are analyzed the programmer must determine which concepts are essential to include, considering the particular needs, abilities, strengths and weaknesses of the target audience.

2.3.3 Selection of a Programming Paradigm for the Purpose of Sequencing Programme Content

In the early days of programmed instruction treated debates took place over the virtues of linear versus branching programmes. Of course, the over arching of the varied approaches to sequencing programmed instruction content is the decision of the programmer regarding the linearity of the programme. Lockee (1988), also cited B.F. Skinner Markie (1964), whose work the linear or extrinsic programmes were linear design may indicate that a learner works through a programme in a straight line, that linear programme also maintain three under-lying design attributes. These are active responding minimal errors and knowledge of the results. Furthermore, he also cited Lysaught and Williams (1963) who presented several variations of the linear programme that were developed before the notion of branching was developed. These are: Modified Linear, programme which allow for skipping certain sequences when responses have been accurate. Linear programme with sub-linear which provide additional sequences of instruction for those who desire extra information. For enrichment or supplemental explanation. Linear programme with criterion

frames, which can be used to determine if a student needs to go through a certain sequence of material and can also be used to assign student to certain tracks of instruction.

In fact another variation of programming cited by Lockee (2014), was the intrinsic programming which was based on the work of Norman Groulder (1959). To them the intrinsic model is designed through the interaction with student, to present him with adaptive, tutorial instruction based on his previous responses rather than to simply inform him of the correctness or incorrectness of his replies. Adding that Lysaught and Williams (1963) and Taberl (1965), describe a variation on the intrinsic model. This they refer to as multi-track program. Thus in the Multi-track programme versions of each frame are designed, each with increasing levels of prompts. If the learners cannot respond accurately to the first frame. They are taken to the second level with a stronger prompt. Again if a correct response still cannot be elicited, the learners are taken to the third level, with even stranger prompt. This design strategy allows learners who may grasp the concept more quickly to proceed through the programme without encountering an unnecessary amount of prompting. Therefore selection of a programme paradigm is based on the earlier steps in programming process like the type of skills, knowledge, or attitudes to be taught, existing assumptions regarding learners, the need for adaptive work. Of course, if there is a high variance in ability in a group of learner, then providing option for skipping criterion frames or branching would be helpful in supporting individual needs.

Composing a Programmed Frame

Lockee (1963), cited by Taber (1965), who suggested that **a** programmed frame could contain the following items:

(a) A stimulus that serves to elicit the targeted response.

(b) A stimulus context where the occurrence of a desire response is to be learned.

(c) A response that leads the learner to the terminal behavior

(d) Any material necessary to make the frame more legible, understandable or interesting.

Adding that though it may not be necessary to include each of these components or items in every frame. Of course some frame may contain only information that had no opportunity for response some may be purely directional. Furthermore Skinner (1957), who proposes two types of prompts in view of the fact that according to them inclusion prompt is one aspect of the stimulus materials that is inherent in programmed instruction. Adding that a prompt is a supplementary stimulus.

Two types of Prompts Proposed;

(a) Formal prompts which are helpful in the introduction of new concepts, as learners may have little or no basis for producing their own, unsupported response. Of course, formal prompt are said to typically provide at least a portion of the targeted response as part of its composition, generating a low strength response from the learner. Again, the physical arrangement of the frame may serve as a formal prompt type, because it suggested to the learner cues about the intended response. For example the number of letters in the response text, underlined words for particular emphasis, the presentation of text to suggest certain patterns, and host of others. (Taber 1965), cited by Lockee (1988).

(b) Thematic prompts which attempt to move the learner toward production and application of the frame's targeted response in more varied contexts in order to strengthen the learner's ability to produce the terminal behavior. Of course according to Taber (1965), cited by Locked (2014), a variety of design approaches for the creation of Thematic prompts includes;

(a) The use of picture

(b) The use of grammatical structure

(c) The use of synonyms, antonyms, analogies, rules and examples.

All these are effective strategies that allow the programmer to create instruction that assists the learner in generating the correct response. Of course Markle, (1969), cited by Lockee (2014), who argued that the strength of the prompt is another important design consideration and it is defined as the likelihood that the learner will be able to produce the targeted response and it is also influenced by logical and psychological factors related to the design of the frame.

2.4 Guidelines for Programmed Instruction Application

The design of programmed instruction

Although there is no standardized approaches for the production of programmed instruction. There are identified commonalities across approaches. Of course, one author of an early programmed instruction development guide even expresses reluctance to define generalized approaches for the creation of such materials when stating that "there is a dynamic and experimental quality about programmed which makes it difficult and possibly undesirable to standardized the procedures except in the broad terms" (Green 1967).

Specification of content and objective

In most cases the descriptions of the programmed instruction development process start with a definition of what content or topic is to be learn by stating the delineation of the program's objectives (Green 1967; Lysaught and Williams 1963; Mechner 1967; Taber 1965 and Mager (1962). Of course once the programmed instruction developer clearly states the intended outcomes of the programme in observable and measurable terms, the creation of assessment items and evaluation strategies can be planned. Furthermore, this approach to the creation of objectives by stating what the learner will be able to do as a result of the instruction, the conditions under which the performance can occur and the extent or level that the performance must be demonstrated was not only the widely accepted method for programmed instruction but also remain the classical approach to objective writing in current instructional design literature. (Mager 1962).

Sequence of the content

Research shows that one of the ways machine helps in teaching is by presenting in orderly manner the programme content. Of course this in turn required to be constructed in orderly sequences through the selection of an over arching programme paradigm decisions regarding the sequencing of the content can be made. Furthermore, the general programmed

instruction approach sequence is characterized by an instruction, a diagnostic section; an organizing set/theory section which helps learner to focus on primary elements of teaching/testing section, a teaching, testing section, practice section and finally, a review or summary is presented to reinforce all the concepts addressed in the specific programme. (Bullock, 1978). Again though there is no existing standard of sequencing content in the approach to programmed instruction. Another common approach to the sequencing content was developed. They are RULEG and EGRUL. The RULEG design is based on assumption that material to be programmed consists of RULES or examples. Therefore, the rule is presented followed by examples and opportunities to practice while EGRUL is the reverse approach that believed the learner should be presented with a variety of examples and guided the behavior to comprehend the rule. (Evans, Glaser, & Homme cited by Lockee (2014). Of course, there also views that the target audience should determine which approach should be use if the concept is simple or straight forward; then learners would likely benefit from the RULEG Sequence. While if the concept is more abstract or complex, then the EGRUL technique would be the better choice in sharping learner behavior (Mechner 1967). Therefore in this work EGRULL will be more suitable because student will be presented with varieties of examples to guide their behavior.

2.5 Concept of Social Studies

Infact there are misconceptions and wrong assumptions in several quarters that anyone could handle Social Studies instructions as long as the individual is educated notwithstanding the area of specialization (field of studies). This assumptions and misconceptions had probably been responsible for unpopularity and low image of the subject and of course why some teachers do not handle the subject well. Hence, they lack the basic principles, techniques and methodology of teaching and learning the subject. (Olalobou, Jacob and Ndazhaga 2000:1)

Secondly, the objectives and philosophy of teaching and learning in Schools are directed towards achieving educational aspirations, goals and objectives of a given Social System (society). Nigerian's Society in particular and some other societies in general are in the process of development that requires functional human resources (citizens) who are effectively equipped to contribute to the development. Of course, the success in production of functional citizens through the school system is highly dependent on the teachers in the classroom that are themselves equipped and adherent to some basic philosophical and psychological principles, techniques and methodology of teaching and learning (Danladi 2005). Invariably, Social Studies is a subject that functions to bring about the overall development and progress of man and his society and the teaching and learning of it

proceeds from known to unknown as well as from simple to complex (Danladi in Ololobuo 2000:195). In addition, consequent to this study Social studies objectives for Junior Secondary Schools in Nigeria includes; making the students to be aware of the problems of his country, understand the evolving Social, economic, political, psychological, moral, cultural, physical and aesthetic environments, develop in them a positive attitude to good citizenship, personal contribution and capacity to learn and acquire essential skills to function effectively in their professional life and job as well as sound judgment and also to appreciate his cultural heritage and desire to preserve it as well as interdependence between peoples (Durbey and Barth cited in Ololobuo 2000:2).

Developmentally, Social Studies emphasize the importance of man as he interacts, influences and relates with different environments for productive and happy citizenship. (Danladi in Ololobuo 2000:195) It is the subject that studies man and his activities in relation to his Social, economic, political, cultural and physical environments for personal and societal development. The attempt to develop social studies as a subject for secondary schools was first made by the staff of the Comprehensive High School, Aiyetoro in Ogun State in 1963. Of course, before this time the University of Ohio, USA organized a programme called Ohio Project in 1958 and Western Region then participated in the programme. This project included Social Studies for the Teacher Training College Curriculum. It's aimed was to train and upgrade Nigerian programme was not sustained and

the programme collapsed (Danladi in Ololobuo 2000:196 and Uche & Obilo 1983). The re-introduction of Social Studies at Aiyetoro Comprehensive High School came with Vigor and seriousness and so the teaching and learning of Social Studies was restricted to just classes one and two of that school initially. However, gradually the teaching and learning of Social Studies spread to other schools with the aid of a conference. Convened by the then Western Region Ministry of Education at Ibadan in August 1965 (Danladi in Ololobuo 2000:196). Of course after this conference the social studies department of the Aiyetoro Comprehensive High School was given the assignment to produce social studies book for forms one and two (Danladi in Ololobuo 2000 and value & Obilo 1983). In August 1967, the Ford Foundation programme in curriculum Development in Nigeria helped seven members of the Social studies department of the Aiyetoro Comprehensive High School to attend a five-week social studies workshop in Washington University, Seattle, USA. Again after this workshop the proposed book produced by the Committee was presented to critique conference of University professors and secondary school teachers held at the University of Lagos in 1968, under the Joint auspices of the Ford Foundation and the Comparative Education Study and Adaptation Centre (CESAC) of the University of Lagos. (Uche 1983; Kukuru J.D. 2002; and Danladi in Ololobuo (2000). Suffice it to say the two leading countries of the world USA and Britain led the crusade for the induction of Social studies. For instance in USA, Social Studies committee was formed in 1916 and the National

Council for the Social Studies (NCSS) was established in 1921. While in Britain the Association for Education in world citizenship was formed before 1935. (Kukuru 2002:4). Although a period of decline in the development of Social Studies thought was recorded in both USA and Britain before the 1960's. This was due to the fact that there seems to be the race for science and technology. This was put succinctly by Kukuru 2002 "It seems clear enough that Russia's launching of Sputnik which was a technological challenge to America in the days of the cold war (undeclared war between America and Russia) made America to pay so much attention to science and technology and hence less attention to the Liberal subjects like Social studies". Thus in result, social problems emerged in the USA as human development efforts were sacrificed for material development efforts. However, today Social studies are offered as a course of study in most Tertiary institution in the country such as Colleges of Education and Universities where students obtain undergraduate and post graduate degrees. Of course, Social studies have become firmly established in our primary schools, Junior Secondary and other teachers training centers like (NTI) National Teachers Institutes. At present, various studies had being undertaken to improve the relevance of social studies to various aspects of National life such as Social, economic, Political, physical, scientific and technological in order to produce a knowledgeable and functional citizen that can contribute to the improvement of personal and societal relationship and development (Danladi in Ololobuo, 2000).

Methodologically, Teaching and learning generally is a combined process that facilitates the presentation and acquisition of learning experience such as cognitive, affective and psychomotor skills for effective participation in societal activities. Of course modern teaching and learning processes recognize that education is not just mere presentation and receiving of knowledge. Rather, it involves a total integration of the physical, social, economic and political activities of the individual learner involved (Danladi 2006:86) Strategies/Approaches and techniques are terms used sometimes interchangeably in educational setting. They are term that describes the ways, manners, models and arrangements employed in classroom interactions (teaching and learning) of course, one characteristic or quality which distinguishes effective and stimulating teachers from the dull and boring one is the ways and manners either interacts with his or her class. (Ndage .A. in Marni Constituency Services 1988:9). Therefore many techniques or approaches of teaching and learning had been identified. There are as many techniques as there are individual teachers. The fact is that each and individual teacher learns to use a style that is suited to individual skills and interests depending on the learners capabilities and the available of resources (Ndagi in Mami Consultancy Services 1988:9). Fabusuyi E. B. (1981) argued that "Social studies was a relatively new subject area and is a curriculum innovation at the National level" and so identified the following approaches and techniques for the teaching and learning of social studies which according to him had been tested and used by

University students, colleges of education students, Secondary & primary teachers at the in-service courses.

The design techniques and approaches are:

(1) Inquiry method,

(2) Role play

(3) Supplementary Reading

(4) Simulation games

(5) Case studies

(6) Story telling

(7) Dramatization

(8) Discussion

(9) Resource people

(10) Excursion or Educational visit

(11) Oral report

(12) Debate

(13) Mass Media

Ndagi in Mami Consultancy Services (1988:10) argued that the decision of any teacher as to which techniques or strategies to employ in the teaching and learning should be guided by a number of factors.

These include:

(I) The Expected Outcomes: This has to do with both instructional and behavioral objectives as specified Benjamin Bloom. That is to say the choice of strategies must be guided by the domain of objectives; the activities will be geared toward bringing about change in.

(ii) The Subject Matter: That is to say where content of the subject is mainly oral, it would certainly demand a different approach than a subject matter that may be perceptually inclined.

(v) **The Learners:** That is to say the learners' preparedness and readiness with particular reference to the level of intelligence, aptitude, age, and previous knowledge must among other things be carefully considered in the choice of strategies.

Ndagi in Mami Consultancy Services (1988:10) argued that some of the

following approaches have enjoyed wide acceptance amongst teachers: however to him programmed instruction is the best approach for the teaching and learning of social studies concepts.

(a) Problem solving approach

(b) Discovery approach

(c) Enquiry Approach

(d) Demonstration approach

(e) Socratic Approach

(f) Study Trips Approach

(g) Play-way Approach

(h) Project Approach

(i) Discussion Approach

(j) Lecture Method.

2.6 Review of Related Empirical Studies

In this section, researches conducted by experts that have bearing with this study would be reviewed. There are various studies on programmed instruction and its impact on academic performance of students in schools that are reviewed in this study. For instance, First, John (1996) carried out research on the impact of education technology on student achievements, what the most current research has to say. This study analyzed James Kulik's study of (1994) that used a research technique called Meta-analysis to aggregate the findings from more than 500 individual research studies of computer-based instruction. Ofcourse, the computer-based instruction individualizes the educational process to accommodate the needs, interests, proclivities, current knowledge, and learning styles of the student. It is imperative to note here that computer-based instruction software consists of tutorial, drill and practice and more recently integrated learning systems. The results of the study revealed that on average, students who used computer-based instruction scored at the 64th percentile on tests of achievement compared to students in control conditions without computers who scored at the 50^{th} percentile. It also revealed further that students learn more in less time when they receive computer-based instruction and students like their classes more and develop more positive attitudes when their classes include computer-based instruction. John (1996) research study is related to the present study in the sense that it focus on the impact

of computer-based instruction strategy on students academic achievement. Although it differ in terms of research design and sample.

Second, Izzet, Yavuz and Mustapha (2006), conducted research comparing the success of programmed instruction with the conventional teaching approach on teaching stereochemistry and whether gender has any effect on student success. The study was composed of forty second year undergraduate students of chemistry teacher trainers. They were made up of twenty males and twenty female enrolled to organic chemistry-i- course at the Department of Chemistry Education of a large state University in Eastern Turkey. Ofcourse, using both pre-test and post-test results shown that while there was no relationship between the groups prior to intervention, the experimental group performed significantly better than the control group after the treatment. It is consistently with the claims made for programmed instruction based on student impressive performance. Therefore, Izzet(2006), research study is related to the present study hence, they both focus on the influence of programmed instruction on academic performance or success. Though while that study was carried out on second year undergraduate Chemistry I. The present study is carried out on Social Studies J.S.S.

Third, Musa (2006), conducted a research on programme instruction and its effect on students academic performance in Senior Secondary School Biology in Kogi Local

Government Area of Kogi State. In his studies, he used Quasi experimental were S.S. 2 Biology students numbering 200 were divided into control and experimental groups. The experimental groups were exposed to programmed instruction while the control groups were exposed to conventional teaching method in Biology. The findings of the study revealed that Musa (2006), study is related to this current study because it focus on the effect of programmed instruction on students academic performance, furthermore, like the present study Musa study use Quasi experimental Research design of the study. However, Musa study defer from the current one because while this study focus on Senior Secondary school, current one focus on J.S.S also while Musa study focus on Biology the current one focus on Social studies.

Fourth, Mudasiru (2010), conducted research study on effects of video-tape and slide- tape instruction on student's performance in Junior Secondary School Social Studies. The study used a quasi experimental design type method. The type pre-test, post-test, nonequivalent, non-randomized control group design was used. The sample of the consisted of one hundred and ninety one (191) class two Junior Secondary School students within Ilorin metropolis. Infact, the video-tape group experimental group 1 consisted of sixty one (61) students, the slide-tape group experimental 2 consisted of seventy six (76) students, while the normal classroom instruction group, control group 3 had fifty-four (54) students. The result of course showed that the test of hypothesis 1 and 2 indicated that there is no

significant difference in both the post-test and retention test mean scores of students taught using videotape and those taught using slide-tape in social studies instruction at 0.05 Alpha level. Conclusively therefore both the video-tape and slide-tape approaches are better approaches to the teaching and learning of social studies in Junior Secondary Schools. Never the less, thus present study is related to the former research studies because they both focused on Junior Secondary Schools and both the slide-tape and video-tape are programmed instruction method approaches.

Fifth, Agreement and Ontiretse (2011) conducted research study on the use of instructional materials in Social Studies impact on student's performance in Primary School Leaving Examination in Botswana. The study was carried out in Lobatse South East Inspectoral Area, Lobatse Botswana. The sample of the study comprises of primary school teacher who have been trained to specialize in the teaching of one subject and in some instances there are no subject specialists. The study used qualitative research such as interviews, participant-observators and questionnaire to collect data. The results of the study reveals that the use of instructional materials for teaching primary school student in Botswana is very insufficient, eventually teachers have to use shortage of teaching resources as an excuse for low performance of students in social studies, social studies is effectively learnt through pragmatic experience and it should also be tested through practical work. In all the study indicated that teachers, whether trained specialists or not need to be trained on

best methodologies such as learners centered methods for teaching and learning of social studies so as to accommodate the diversity of their learners. Agreement and Ontiretse (2011) research study is related to the present study in the sense that it also studies the academic performance of students in Social Studies after exposure to instructional materials that programmed instruction strategies emphasized. Though while the former is focused on primary education, this study is focused on Junior Secondary Education.

Sixth, Love (2011), conducted a research studies on the impact of framing and team assisted individualized instructional strategies to students achievement in Basic Science in the North Central Zone of Nigeria. The Study used sample comprised of *350* JSS II students (1 80 boys and 170 girls) of different style of categorization (140 field independent and 260 fields dependent). Stratified random sampling was used to select intact classes from Six equivalent co-educational Junior Secondary Schools that are distinctly located from one another within the city of Jos in Plateau state in the North Central Zone of Nigeria. Of course, the results of the research study showed that there are significant main effect of treatment on achievement measure. It indicated further that students academic achievement was greatly improved when they were exposed to the teaching and learning strategies of framing and team assisted individualized when compared with the conventional teaching and learning method. Love (2011), states further that his study substantiated the views of Ige (2001), that learner centered teaching and learning strategies make students more reflective

and critical in their thinking when compared with the traditional teaching and learning method that emphasized teacher activity at the expense of students involvement. He added that in his study framing strategy was found to be effective in promoting achievement in Basic Science because the strategy provided learners with opportunity to spend their time more efficiently, increase their attention span and become more confident following instruction. The former study that is Love (2011), research study is related to this study in the sense that both framing and team assisted individualized instructional strategies are techniques of programmed instruction method of teaching and learning in classroom. Although the scope of the former was wider and covered the whole North central state, the sample of the study both focus the Junior Secondary Schools and Co-educational. However, while scope of this study sampled social studies student of Junior Secondary Schools in just Abaji Area Council, the former sampled Basic Science Students within the city of Jos in Plateau.

Seventh, Fagbemi, Gambari, Oyedum, and Gbodi (2012), conducted research study to examine the effect of a Self Instructional Computer-based package on Social Studies achievement of Senior Primary pupils in Niger State of Nigeria. The Study collected data on Forty experimental and control groups to analyzed using the Mean Standard Deviations, T-Test, one way ANOVA statistics and the Scheffe post hoc test to compare the control and experimental groups academic achievement of Social studies Senior primary pupils using

self instructional computer based package. Of course the results of the study showed that the use of self-instructional computer-based package has the potential capability of improving the performance of pupils in Social Studies. The results of the study further indicated that better performance in Social studies could result through effective and efficient use of self instructional computer-based packages. It also added that learning would be more interesting and effective using Self Instructional Computer Based package in teaching Social studies. Finally, the study concluded that self instructional computer-based package significantly enhanced the performance of students in Social studies especially those between age group, 9, 10, and 13-14 because the package is gender friendly. Fagbemi, Gambari, Oyedun and Gbodi (2012), research study is related to the present research study in the sense that self instructional computer-based packages are programmed instruction method. Furthermore, the study investigated the academic performance of students in social studies when taught using self instructional computer package. Though while the present study focus Junior Secondary School Social students the former focused the Senior primary school pupils social studies.

Jain and Mishra (2013), conducted a research to compare the effectiveness of programmed instruction and socialized recitation method and academic achievement of student at the Senior Secondary level among girls. The study compared the academic performance of girls in three (3) different groups named groups I, II and III comprises of 51,

24 and 27 girls respectively. the result at the study shown that both the programmed instruction and socialized recitation methods are effective during teaching and learning of history subject in class. However, the result also included that programmed instruction is more effective and gives positive effect on academic achievement of students. Hence it can be use during teaching and learning process in classrooms. The result of the study also added that the import of programmed instruction include elimination of frustration within the learners, their fellow learners and subject matter. As well it enable learners determine their pace and progress. Thus the effort of the teacher is reduce majorly to serve as supervisor. Therefore, Jain and Mishra, (2013), research study is related to the present study in that it compared the effectiveness of programmed instruction and socialized recitation methods on academic performance. Though that study was carried out on the achievement of girls students at the Senior Secondary School level while the present study is on academic performance of Social Studies Students at Junior Secondary School level.

Ninth, Paul and Samson (2013), conducted a research study on effects of application of instructional methods on learner achievement in Business studies in Secondary schools in Kenya. The study collected primary data from 288 form four business studies students across the country. Of course a mixed of probability and non-probability sampling methods were used to select students and teachers for inclusion in the study. The result of the research study indicated that take-away assignments accounted for the largest proportion of

variance in student performance. This implies that subjecting student of business to take-away assignment will improve performance. In addition, the research study concluded that learner- centered methods are more effective in enhancing learning achievement in business studies than teacher-centered approaches.

Whereas learner centre Paul and Samson (2013), research study is related to the present study in the sense that programmed instruction is one of the learners centered approaches and techniques of teaching and learning social studies. Though while the former was focused on Business studies. But both are geared to effects or impact on student's academic performance or achievement. This is set to measure goals effects motivation.

2.7. Motivation

Motivating people to do what we meant them to do is not an easy task. It is difficult because human being are diverse and can not be motivated in the same way, for the same reason, at the same time and similar levels. Of course, this naturally leads us to think of finding out the source of motivation, the types of motivation and their implication to us as teachers, parents and administrators. We are usually motivated to seek food, wealth, social relations, prominence in job or academic achievement. These are some important types of behavior. There are other types of behavior which are impulsive in nature eg. Occasional burst of, temper, sudden fighting, shooting and children's behavior of biting, pinching,

squeezing, pulling and host of others. surely, the former types of behavior are goal directed, wilful and purposive in nature. While the later types of behavior are impulsive. (maiye 2001) though it seems that these two types of behavior are impulsive, they are also opposite in polarity in our behavior dimensions. between the two opposite poles of behavior lie a host of our daily behavior and actions which we call habits. For example taking a cup of tea, lighting a cigarette, taking a glass of water etc.

2.7.1 Types of Behavior

There are three types of behavior. These are:

i. Behavior that are goal directed that is impulsive behavior. For example seeking for food, wealth, social relations prominence in job or academic achievement etc.

ii. Behavior that habits. For example taking a cup of tea, lighting a cigarate, taking a glass of water etc.

iii. Behavior that pulsive. Such as occasional burst of temper, children behavior of biting, pinching, pulling etc. of course psychologists are globally concerned with the explanation's of all these three types of behavior from their considerations of the theories of motivation, though it is true to say we are more concerned about explanation of motivated purposive behavior of individuals (Maiye, 2001).

2.7.2 Concept of Motivation

The concept of motivation is exceedingly broad. In fact so broad that psychologists have attempted to narrow it single. Singling out no aspect or another of the aspect of the complex process of determination. The two most important aspect are the energetic and regulation and direction aspects. Therefore, we may define the study motivation as a research for determinants. In fact all determinants of human an animal activity (maiye 2001). Mukherjee (1978), describes motivation as phenomena involved in the operation of drives, incentives, and motives. Decceno (1971), defined motivation as those factor which tend to increase or decrease the virus in an individual which determines, initiates and directs the level of activity in man. In young (1943), definition of motivation emphasis are on regulation an direction aspects. Therefore the terms incentive, interest, drive and purpose all stress the various aspects of motivation: of course motivation is the very heart of the learning process, Adequate motivation not only cats in motion, the activity which results in learning, but also sustains and directs it. Simply put motivation can be seen as a force behind all human activities. Put in other words motivation is the answer to the reasons or purposes of our action. It is that deriving force or energizer of a person's actions.

Mainly there are two kinds of motivation: these are:

i. Intrinsic motivation: this is also referred to as internal motivation. It is the deriving force which makes an individual to perceive an activity as significant or meaningful.

ii. Extrinsic motivation:- this also called External motivation. It is the motivation that comes as a result of encouragement through praises, rewards. (Maiye 2001).

2.8 Review on Theories of Motivation

It is obvious that further discussions on the theories of motivation, sources and implications will help to clarify the concept motivation.

2.8.1 Hedonistic Theory

According to hedonistic principle, human being tend to seek pleasure and avoid pains in all our actions. Of course until the early years of this century, the most popular theory of human behavior was based on hedonism.

The explanation of this theory were very powerful and clouded the thinking of psychologists for about the first three decades of this century. Maiye (2001), posited that freud depended on this principle considerably in formulating his theory on the concept of Libido. It is psychological behavior manifestations, their conservations and part of his theory of unconscious motivation. However, careful analysis of human behaviors reveals the

inadequacies of the hedonistic explanation of human behaviors in fact we know that a mother can avoid having children, or jump into the fire to save her burning child. It is also a common experience among students to undergo thousands of miserable hours of classroom attendance and poverty before reaching the final examination moment. Certainly the immediate experiences of these actions are painful in nature and these hedonism can not explain. All motives according to theory are treated as acquired and can be learnt. A motives is seen as a strong effective association, characterized by an anticipating goal reaction and based on part association of certain cues with pleasure or pain.

2.8.2 Instincts Theory

This theory postulated continuity from sub-human species to man and suggested that there might be some continuity in human behavior pattern. MC Dougall in pursuing these lines of thought postulated his holmic theory of human behavior. It suggested that for every type of human behavior manifestation: there was underlying instinct and an accompanied emotion. Thus he listed various instincts and their corresponding emotion.

INSTINCTS _____ EMOTION

1. Flight _____ Fear
2. Repulsion _____ Disgust

3. Pugnacity _____ Anger

4. curiosity _____ wonder

5. Self – abasement _____ Subjection

6. Parental instinct _____ Tenderness

Mc Dougall in his later work-Energies of man recognized the wide distinction between the human behavior patterns and those of animals. Therefore because of criticisms, he replaced the term instincts with innate propensities" he agued that using instincts to describe human behavior is degenerating human beings to the level of animals. That the theory did not explain why there should be instinct at all and how these instincts were formed. Of course it is known that while man instinctive behavior are impulsive most human behavior are planned in advance and are goal directed.

2.8.3 Psycho Analytic Theory

This theory draws inspiration from biological and instinctive force of human system. instincts are treated as a type of inner force which sustains life. Human system has internal characteristics and so freud believed that instincts seek for gratification. This makes them instincts to be the sources of all activity in a human being. Psycho analytic theory emphasized two basic instincts: these are the life instincts and the death instincts. The life

instincts works in the preservation of life and the death instincts works in the destruction on life. Preservation leads to productive activities and to preservation of life. While the death instinct involves destructive instincts in which aggression becomes part of this energy. Of course there is a close relation between the two types of energies and mind it at constant process of adjustment. (Maiye, 2001).

Further more, freud also emphasizes that behavior is dynamic purposive in nature and has sense of fulfillment. mental processes life perceiving, judging, and generalizing are determined by this dynamic processes. Thus organism decides and select things for itself depending in the inner needs and compulsion of the person (Maiye, 2001).

2. 8. 4 Homeostatic Theory

This theory has to do with balance in human motivation. Of course we frequently use an entomologies term "drive to explain human behavior. Thorpe defines derive as the complex of internal and external states and stimuli leading to a giving behavior which is always of survival value.

The concept homeostatic is applicable to the type of behavior aimed at supplying fundamental biological needs and for keeping the body in a state of physiological equilibrium or homeostatic. Homeostatic means maintenance of balance or equilibrium within the complex system like the human body or its bus system. (Maiye, 2001).

Thus the principal homeostatic needs in animals are: air, water, food and temperature control. So in attaining the equilibrium need reduction has to take place. For example a child cries to hunger and to satisfy the need of the hunger he is given milk. When the hunger is gone and the need is satisfied the child reached the state of physiological equilibrium and falls asleep.

Maiye (2001), state further that Cannon explained the drive theory of motivation on the basis of attaining physiological equilibrium. Thus according to the theory any need of the above primary types make the child to cry to draw the attention of the adult when the biological needs are satisfied by allowing more ventilation to make the child breath comfortably, giving him a drink. (when his thirst is quenched) giving him milk (when his hunger is satisfied) and by switching the heating system in the room (when the room temperature becomes more comfortable) physiological equilibrium or homeostasis is reached.

Obviously extensive and prolonged absence, deprivation of biological need may develop state of restlessness or disturbance in a person and it may create conditions that will disturb the physiological homeostasis in the person. So in order to prevent the essential equilibrium in the body human behavior is likely to develop a certain sequence.

2. 8. 5 Achievement of Motivational Theory

According to this theory all motives are heated as acquired and can be learnt. Thus MC Cleland defined a motive as "a strong affective association, characterized by an anticipating goal reaction and base on part association of certain cues with pleasure or pain" he considered that the principal physiological factor involve in the occurrence of high achievement motivation is parental control. For example a mother expects her child to be capable of self reliance and independent at an early age. Of course there is evidence that mothers of children are high in achievement motivation tend to punish their children harder to achieve more. So in such situation the continual anxieties are transferred to children and as a consequence these anxieties so incorporated into the children personality acts as their achievement motives.

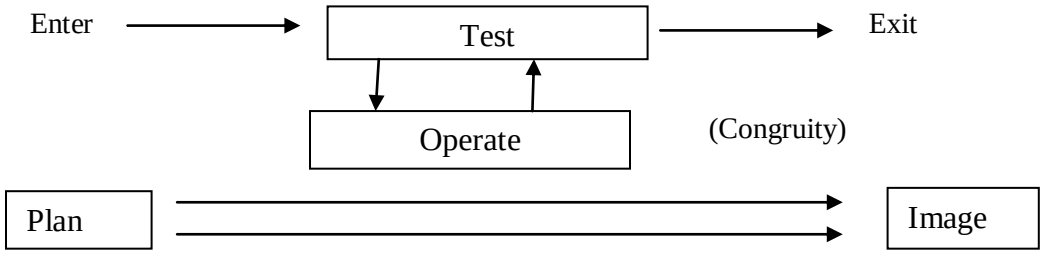
Certainly the question that remains to be answered is what factor give the motivated behavior a particular direction of activity. Thus a simple answer to the above question can be found in our knowledge of physiological of attitude, interest and the various conditions of reward and punishment in the environment

Therefore achievement motivation may be associated with the variety of goals, higher education, better jobs e.t.c but in general the attainment of some standards of

excellence we are familiar with cases where individuals are continually seeking to attain perfection. Thus the principal method of investigate achievement motivation has required individual to carry out task within the instruction aims to arouse achievement motivation namely stating the measures of the respondents or some things like that. The instrument used to measure the achievement by MClelland school of thought was marrays thematic appreciation test(TAT) only pictures were selected with slight modifications and they were projected on the screen with minimal exposure. It was observed by Mclelland and his workers that achieved motivation scores of a group is usually less than mean of individuals achievement motivations scores. (Maiye 2001).

Hunt considered achievement motivation from the evidence cited by Mclelland and his school and T.O.T.E model of miller, calnter prioram. Acceding to the TOTE model we know that when a problem confronted by individual arouses in him a certain amazements etc. thus the next thing the individual is to undertake some operations which can lead him to the end of the problem i.e. its solution. However when he arrived at the stage of congruity the problem arouses in congruity at 1st then bring equilibrium congruity when the problem is successfully solved. Obviously between the two end i.e. in congruity and congruity is the various operation which must be undertaken by the individual to achieve success. Of course these he does by means of a plan which he operate to arrive to the image which he has to the situation when the problem is solved

Table…. Diagram Depicting TOTE



2. 8. 6 Theory of Intrinsic Motivation

Hunts theory centered upon assumption of certain standard in the behavior of repertoire of individual. He picked up the concept of TOTE as a starter in his theory of intrinsic motivation. according to is theory motivation can be better understood from intrinsic explanation of behavior of an individual confronted with a task. The first standard is known as the information standard which the individual and equilibrium after successfully solving the problem or task. Information standard therefore implies the necessary relevant previous experiences of the organism which refers to the problems he is confronted with. Beside the above standard the organism need to posses the relevant action standard which implies the individual relevant past experience in doing or undertaking operations to solve the problems or task successfully. Simply put information standard implies the relevance of experience of information necessary in the problem task while action practically.

Maiye (2001), state that hunts theory is instinct motivation has three (3) factors acting in conjunctions to arouse motivation in an individual.

i. Incongruity of the situation

ii. Misinformation standard necessary

iii. Action standard necessary

Of course an interesting question arise at this point, i.e. it is possible for us to motivate individual to undertake goal directed activates. Hunts reply to the above question is convincingly affirmative in character. He suggest means of arousing motivation in individual from a consideration of both TOTE and Akinsons mode of mancinal tendencies to achieve success(TS)

Of course the first condition is nothing, but the individual concept of his probability of success (PS) and the second condition is nothing and incentive for success (IS) Akinson took these two (2) concept to formulate his empirical model of achievement motivation by laying that an individual tendencies to achieve success (IS) is related directly to both the PS and IS.

Maiye (2001), state further that from a simple mathematics consideration we can say that

TS = MS * PS * IS

Where as a persons motive to success (MS) depend on the probability of success(PS) and incentive to success(IS). Atkinson explain that his factor is a matter of individual differences i.e. it is more for one individual and less for another and it cannot be measured directly. It can only be conserved. He goes on to ague an shout that PS and IS are inversely related to each other i.e. if PS increase IS decrease. He offers a model of different level of PS and it corresponding IS to show that the product of PS and IS is maximal when the task is not too difficult and no too easy.

Table …… empirical chart showing the evidence

PS	IS	S*IS
.90	.10	.09
.80	.20	.16
.70	.30	.21
.60	.40	.24
.50	.50	.25
.40	.60	.24
.30	.70	.21
.20	.80	.16
.10	.90	.09

2.8.7 Theory of Extrinsic Motivation

Obviously there are no theories as such on extrinsic motivation though there are learning theories and experience evidence from research laboratories which can be discuss under the above heading since their application of there significant finding tends to motivate the behavior of organism. Of course Thorndike's law of effect postulates that positive effect or reward stamp in S-R band and on this basis reward, praise good, comment, break etc. are able to motivate our children in the class room to learn. The deficiency of law of effect is believed that we have to wait patiently for the chance appropriate response to the stimulus to stamp in the S-R bond. Such a condition does not help us strictly speaking to the control and

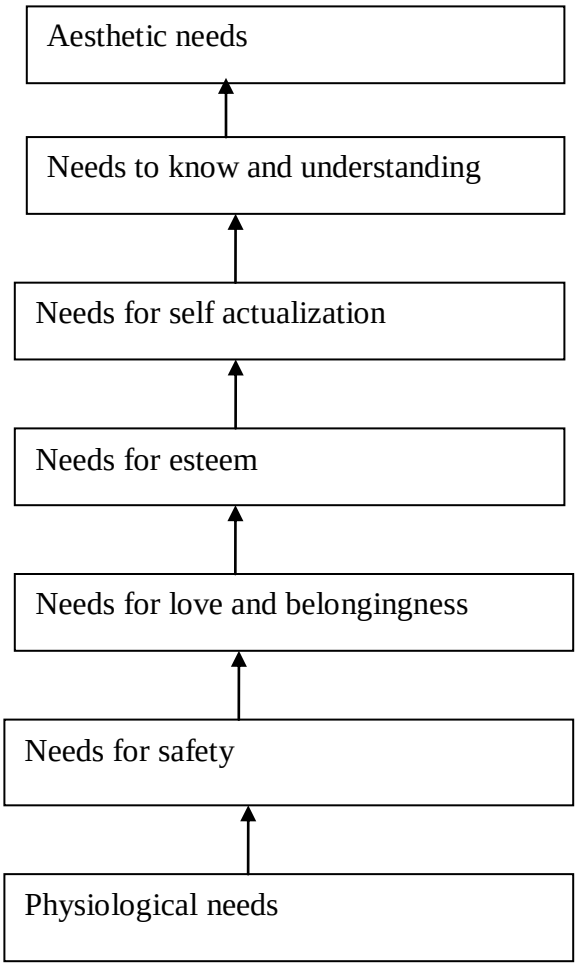
motivate children in the class room, at will and always. Further more the explanation base on the law of effect does not tell why individual differ in their respective levels of motivation towards learning and achievement in the same task. Hull suggested that need reduction task place after the correct or successful response has been given. This need reduction satisfied the organism and according to manifestations proceeding the final correct response by the organisms are always learnt. E.g. a child gave a correct answer to the sum of mathematics in the school when the teacher praise him and is need appreciation is satisfied. Let us suppose that this mathematics class takes place every Wednesday in the morning, if the child is going in this lesson he will be looking forward to every Wednesday from the moment he gets up from bed, his break fast, take his bag and almost run to the school seeking further appreciation and praise. Obviously all the above type of behavior are antecedent to the terminal response of giving correct response to the mathematics questions and they are motivated from one instance of need reduction. Need reduction is an instance from the field of motivation and inspite of its ability to explain motivated behavior antecedent to the present behavior. It failed to explain how to motivate children from their present situation to respective goal. (Maiye, 2001).

2.8.8 Maslow Hierarchy of Needs

Abraham Maslow theory of motivations base on the idea of gratification of need is the most important single principle underlying all development. He pointed out that the most important feature of motivation is the tendency of Neal higher need to emerge as lower needs are gratified . as very basic (lower) needs are met such as a need for safety other needs replace them as motivating forces, people motivation derived correctly from their needs and human behavior is therefore directed towards need gratification.

Maslow postulated seven basic levels of needs. Physiological, safety, love and belongingness, esteem, self actualization, knowing and understanding and aesthetics. Of course he referred to the first four as deficiency needs because humans are motivated to fulfill them as a result of deficient. He suggested that people were motivated to gravity the last three needs which he call being needs when deficiency need are met. Being needs are motivating not because of deficiencies but because of basic human desires for self actualization, knowledge and aesthetics.

Table …… Maslow's Hierarchy of Needs



The needs are step to be completed in progression towards self growth they are hierarchical, that is one level of needs most be met before the next becomes motivating, obviously until physiological needs are gratified, humans do not strive for safety needs. Similarly, until safety needs are gratified, humans do not seek to gratify love needs etc.

Maiye (2001), state that factors affecting needs are:

1. Goals affects motivation

2. Incentive may also motivate the behavior of an organism

3. Vigor in a human being can be increased by teacher or parent.

4. Mobilizing the-will-to-do-work

5. The quality of environment

6. The drive for self actualization

7. Anxiety

Summary

This chapter reviewed literatures that were relevant and related to programmed instruction which begins with the review of some researches on programmed instruction related. This acknowledge among others the work of Skinner, (1968), Lockee(2014), Stolurow (1961), Hughes (1963) and host of others.

The focus points of their works were on development of self instruction devices such as teaching machines (pressey's devices) and comparatives studies that compared programmed materials, programmed instruction variations and components, programmed instruction compared to conventional instruction. Infact they dealt with implementation and use of the results in order to develop a specific type of information to help the instructor

change content and approach. Hence they were less concern about the problems of programming and sequencing in these machines. Therefore this work is designed to find the impact of programmed instruction on motivation and academic performance among student in Abaji Area Council Abuja. However while the work are similar in that they are geared towards finding effect or impact on student academic performance; they defers in the target population (population of the studies) and the design of the study.

Furthermore, under the sub-heading concept of programmed instruction the chapter reviewed the work of Ndagi (1988), Okam (1998), Engle (1977), Bank and Clegy (1977), Gross, Mesick, Chapin, Southland (1978), Benjamin (1988), Herbert (1988) and host of others. These Authorities viewed programmed instruction though in various wordings as an innovative machines or other devices in the field of instruction (learning environment) that does not only test and score the learners but also teach them. They argued further that the movement for the programmed instruction was precipitated by the need to improve education. Hence they viewed that such machines or devices could help teachers who usually know, even in a small classroom that they were moving too fast for some students and too slow for others. Conclusively it was agreed that Skinner (1954, 1958) may be the first to use the vocabulary of programmed materials and designed materials saying that it was the rest of his notions which began what they might refers to as a minor revolution in the field of education. In fact this portion made clarification on the conceptual

understanding of the study. Therefore the use of visual device (compact disc) will be employed I this study.

In addition this chapter under the sub-heading types of programmed instruction reviewed three(3) frames from a programme in Social Studies, learner analysis for the purpose of Sequencing programmed content, behavior analysis for the purpose of sequencing content, selection of a programmed paradigm for the purpose of sequencing programmed content, composing a programmed frame, and two types of prompts proposed. Ofcourse under this Ndagi (1988) identified three (3) main approaches, they includes exposing blank, frame and branching. This selection of a programme paradigm is based on the earlier steps in programming process like the type of skills, knowledge or attitudes to be taught, existing assumptions regarding learners the need for adaptive work. None the less it was argued that there is a high variance in ability in group or learner, then providing option for skipping criterion frames or branching would be helpful in supporting individual needs.

However, this study will employed exposing blank. The guidelines for programmed instruction application was another sub-heading where issues such as the design of programmed instruction specification of content and objectives as well as sequence of the content were reviewed. Here Green (1967), was of the view that there is a dynamic and experimental quality about programmed which makes it difficult and possibly undesirable to

standardized the procedures excepts in the broad term. So Mager (1962) hold view that once the programmed instruction developer clearly states the intended outcomes of the programme in observable and measurable terms, the creation of assessment items and evaluation strategies can be planned. However, Mechner (1967), viewed that the target audience should determine which approach should be use if the concept is simple or straight forward; then the learners would likely benefit from the RULEG sequence but where the concept is move abstract or complex then the EGRUL technique would be the better choice in shaping learner behavior. Obviously the concept of social studies was not left out in the review. Here the work of Olalobou, Jacob and Ndazhaga (2000), and host of others were acknowledged. Infact these authorities though in different wordings agreed that social studies is a subject that functions to bring about the overall development and progress of man and his society. Thus they viewed that the teaching and learning of it should proceeds from known to unknown as well as from simple to complex. They also agreed that attempt to develop social studies as a subject for secondary was first made by the staff of comprehensive high school Aiyetoro in Ogun State in 1963. This subject according to the author study man and his activities in relations to his social, economic, political, cultural and physical environment for personal and societal development. Thus the design techniques and approaches to the teaching and learning of the subject are; problem solving, discovery, inquiry, demonstration, Socratic, study trips, role play, project and discussion approaches.

Lastly in this chapter, the research conducted by experts that has bearing with this study were reviewed under review of related imperial studies sub-heading. Here the work of Authorities such as John (1996), Izzet, Yavuz and Mustapha (2006), Musa (2006), Mudasiru (2010), Agreement and Ontiretse (2011), Love (2011), Fagbemi, Gambari, Oyedum and Gbodi (2012), Jam and Mishra (2013) and Paul and Samson (2013) were acknowledge and reviewed. Infact all the research works reviewed were relevant and related to the present study although some varied in focus or target audience they are all geared toward effects or impact on students academic performance or achievement. In fact the work of this experts had widen and broaden my knowledge in terms of research design, formulation of hypothesis, research questions and above all comprehension of the entire process of research work.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology to be used for data collection in this study. It is presented under sub-heading as follows thus;

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Instrumentation
- Validation and Reliability of the Instrument
- Procedure for data collection
- Data Analysis procedure

3.2 Research Design

The design for this study is pre-test, post-test control group quasi- experimental design where by the subjects will be categorized into control and experimental groups using pretest as the baseline measure. It implies that, intact classes (non-randomized groups)

participated in the study. This is because according to Sambo (2005), and Ofor (2000), cited by Onuigbo (2012), quasi-experimental and survey research design allows the use of intact classes. So this was adopted because it is not possible for the researcher to randomly sample the subjects and assign them to groups without disrupting the academic programme and the time table of the Junior Secondary Schools that were involved in the study. Also, the motive behind this study was to conduct an experimental involving a control and experimental intact classes determine the impact of programmed instruction on the motivation and academic performance of UBE JSS students in social studies in Abaji Area Council, Abuja. Hence, the design is illustrated as follows:

E	$0_1\ X_1\ 0_2 \longrightarrow 0_3$
C	$0_1\ X_1\ 0_2 \longrightarrow 0_3$

Figure 3.1

Where E = Experimental group

C = Control group

Xi = The treatment (programmed instruction)

X2 Conventional teaching method (no treatment)

3.3 Population of the Study

The target population of this study consists of eleven (11) Junior secondary school. It is made up of both Urban and rural school in Abaji Area Cuncil Abuja. There is a total of 4009 Students in Eleven Junior Secondary Schools in Abaji Area Council as at the time of this study. This is made up of 1366 students in J.S.S I, 1428 students in J.S.S II and 1243 students in J.S.S III. Furthermore, the population consists of 2219 male students and 1790 female students. Schools that participated in the study was base on the schools that have operational computer facilities. See table (1) population distribution. The entire population is used because the study is quasi experimental designed.

TABLE 1 = POPULATION DISTRIBUTION

FCT UNIVERSAL BASIC EDUCATION BOARD, ABAJI

STUDENTS ENROLMENT BY SCHOOL, CLASS AND GENDER

STAMP AND SIGNATURE OF LEA SECRETARY CATEGORY: JUNIOR SECONDARY SCHOOLS, 2015

SESSION…….. ABAJI LGEA……

S/N	NAME OF SCHOOL	URBAN/ RURAL	YEAR ESTAB.	JSS 1				JSS 2				JSS 3				TOTAL			
				M	**F**	**T**	**STREAM**	**M**	**F**	**T**	**STREAM**	**M**	**F**	**T**	**STREAM**	**M**	**F**	**T**	**STREAM**
1	JSS ABAJI	URBAN	2005	130	108	238	7	130	131	261	8	167	138	305	9	427	377	804	34
2	JSS AGYANA	RURAL	2008	31	30	61	2	31	26	57	2	38	10	48	2	100	66	166	6
3	JSS GAWU	RURAL	2005	40	81	121	4	96	48	144	4	110	42	152	5	245	171	417	13
4	JSS GURDI	RURAL	2006	12	5	17	1	11	7	18	1	6	2	8	1	29	14	43	3
5	JSS KEKESHI	URBAN	2008	132	145	277	8	165	175	340	10	122	120	242	7	419	440	859	25
6	JSS NAHARATI	URBAN	2005	135	115	250	7	140	110	250	7	117	107	224	7	392	332	724	21
7	JSS NUKU	RURAL	2005	54	51	105	3	44	46	90	3	53	49	102	3	151	118	269	9
8	JSS PANDAGI	RURAL	2005	54	18	72	2	30	25	55	2	32	18	50	2	116	61	177	6
9	JSS YABA	RURAL	2005	97	65	162	5	102	35	137	4	64	48	112	3	263	148	411	12
10	JSS ALU	RURAL	2011	14	14	28	1	20	19	39	1	0	0	0	0	34	33	67	2
11	JSS MAMAGI	RURAL	2011	22	13	35	1	20	17	37	1	0	0	0	0	42	30	72	2
	GRAND TOTAL			**721**	**645**	**1366**	**41**	**789**	**639**	**1428**	**43**	**709**	**534**	**1243**	**39**	**2219**	**1790**	**4009**	**133**

source: Abaji LEA (2015) Students Enrolment by classes and Gender

3.4 Sample and Sampling Procedure

A sample of two schools each classified as urban and rural schools were purposively chosen for this study. Hence, 36% of the population was randomly selected for this study. The sampled schools consist of Abaji and Naharati UBE JSS as urban and Agyana and Pandagi UBE JSS as rural (Abaji Area Council information manual, 2015). Ofcourse the choice of these schools was informed by the fact that they possessed common characteristics such as streams and reasonable number of operational computer sets and qualified social studies teachers who are computer compliant. The streams (classes) allocated to the groups were as follows:

TABLE 2

	Name of Schools	**Male**	**Female**	**Total**
experimental group	Abaji Pandagi Total	130 54 **184**	108 18 **126**	238 72 310
Control group	Naharati Agyana Total	135 31 **166**	115 30 **145**	250 61 **311**

Sample size of streams (classes) of schools based on grouping and class size

Therefore, in this study JSS one student's of 3l0 makes up the sample in the experimental group and 311 JSS one students make up the sample in the control group. The choice of the study this sample concord with the opinion of Eboh (2009), cited by Onuigbo (2012). He posits that a common quasi-experimental design uses two or more groups where as one serve as a control group and the other as the study group. Though the subject in both groups have not been randomly selected or allocated and the number in each group should be manageable. While Akuezuilo (2002), cited by Onuigbo (2012), in support of the view states that quasi-experimental design allows small number of subjects for easy management of variables involved in the study. Thus, the number of the students in each classes was manageable so, it is pertinent to note that experimental group schools is quite distance from the group schools. That each group consists of one school, each from both urban and rural schools.

3.5 Instrumentation

The instruments used for data collection in this research work includes the followings:

1. Social studies achievement test (SSAT)

2. Social studies motivation questionnaires (SSMQ)

3. Programme instruction model package (PIMP)

4. Lesson plan (LP)

DESCRIPTION OF INSTRUMENT

3.5.1 Social Studies achievement test (SSAT)

1. The SSAT are six item questions containing thirty (30) blank spaces (fill in the blanks) that is to say that thirty blank spaces requires thirty correct answers. Each correct answer carry five (5) marks. The questions are spread to cover the six (6) levels bloom taxonomy of education. Off course the same question were use for the pre- test and post test. However fore the post test the numbers for the items were changed. The thirty (30) fill in the blank (short answers) question drown from JSS1 scheme of works covering six (6) content in Nigeria government and it recourses. The question were developed by the researchers in consultation with social studies expert in the education instruction technology section of FCT College of Education Zuba- Abuja. These was lifted and adopted by the researchers.

2. Social studies motivation questionnaire.(SSMQ)

This is twenty (20) items question design to collect information on motivation covering the six (6) aspect of the effective behavior and the objective of this study. It also include

terms such as incentive, interest derive purpose and comprehension which al stress the various aspect of motivation to cats in motion, the activity which result in learning, sustain and direct it.

3. Programmed instruction model package (PIMP) and lesson plan (LP)

This model of illustrate figures and pictures in the compact disc (CD) plate to be played in the CD room for easy and effective teaching and learning. These are use for experimental groups. While lesson plan are use for the control groups.

INSTRUMENTS

The instruments used for data collection in this research work include the followings:

(1) Social studies achievement test (SSAT).

(2) Programmed instruction model package (PIMP).

(3) Lesson plans (Appendices B&C).

(4) Questionnaires of twenty (20) item questions.

The SSAT is six (6) item questions containing thirty (30) blank spaces (fill in the blanks). That is to say the thirty blank spaces require thirty correct answers and each correct answer is scored marks (1). The same questions were used for the pre-test, post-

test and retention test. However, for the post test and retention test the numbers of the items were changed. The thirty (30) fill-in the blanks (short answers) questions drawn from JSS I scheme of works covering six (6) content area on Nigeria Government and its resources. The questions were deve1oped by the researchers in consu1tation with social studies experts in the educational instruction technology section of FCT College of education, zuba-Abuja. These was lifted and adopted by the researcher. The twenty (20) item questions are designed to collect information on motivation aspect of the objectives of this study.

4. Validity of the Instrument

All instrument including the social student achievement test (SSAT), programmed instruction model package (PIMP), lesson plans and questioners of twenty item were instrument submitted to both the first and second supervisors in the department of social studies, Faculty of Education, Ahmadu Bello University, Zaria. These items were subjected to thorough scrutiny and proof reading by these experts to ensure that its contents were in line with both the objectives and research questions of the research study. The programmed instruction model package (PIMP) otherwise known as treatment instrument was validated by two experts in Educational Technology Section of Abuja University. Of course the two senior lecturer's who are specialist of social studies

education at the FCT College of Education Zuba, Abuja also had input to ensure that items contents can elicit the desired information (data) they are intended to in essence to effects all the necessary adjustments made thereafter.

5. Reliability of the Instrument

In order to ascertain the reliability of the research instruments a pilot study otherwise refers to the trial test of all the instruments; SSAT, PIMP, LP AND questioners were placed under test-retested reliability techniques. The instrument was administered on a class of thirty five (35) students at JSS Mamagi in Abaji Area Council but not sampled or involved in this study. The reliability co-efficient was determined using person product moment correlation coefficient which determined the suitability of, the instrument for the study, and it yielded a coefficient values of 0.78. Hence, the confined reliability of the test, because Spiegel and Stevens (1999), cited by Alasoluyi (2015), posited that instrument is considered reliable if it lies between 0 and one adding the reliability coefficient is zero, the less reliable is closer the calculated reliability coefficient is to one the reliable is the instrument So it confirms that the research instrument is suitable and reliable for use as an instrument for data collection in this study.

6. Procedure for Data Collection

The pre-test was to measure the performance of students constituting the sample of the study. The social studies teachers of sampled schools with the researchers jointly studied the questions and discussed the techniques of test construction and administration thoroughly too. Both experimental and the control group were given the pre-test to ensure homogeneity. This tests the entering behaviors of students in both the experimental and control groups. The test content is based on a table of specifications covering the six levels of cognitive domain objectives of learning.

The sequential lesson plans were developed by the researcher and were used by the regular social studies teachers who were themselves specialist in the field. They will be the research assistants for uniformity. The lesson plans prepared based on the six contents objectives were matched by the research assistants to their respective instructional guide.

The treatment was tested for six (6) weeks for both groups. After the homogeneity, the experimental group was exposed to instruction under the research assistants who were their regular teachers. They were encouraged to take enough note which could be useful for them in the post test. The control groups were exposed to conventional teaching method on the same content used for experimental group. In the pre-test, the social studies achievement text (SSAT) was administered on the groups

exposing blanks were provided for the student to fill in the correct answer for the SSAT. The researcher marked the sheet of the SSAT to obtain the student scores of cognitive achievement before the treatment. The exercise provided baseline data on student achievement in a unit of social studies curriculum before the treatment. This involved slotting the compact disc containing the content of Nigeria resources for students learning into the computer and booting procedure followed; multimedia machine projected the lesson on screen. The student's attentions were drawn to the screen. The teacher administers the post test to the experimental and control groups in their respective schools. In the post test the SSAT was administered on the group exposing blanks sheets were provided for the student to fill in the correct answer for the SSAT. The researcher marked the sheets of the SSAT to obtain the student score on cognitive achievement. The raw of the test are presented in appendixes H. as the student watch in the natural states it makes the lesson clearer and interesting. However, the researcher mark and scores both the pre-test, post-test and retention as well as records the scores.

The procedure that was used for data col1ection has to do with. The research assistants, who were the regular teachers, administered the entire test in their respective schools. First the social studies achievement test (SSTA) was administered on the groups. The researcher marked the sheets of the SSTA to obtain the student's scores on cognitive achievement before the treatment.

3.7 Data Analysis Procedure

The bio data of respondents were analyzed using frequencies and percentage while the descriptive statistics of mean and standard deviation were used to answer the research questions of the study.

The six null hypotheses were analyzed using T-test and ANOVA. The T-test and analysis of variance (ANOVA) were used for testing the null hypotheses at 0.05 level of significance. Hence, the research involved pre-test and post test and retention of intact classes. According to Onuigbo (2012), who held the view of Uzoagulu (1998), ANOVA would be used when samples and groups are more than two. So for teachers effectives and pre-test was used as the co-variant and the post-test as the dependant variable. Note that a score sheet was used to record scores of each intact class in both treatment and control groups. For correct answer one (1) mark is awarded and for wrong answer a mark for zero (0).

CHAPTER FOUR

DATA PRESENTATION, ANALYSES AND DISCUSSIONS

4.1 Introduction

This chapter discussed about the participants demographic information, the research questions, null hypotheses, major findings and discussions of results.

4.2 Data Presentation Analysis and Discussion

Demographic Data Presentation

This section presented the demographic information on the participants by the elements of treatment, gender and location. The elements were presented based on frequencies and percentages.

Participant's profile by gender

The number of participant's by gender was presented in frequencies and percentages.

Table 3. Frequencies and percentages by gender

	Gender			
School	**Male**	**Percent**	**Female**	**Percent**
Abaji	130	21	108	17
Pandagi	54	9	18	3
Naharati	135	22	115	19

Agyana	31	5	30	5
Total	**350**	**56**	**271**	**44**

In Table 4.1 it was shown that 621 respondents were involved in the study. Out of 621 respondents, 350(56%) were male and 271(44%) were female. This showed that there were more males than females who participated in the study.

Participant's profile by treatment

The number of participant's by treatment was presented in frequencies and percentages in

Table 4.2 Frequencies and percentages by treatment

Treatment	Total	Percent
Experimental	310	49.92
Control	311	50.08
Total	**621**	**100**

In Table 4.2 it was shown that 621 respondents were involved in the study. Out of 621 respondents, 310(49.92%) were in the experimental groups and 311(50.08%) were in the control groups. This showed that there were more participants in the control groups than in the experimental groups who participated in the study.

Participant's profile by location

The number of participant's by location was presented in frequencies and percentages in

Table 5 Frequencies and percentages by Location

Location	Total	Percent
Urban	488	78.58
Rural	133	21.42
Total	**621**	**100**

In Table 4.3 it was shown that 621 respondents were involved in the study. Out of 621 respondents, 488(78.58%) were from urban schools and 133(21.42%) were from the rural schools. This showed that there were more students in the urban schools than in the rural schools who participated in the study.

4.3 Answering Research Questions

The researcher in draw the following research questions for this study to show whether the programme instructions have impact on JSS social studies students motivation and academic perform in Abaji Area Council, Abuja.

Research Question 1: how much difference is the mean academic performance scores of JSS I students taught Social Studies using programmed instruction and those taught using conventional teaching method?

Table 6 Mean and standard deviations on JSS I students performance scores in Social Studies

Group	**N**	**Mean**	**SD**	**Std. Error Mean**	Mean Difference
Control	310	14.05	4.729	.269	
Experimental	307	16.69	4.888	.279	-2.642

From Table 4.4 it can be depicted that there was a difference in the mean academic performance scores of control (M=14.05, SD4.729) and experimental (M=16.69, SD=4.888) groups with a mean difference of -2.642 in favor of the experimental groups.

Research Question 2: how much difference is the mean academic performance scores of male and female JSS I students taught Social Studies using programmed instruction and those taught using conventional teaching method?

Table 7 Mean and standard deviations on male and female JSS I students performance scores in Social Studies

Gender	Group	Mean	Std. Deviation	N
1 Male	1 Control	14.11	4.965	199
	2 Experimental	15.44	4.953	165
	Total	14.71	4.997	364
2 Female	1 Control	13.94	4.292	111
	2 Experimental	18.14	4.403	142
	Total	16.30	4.823	253
Total	1 Control	14.05	4.729	310
	2 Experimental	16.69	4.888	307
	Total	15.36	4.984	617

Results in Table 4.5 showed that the male students in the control groups had a mean and standard deviation of (M=14.11, SD=4.965) and that of the experimental groups was (M=15.44, SD=4.953) with a mean difference of -1.33 in favour of the experimental group. Also, female students in the control groups had a mean and standard deviation of (M=13.94, SD=4.292) and that of the experimental groups was (M=18.14, SD=4.403) with a mean difference of -4.2 in favour of the experimental group. The total mean and standard deviation for the control groups was (M=14.05, SD=4.729) and that of the experimental groups was (M=16.69, SD=4.888) with a total mean difference of -2.64 in favor of the experimental groups. That is to say there was a difference in the mean

academic performance scores of male and female JSS I students taught Social Studies using programmed instruction and those taught using conventional teaching method.

Research Question 3: How much is the difference in the mean academic performance scores of urban and rural JSS I students taught Social Studies using programmed instruction and those taught using conventional teaching method?

Table 8 means and standard deviations on urban and rural JSS I students performance scores in Social Studies

Location	Method	Mean	Std. Deviation	N
1 Urban	1 Control	13.09	4.414	238
	2 Experimental	16.53	5.001	247
	Total	14.84	5.021	485
2 Rural	1 Control	17.21	4.370	72
	2 Experimental	17.37	4.365	60
	Total	17.28	4.352	132
Total	1 Control	14.05	4.729	310
	2 Experimental	16.69	4.888	307
	Total	15.36	4.984	617

Results in Table 4.6 showed that the urban students in the control groups had a mean and standard deviation of (M=13.09, SD=4.414) and that of the experimental groups was (M=16.53, SD=5.001) with a mean difference of -3.44 in favour of the experimental group. Also, rural students in the control groups had a mean and standard deviation of (M=17.21, SD=4.370) and that of the experimental groups was (M=17.37, SD=4.365) with a mean difference of -0.16 in favour of the experimental group. The total mean and standard deviation for the control groups was (M=14.05, SD=4.729) and that of the

experimental groups was (M=16.69, SD=4.888) with a total mean difference of -2.64 in favor of the experimental groups. That is to say there was a difference in the mean academic performance scores of urban and rural JSS I students taught Social Studies using programmed instruction and those taught using conventional teaching method.

Research Question 4: how much is the difference in the mean motivation scores of JSS I students taught Social Studies using programmed instruction and those taught using conventional teaching method?

Table 9. means and standard deviations on JSS I students motivation scores in Social Studies

Group	N	Mean	SD	Std. Error Mean	Mean difference
Control	308	50.5065	4.06342	.23153	-.03571
Experimental	308	50.5422	4.04231	.23033	

From Table 4.7 it can be depicted that there was a difference in the mean academic performance scores of control (M=50.5065, SD=4.06342) and experimental (M=50.5422, SD=4.04231) groups with a mean difference of -.03571 in favor of the experimental groups.

4.4 Testing Null Hypotheses

In order to provide efficient and effective research work holistically acceptable, the researcher formulated some assumptions that were used to investigate the impact of

programmed instruction on motivation and academic performance of UBE JSS Students in Social Studies. These assumptions were tested at p≤.05 level of significance.

Null Hypothesis 1: There is no significance difference in the mean academic performance scores of JSS I students taught Social Studies using programmed instruction and those taught using conventional teaching method. An independent samples t-test was used to test the null hypothesis at p≤0.05 level of significance. The outcome of the computation is displayed in Table 4.8.

Table 10. Independent samples t-test statistic on JSS I students' performance scores in Social Studies

Group	N	Mean	SD	t	df	p-value
Control	310	14.05	4.729	-6.824	615	.000
Experimental	307	16.69	4.888			

From Table 4.8 it can be depicted that there was a statistically significant difference in the mean academic performance scores of control (M=14.05, SD4.729) and experimental (M=16.69, SD=4.888) groups with a mean difference of -2.642 in favor of the experimental groups. This is supported by t(615)=-6.824, p=.001<.05 which showed a statistical significant difference between the groups. Therefore, the null hypothesis that stated no significant difference was rejected. That is to say there was a difference in the mean academic performance scores of JSS I students taught Social Studies using programmed instruction and those taught using conventional teaching method.

Null Hypothesis 2: There is no significance difference in the mean academic performance scores of male and female JSS I students taught Social Studies using programmed instruction and those taught using conventional teaching method. A two-way ANOVA was used to test the null hypothesis at $p \leq 0.05$ level of significance. The outcome of the computation is displayed in Table 4.9.

Table 11. Two-way ANOVA on gender and teaching method JSS I students performance scores in Social Studies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1634.665[a]	3	544.888	24.445	.000
Intercept	139969.461	1	139969.461	6279.362	.000
Gender	234.906	1	234.906	10.538	.001
Group	1129.265	1	1129.265	50.662	.000
gender * group	303.961	1	303.961	13.636	.000
Error	13664.013	613	22.290		
Total	160925.000	617			
Corrected Total	15298.677	616			

From Table 4.9 there was a statistical evidence of an interaction between gender and teaching method on academic performance ($F(1,613)=13.636$, $p=0.001$); thus, the effect of teaching method vary significantly with gender. Also there was a significant main effect of gender ($F(1,613)=10.538$, $p=0.001$, so that the mean academic performance of the gender groups differ significantly. There is, however a significant main effect of treatment groups ($F(1,613)=50.662$, $p=.001$), implying that the mean academic performance differ between the experimental and the control group. Therefore, the null

hypothesis that stated no significant difference was rejected. Implying that, there was a statistically significant difference in the mean academic performance scores in Social Studies among male and female Junior Secondary School students' in Abaji area council, Abuja.

Null Hypothesis 3: There is no significance difference in the mean academic performance scores of urban and rural JSS I students taught Social Studies using programmed instruction and those taught using conventional teaching method. A two-way ANOVA was used to test the null hypothesis at $p \leq 0.05$ level of significance. The outcome of the computation is displayed in Table 4.10.

Table 12. An interaction between location and teaching method on academic performance and motivation of SOS students in JSS I students performance scores in Social Studies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2047.324[a]	3	682.441	31.569	.000
Intercept	106191.236	1	106191.236	4912.345	.000
Location	633.008	1	633.008	29.283	.000
Method	332.527	1	332.527	15.383	.000
location * method	276.484	1	276.484	12.790	.000
Error	13251.354	613	21.617		
Total	160925.000	617			
Corrected Total	15298.677	616			

From Table 4.10 there was a statistical evidence of an interaction between location and teaching method on academic performance ($F(1,613)=12.790$, $p=0.001$); thus, the effect

of teaching method vary significantly with location. Also there was a significant main effect of location (F(1,613)=29.283, p=0.001, so that the mean academic performance of the location groups differ significantly. There is, however a significant main effect of teaching method (F(1,613)=15.383, p=.001), implying that the mean academic performance differ between the experimental and the control group. Therefore, the null hypothesis that stated no significant difference was rejected. Implying that, there was a statistically significant difference in the mean academic performance scores in Social Studies among urban and rural Junior Secondary School students' in Abaji area council, Abuja.

Null Hypothesis 4: There is no significance difference in the mean motivation scores of JSS I students taught Social Studies using programmed instruction and those taught using conventional teaching method. An independent samples t-test was used to test the null hypothesis at $p \leq 0.05$ level of significance. The outcome of the computation is displayed in Table 4.11.

Table 13. Independent samples t-test statistic on JSS I students motivation scores in Social Studies

Group	N	Mean	SD	t	df	p-value
Control	308	50.5065	4.06342	-.109	614	.913
Experimental	308	50.5422	4.04231			

From Table 4.11 it can be depicted that there was no statistically significant difference in the mean motivation scores of control (M=50.5065, SD=4.06342) and experimental (M=50.5422, SD=4.04231) groups with a mean difference of -.03571 in favor of the experimental groups. This is supported by t(614)=-.109, p=.001<.05 which showed no statistical significant difference between the groups. Therefore, the null hypothesis that stated no significant difference was retained. That is to say there was no difference in the mean motivation scores of JSS I students taught Social Studies using programmed instruction and those taught using conventional teaching method.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary conclusion and recommendations for the study.

5.1.1 Summary of procedures

The study was quasi experimental research design which employed pretest – posttest non equivalent control group to determine the impact of programmed instruction on motivation and academic performance in social studies among Junior secondary schools in Abaja Area council Abuja. The specific objectives of the study were to:

- Find the mean score of student thought with programmed instruction and those of **conventional** method.
- Find the achievement score of male and female student taught social study with programmed instruction and those taught with conventional method.
- Find the achievement score of urban and rural student taught Social Study with programmed instruction and those taught with conventional method.
- Determine the motivation of male and female taught social study with programmed instruction and those taught with conventional method.

To achieve these objectives four research question were formulated to guide the study. The population of the study consisted eleven (11) Junior secondary school social study

student in Abaji Area Coucil Abuja. The student population is 4009. The sample size was 621 JSS 1 student from which 310 students constituted the student in the experimental groups and 311 students made up the control group. The instrument used in the study was social study achievement test (SSAT). Social study motivation questioners (SSMQ), programmed instruction modern package (IPMP) and lesson plans (LP). To endure content validity all the instrument, a blue print (table of specification) was built for the text given due to consideration placed on each objective and major content of social study in Nigeria resources. All the instrument were given to experts for criticizes and validation.

The reliability coefficient of SSAT was found to b 0.95 using pearson product moment correlation coefficient. The date collected were analyzed using mean to answer the research questions, while ANOVA was used to test the four hypotheses formulated to guide the study.

5.1.2 SUMMARY OF THE FINDINGS

- Student taught with programmed instruction had a higher mean achievement than those student taught with the conventional method in the achievement test. The mean was found to be significant and had the facilities that attract students.
- The student taught with programmed instruction had a higher mean score than those taught with conventional method in the test of motivation.

- The study reveals that male student taught social study with programmed instruction score equal with female taught with programmed instruction.
- The study reveals that student in urban school scored equal with student in rural school when taught social study with programmed instruction.

5.3 Conclusions

The study concluded that the students' motivation and academic performance are better and scores higher in social studies given test when taught using programmed instruction enhance method anchored on the basis provided by the findings. That the logical orderliness and the efficient sequencing presentation in the programmed instruction enhance method provides adequate power point for student to excel independently.

5.4 Contributions to knowledge

This dissertation works contribution to knowledge is anchored on the facts that programmed instruction enhanced the achievement score of student among the junior secondary schools students of social studies in Abaji Area Council Abuja

Also, that there are acute supplied of computer facilities for enhanced programmed instructions for teaching social studies in most of the schools in the rural area in Abaji Area Council Abuja.

5.5 Suggestions for further Studies

Though the out come of this research work indicates positive opinion on the effective of using enhanced programmed instruction in teaching social studies education in junior secondary school in Abaji Area Council Abuja. It is obvious that a straight jackets conclusion cannot be drawn that the same situation can be said of other local council and state of the federal (given the fact that Nigeria consist of 36 state including the FCT Abuja).

Therefore it is apparent to suggest that it is interesting should similar studies replicate in other local council and state of the federation.

That the study could be modifying to assess and test academic retention of social studies students in the application of enhanced programmed instruction in Nigerian schools.

5.6 Summary of Presentation, Analysis and Discussion of Data

There was demographic presentation of the participants by the elements of treatments, gender and location. The elements were presented based on frequencies and percentages. The data presented on the four research questions indicates that there were difference in the mean academic performance and motivation scores of JSS I students taught social studies using programmed instruction and those taught using conventional teaching method. Also, on the data presented, analyzed and discussed on the first and second null

hypotheses indicated that the mean academic performance differ between the experimental and control group. Thus, the null hypotheses were retained which means no difference in the mean motivation scores of JSS I students taught social studies using programmed instruction and those taught using conventional teaching method.

5.7 Conclusion

The study concluded that the academic performance and motivation students are better and scores higher in social studies given test when taught using programmed instruction enhanced method.

5.8 Recommendations

In view of the conclusion, the study recommended that the teachers and students in UBE JSS I in particular and other levels of educational institutions should imbibe the use of programmed instruction enhanced method of teaching and learning hence it enhances student's academic performance and motivation in courses of study.

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Appendix A

```
GET
  FILE="C:\Users\umar\Documents\Kasim Alhassan's Null One.sav".
DATASET NAME DataSet1 WINDOW=FRONT.
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=score
  /CRITERIA=CI(.95).
```

T-Test

[DataSet1] C:\Users\umar\Documents\Kasim Alhassan's Null One.sav

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
score	1 Experimental	310	14.05	4.729	.269
	2 Control	307	16.69	4.888	.279

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
score	Equal variances assumed	1.550	.214	-6.824	615	.000	-2.642	.387	-3.403	-1.882
	Equal variances not assumed			-6.823	613.874	.000	-2.642	.387	-3.403	-1.882

Appendix B

```
DATASET ACTIVATE DataSet2.

UNIANOVA score BY gender group

  /METHOD=SSTYPE(3)

  /INTERCEPT=INCLUDE

  /POSTHOC=gender group(TUKEY SCHEFFE)

  /EMMEANS=TABLES(gender)

  /EMMEANS=TABLES(group)

  /EMMEANS=TABLES(gender*group)

  /PRINT=HOMOGENEITY DESCRIPTIVE

  /CRITERIA=ALPHA(.05)

  /DESIGN=gender group gender*group.
```

Univariate Analysis of Variance

[DataSet2] C:\Users\umar\Documents\Kasim Alhassa's Null Two.sav

Between-Subjects Factors

		Value Label	N
Gender	1	Male	364
	2	Female	253
Group	1	Experimental	310
	2	Control	307

Descriptive Statistics

Dependent Variable:score

gender	Group	Mean	Std. Deviation	N
1 Male	1 Experimental	14.11	4.965	199
	2 Control	15.44	4.953	165
	Total	14.71	4.997	364

2 Female	1 Experimental	13.94	4.292	111
	2 Control	18.14	4.403	142
	Total	16.30	4.823	253
Total	1 Experimental	14.05	4.729	310
	2 Control	16.69	4.888	307
	Total	15.36	4.984	617

Levene's Test of Equality of Error Variances[a]

Dependent Variable:score

F	df1	df2	Sig.
4.227	3	613	.006

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + gender + group + gender * group

Tests of Between-Subjects Effects

Dependent Variable:score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1634.665[a]	3	544.888	24.445	.000
Intercept	139969.461	1	139969.461	6279.362	.000
Gender	234.906	1	234.906	10.538	.001
Group	1129.265	1	1129.265	50.662	.000
gender * group	303.961	1	303.961	13.636	.000
Error	13664.013	613	22.290		
Total	160925.000	617			
Corrected Total	15298.677	616			

a. R Squared = .107 (Adjusted R Squared = .102)

Estimated Marginal Means

1. gender

Dependent Variable:score

			95% Confidence Interval	
gender	Mean	Std. Error	Lower Bound	Upper Bound
1 Male	14.776	.249	14.288	15.265
2 Female	16.039	.299	15.452	16.626

2. group

Dependent Variable:score

			95% Confidence Interval	
Group	Mean	Std. Error	Lower Bound	Upper Bound
1	14.024	.280	13.475	14.573

Experimental				
2 Control	16.792	.270	16.261	17.322

3. gender * group

Dependent Variable:score

				95% Confidence Interval	
gender	Group	Mean	Std. Error	Lower Bound	Upper Bound
1 Male	1 Experimental	14.111	.335	13.453	14.768
	2 Control	15.442	.368	14.721	16.164
2 Female	1 Experimental	13.937	.448	13.057	14.817
	2 Control	18.141	.396	17.363	18.919

Appendix C

```
UNIANOVA score BY location method
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /EMMEANS=TABLES(location) COMPARE ADJ(BONFERRONI)
  /EMMEANS=TABLES(method) COMPARE ADJ(BONFERRONI)
  /EMMEANS=TABLES(location*method)
  /PRINT=HOMOGENEITY DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=location method location*method.
```

Univariate Analysis of Variance

[DataSet5] C:\Users\umar\Documents\Kasim Alhassan's Null Threee.sav

Between-Subjects Factors

		Value Label	N
location	1	Urban	485
	2	Rural	132
method	1	Programme Instruction	310
	2	Conventional	307

Descriptive Statistics

Dependent Variable:score

location	Method	Mean	Std. Deviation	N
1 Urban	1 Programme Instruction	13.09	4.414	238
	2 Conventional	16.53	5.001	247
	Total	14.84	5.021	485
2 Rural	1 Programme	17.21	4.370	72

	Instruction			
	2 Conventional	17.37	4.365	60
	Total	17.28	4.352	132
Total	1 Programme	14.05	4.729	310
	Instruction			
	2 Conventional	16.69	4.888	307
	Total	15.36	4.984	617

Levene's Test of Equality of Error Variances[a]

Dependent Variable:score

F	df1	df2	Sig.
3.807	3	613	.010

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + location + method + location * method

Tests of Between-Subjects Effects

Dependent Variable:score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2047.324[a]	3	682.441	31.569	.000
Intercept	106191.236	1	106191.236	4912.345	.000
Location	633.008	1	633.008	29.283	.000
Method	332.527	1	332.527	15.383	.000
location * method	276.484	1	276.484	12.790	.000
Error	13251.354	613	21.617		
Total	160925.000	617			
Corrected Total	15298.677	616			

a. R Squared = .134 (Adjusted R Squared = .130)

Estimates

Dependent Variable:score

location	Mean	Std. Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1 Urban	14.809	.211	14.395	15.224
2 Rural	17.288	.406	16.489	18.086

Pairwise Comparisons

Dependent Variable:score

(I) location	(J) location	Mean Difference (I-J)	Std. Error	Sig.[a]	95% Confidence Interval for Difference[a] Lower Bound	Upper Bound
1 Urban	2 Rural	-2.478*	.458	.000	-3.377	-1.579
2 Rural	1 Urban	2.478*	.458	.000	1.579	3.377

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Bonferroni.

Univariate Tests

Dependent Variable:score

	Sum of Squares	Df	Mean Square	F	Sig.
Contrast	633.008	1	633.008	29.283	.000
Error	13251.354	613	21.617		

The F tests the effect of location. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

2. Method

Estimates

Dependent Variable:score

Method	Mean	Std. Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1 Programme Instruction	15.150	.313	14.536	15.764
2 Conventional	16.946	.335	16.289	17.604

Pairwise Comparisons

Dependent Variable:score

(I) method	(J) method	Mean Difference (I-J)	Std. Error	Sig.[a]	95% Confidence Interval for Difference[a]

					Lower Bound	Upper Bound
1 Programme Instruction	2 Conventional	-1.796*	.458	.000	-2.695	-.897
2 Conventional	1 Programme Instruction	1.796*	.458	.000	.897	2.695

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Bonferroni.

Univariate Tests

Dependent Variable:score

	Sum of Squares	Df	Mean Square	F	Sig.
Contrast	332.527	1	332.527	15.383	.000
Error	13251.354	613	21.617		

The F tests the effect of method. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

3. location * method

Dependent Variable:score

location	Method	Mean	Std. Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1 Urban	1 Programme Instruction	13.092	.301	12.501	13.684
	2 Conventional	16.526	.296	15.945	17.107
2 Rural	1 Programme Instruction	17.208	.548	16.132	18.284
	2 Conventional	17.367	.600	16.188	18.545

Appendix D

```
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=tmscore
  /CRITERIA=CI(.95).
```

T-Test

[DataSet4] C:\Users\umar\Documents\Kasim Alhassan's Null Four.sav

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
total motivation score	1 Experimental	308	50.5065	4.06342	.23153
	2 Control	308	50.5422	4.04231	.23033

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total motivation score	Equal variances assumed	.006	.939	-.109	614	.913	-.03571	.32659	-.67708	.60565
	Equal variances not assumed			-.109	613.983	.913	-.03571	.32659	-.67708	.60565

Appendix E

TREATMENT INSTRUMENT

(1) The head of the nation…… is that of the head of a state is……..and that of the Council Area is……The President rules at the……level, the Governor rules at the level, and the Chairman rules at the……..level. of course there are……types of government namely…….. ,……..and……

(2) The arms of government charged with the functions of law making…… is that charged with the function of interpreting the law……is And that charged with the function of executing the law is…… Therefore there are……arms of government namely…… ,……..and……

(3) Doctors, Lawyers, Engineers, Teaches etc are…… resources while Petroleum, Iron Ore, Limestone, Timber, Rivers, Minerals etc are resources……..Therefore there are…….types of resources namely……,…….and…….

(4) Five examples of goods that are taken out from Nigeria to other countries are……,……..,……..,……and……

……while 5 example of goods that are taken from other countries to Nigeria……..,……,……..,

……. And……...Therefore these two group of goods are known as…… and……

(5) The crops that are produced mainly for the purpose of consumption are called……..while those that are produced for sales are called……

(6) The way people and goods moving from one place to another is known as the means through the air is called……..,the means through the water is called……..while the means through the land is called……. therefore there are…….means of moving goods and people from one location to another, name them and group the following under them. Lorry, Canoe, Cars, Ferry, Jets, Aeroplane, Bus, Trailer, Flying boat.

Appendix F

LESSON PLANS FOR THE CONTROL GROUP

Conventional lesson plan for the first and second work-control group

School: UBE JSS Naharati: Naharati, Abaji

Subject: Social studies

Theme: Nigeria Government and its resources

Specific Topics: Meaning of Local Government; its importance and problems

Class: JSS I Average: 12 Duration of time: 45 minutes

Date:

Behavioral objective: By the end of this lesson students should be able to:

a. Explain the meaning of local government.

b. Mention some importance of local government.

c. List some problems of local government.

d. Suggest ways to solve the problems.

e. Mention five *(5)* key personnel officers in local government.

f. State at least two ways of funding local government council.

Entry behavior: students have little idea about local government because some of their parents work with local government.

Instructional material: chalkboard, chalk and textbook.

INSTRUCTION PROCEDURE

Time	Instructional Step	Instruction Contents	Teachers Activities	Students Activities
5minutes	Introduction	Self introduction	Introduces himself to students	Introduce themselves to teacher
5minutes	1	Meaning of local government	Explains the formation of local government	Listen and write down points on meaning
10 minutes	2	The seats of local government and their power as well as importance	Explains the seat of government and their power	Listen and put down points on their note book about the seat of government
10 minutes	3	Problems of local government and solution.	Explains the problems of local government and solution to them	Listen and put down points on their books about problems and solutions to them
10 minutes	Evaluation	Questions	Ask questions as follows: (a). what is local government? (b). explain the power and formation of local government (c). mention five *(5)* importance of local government (d). list five (5) problems of local government (e). suggest solution to the problem of local government. (f). mention five key personnel of local government.	Answers the questions individually.
5minutes	Summary	Revises the whole lesson	Listen to the teacher and ask questions where needed.	

Conventional lesson plan for 3 and 4 week (control group)

School: UBE Agyana, Agyana Abaji

Subject: Social studies

Theme: Nigeria government and its resources

Specific Topic: Meaning of state government, function, problems and benefits of cooperation between local and state.

Duration: *45* minutes: Class JSS I Average: 11 year

Behavioral objectives: by the end of the lesson students should be able to:

(a). Say the meaning of state government

(b). Mention the functions of state government

(c). List problems of state government

(d). State the areas of cooperation between the local and state government and benefits

(e). Differentiate between local government and state government

(f). Mention some state in Nigeria and their capital own city.

Entry behavior: students have learnt the meaning of local government, problem and functions. Instructional materials: chalk, chalk board and functions and textbook.

INSTRUCTIONAL PROCEDURE

Time	Instructional step	Instructional contents	Teachers activities	Students activities
5 minutes	Introduction	Introduction of the lesson	Introduces the lesson by writing the topics on the board	Students watch and listen
5 minutes	I	Meaning of state government	Explains the meaning of state government	Listen and put down note.
10 minutes	2	Function of state government	State the function of the state government	Listen and put down note
10 minutes	3	Areas of cooperation between local and state and government and benefits	Explains the needs for cooperation between local and state government	Listen and put down note.
10 minutes	Evaluation		Ask questions as follows: (a). what is the meaning of state government? (b). explain the function of the state government (c). mention at least five states in Nigeria and their capital town. (d). list five benefits of cooperation between local and state government. (e). state the problems of state government. (f). differentiate between state and local government.	Attempt the questions individually
5 minutes	Summary		Summarizes the lesson by going over the lesson.	Listen to the teacher and ask questions as possible.

Conventional lesson plan for 5th and 6th week (conventional group)

School: Naharati UBE, JSS - Naharati Abaji

Subject: Social studies

Theme: Nigeria government and its resources

Specific Topic: Resources, types, its preservation and distribution.

Duration: 45 minutes:

Class JSS I: Average age: 12 year

Behavioral objectives: By the end of the lesson students should be able to:

(a). Define resources

(b). Mention types of resources.

(c). Explain types of resources.

(d). State how resources can be conserved.

(e). Mention how resources are distributed.

(1). What is raw material?

Entry behavior: students have little idea about resources because they have been seeing some of the resources.

Instructional material: chalk, chalk board and functions and textbook.

INSTRUCTIONAL PROCEDURE

Time	Instructional step	Instructional content	Teachers activities	Students activities
5 minutes	Introduction	Introduction of the lesson.	Introduces the lesson by writing the topic on the chalk board	Students listen and put down points.
5 minutes	I	Definition of resources	Defines the resources	Listen and jots points.
10 minutes	2	Types of resources	Mention and explains types of resources.	Listen and write down points
10 minutes	3	Conservation and distribution of resources	Explain and states how resources can be conserved and distributed	Listen and write down points.
10 minutes	Evaluation		Ask questions: (a). what is resources? (b). mention two major types of resources. (c). explain human resources. (d). explain material resources. (e). mention five each example of human resources. (f). How are resources conserved and distributed.	Response to the questions individually.
5 minutes	Summary		Summarizes the lesson by revising the lesson.	Listen and ask questions where needed.

LESSON NOTES FOR THE E RIMENTAL GROUP FIRST AND SECOND WEEK

School: UBE JSS ABAJI

			chalk board	
5 minutes	1	Definition of resources	Defines the resources	Listen and jots points.
10 minutes	2	Types of resources	Mention and explains types of resources.	Listen and write down points
10 minutes	3	Conservation and distribution of resources	Explain and states how resources can be conserved and distributed	Listen and write down points.
10 minutes	Evaluation		Ask questions: (a). what is resources? (b). mention two major types of resources. (c). explain human resources. (d). explain material resources. (e). mention five each example of human resources. (f). How are resources conserved and distributed.	Response to the questions individually.
5 minutes	Summary		Summarizes the lesson by revising the lesson.	Listen and ask questions where needed.

Appendix G

LESSON NOTES FOR THE EXPERIMENTAL GROUP FIRST AND SECOND WEEK

School: UBE JSS ABAJI

Class: JSS I

Topic: Levels of Government in Nigeria

Average: 12 years

Duration of time: 45 minutes

Mode of Instruction: presentation of major facts and pictures illustrating figures in a compact disc *(CD)* plate to be played in the CD ROM for easy and effective teaching and learning as follows:

Meaning and levels of government: The three (3) levels of government in Nigeria are local, state, and federal government. The most powerful in Nigeria is the federal government and has its capital at Abuja. The second is the state government located in the capital towns of each of the thirty six (36) states in Nigeria. The third is the local government and is the closest government to the people at grass-root which controls the activities of government at that level. The head of government at local government is the chairman and assisted by councilors and (DLG) Director of Local Government. While that of the state is the governor and assisted by the commissioners and permanent secretaries. The state government is higher than the local government. It has many local government areas and controls the public affairs of its people.

Functions and problems of state and local government

The local government is important because it functions as follows:

• Provision of social amenities like primary health care, rural roads, market stalls, schools, customary courts, and maintenance of law and order in their areas. The state government is important because it functions as follows:
• Provision of educational facilities, scholarship, building and maintenance of roads and industries, electricity, courts, and water.

The problems of local governments are inadequate funds, low level of education, over blown of work force and corruption. The problems of state governments are ethnic and religious crisis, inadequate funds, people evading the payment of tax and corruption. Evaluation:

(a) There are levels……of government in Nigeria. These are…….,…….. and……the of government at state, local and federal are……..,…… and……(Governor, state, three, president, federal, local, chairman).
(b) The federal government is the most…….government while the state is…….. than the local government. (Higher, grassroots, powerful).

(c) The four (4) problems of the local government are……..and……while that of the state are……. And……

Never the less the five functions and important of local and state government includes provision of……,…….. ,……and……

Rural roads, inadequate funds, over boated work force, health service, courts, corruption, scholarship, religion crises, school.

LESSON NOTES FOR EXPERIMENTAL GROUPS THIRD AND FOURTH WEEK

School: UBE JSS Pandagi

Class: JSS I

Duration: *45* minutes

Average age: 11 years.

Topic: Meaning and types of resources in Nigeria

Mode of instruction: presentation of major facts and pictures illustrating figures in a compact disc (CD) plate to be play in the CD ROM for easy and effective teaching and learning as follows:

Natural Resources: Those things provided for by GOD which we use to produce what we need is natural resources. These are not made by man and cannot be made by man. They are i, water, and minerals as well as farm products. Examples of resources we get from land are gold, limestone, coal, columbine, iron-ore, etc we also use land to build houses, plant crops like groundnut. The types or resources we get from water are fishing, irrigation, electricity generation etc. We also use it for domestic and industrial purposes. The examples of minerals in Nigeria are gold, tin, lead, zinc, limestone, etc. While examples of farm products are cocoa, groundnuts, palm nuts, etc. The areas where mineral resources are found are shown below:

Minerals	Where found
Marble	Igbeti
Gold	Sokoto, Ilesa.
Tin	Jo5.
Coal	Enugu.
Limestone	Sagamu, Nkalagu, Abeokuta.
Timber	Ondo, Sapele.
Crude oil	Port Hacourt, Warn.
Cocoa	Ondo, Ise, Ikom.
Iron ore	Ajaokuta, Enugu.

Human Resources: The human being trained and developed with necessary skills to handle various jobs in both governments, private, and self-owned jobs are refers to as human resources. There are different kinds ofjobs open to people in the locality in all government sectors and you must obtained relevant certificates in order to secure any. These are teaching, accounting, day-guards, night watch, clerical, cleaning, doctor, nursing, ward-maids, pharmacy, engineering jobs etc.

The private jobs are done in the company or business enterprises set up by an individual or group of individuals who employ people to work for them. Such jobs includes construction companies, telecommunication companies, banks etc. The self owed jobs are

mechanic, tailor, carpenter, cobbler, bricklayers, vulcanizes, welder, trader etc. these people also take apprentices who learn the art of their jobs.

Evaluation:

(a). the things provide for our use by God are refer to as……those includes and And five examples of resources gotten from land are……..,

……, ……..., ……., ……..

and……while those from water are……..,

……..,……..,……..and those from minerals are……..,……,……..,……And……

…….the three categories of areas where services of human resources requires are

……..,……..and……

LESSON NOTES FOR EXPERIMENTAL GROUPS FIFTH AND SIXTH WEEK

School: UBE JSS Abaji

Class: JSS I

Duration: *45* minutes

Average age: 12 years.

Topic: Conservation and distribution of resources

Mode of instruction: presentation of major information and pictures illustrating figures in a compact disc (CD) plate to be play in the CD ROM for easy and effective teaching and learning as follows:

Conservation of Resources: the act of keeping something from being damaged, spoilt, lost, wasted, or destroyed means conservation. So we preserve our natural resources such as mineral resources to prevent them from damaged, lost wasted, or destroyed. The ways of conserving our natural resources are by establishing gnie reserve like yankari, where animals are kept to prevent them from being killed by people, setting up forest reserves, reducing quality of mineral resources being removed to leave some for use in the future, constructing of dams across rivers, growing of new plants and putting new fishes in rivers and recycling or re-using old junks.

Distribution of Resources: The resources produced daily are not always used in the locality where they are produces. The moving of resources from one locality to another is called resources distribution or transportation. Goods brought into our community from outside the country are called imported goods. These are machines, cars, clothes, televisions, computers, shoes, etc. while the goods which are taken from Nigeria to other world is called exported goods. These are cotton, leather, rubber, crude oil, oil pal. The

ways goods are distributed includes: movement of goods from farm too the market, cities to villages, south to north and from outside the country to Nigeria. people that are involve in the distribution of goods are business men or distributor, merchants, trader (retailers) and producers.

Evaluation:

(a) The act of keeping something safe from damaged, lost destroyed or……is called…….

(b) Five ways of preserving our resources are……..,……..,……..

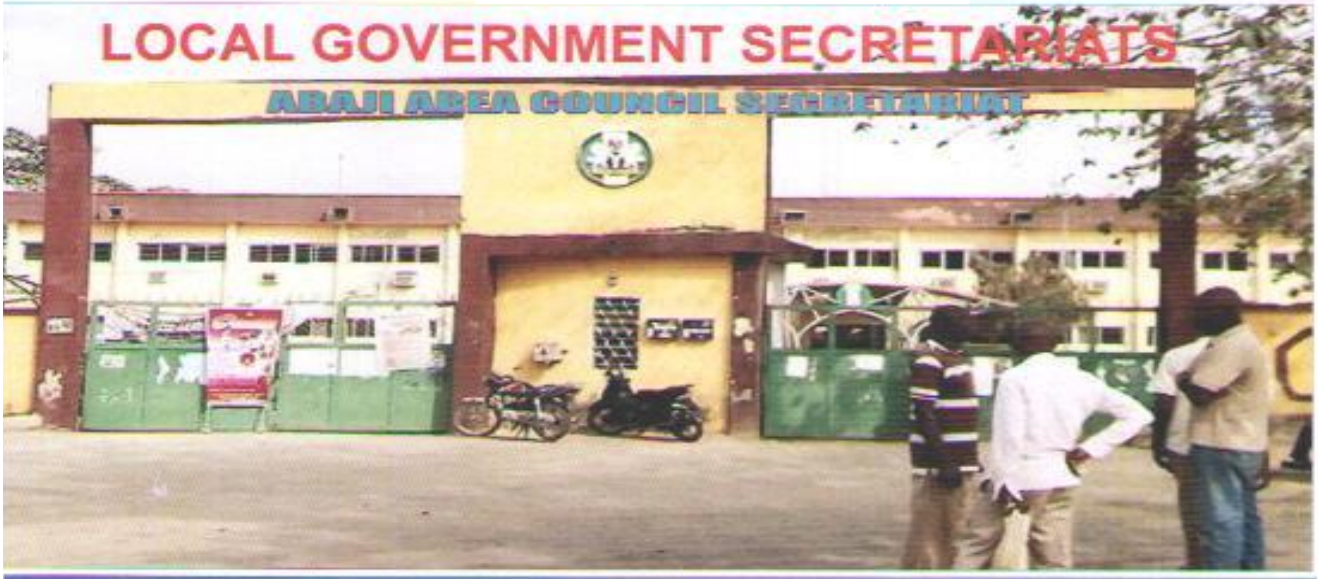
……and……..

(c) Movement of goods from one locality to another is called the goods brought to our community form outside the country is called while those that are called……..

(d).Five examples of imported goods are……..,…….,……..

and……While five examples of exported goods are……., ……..,……,……and……..

APPENDIX G2

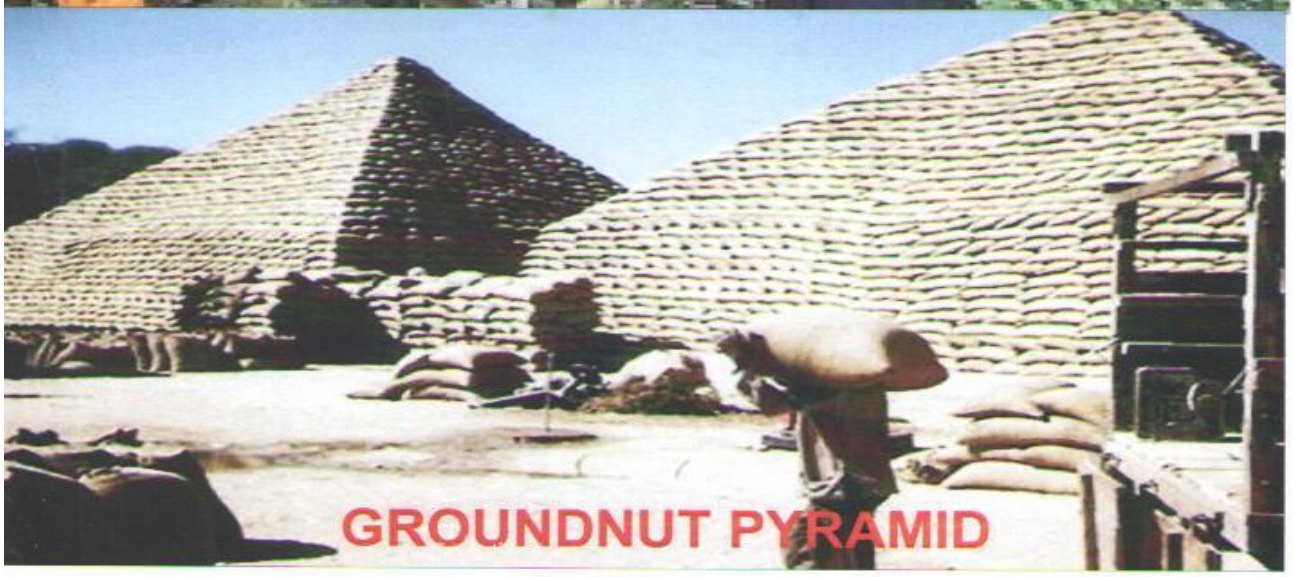

LOCAL GOVERNMENT SECRETARIATS
ABAJI AREA COUNCIL SECRETARIAT


STATE SECRETARIATS

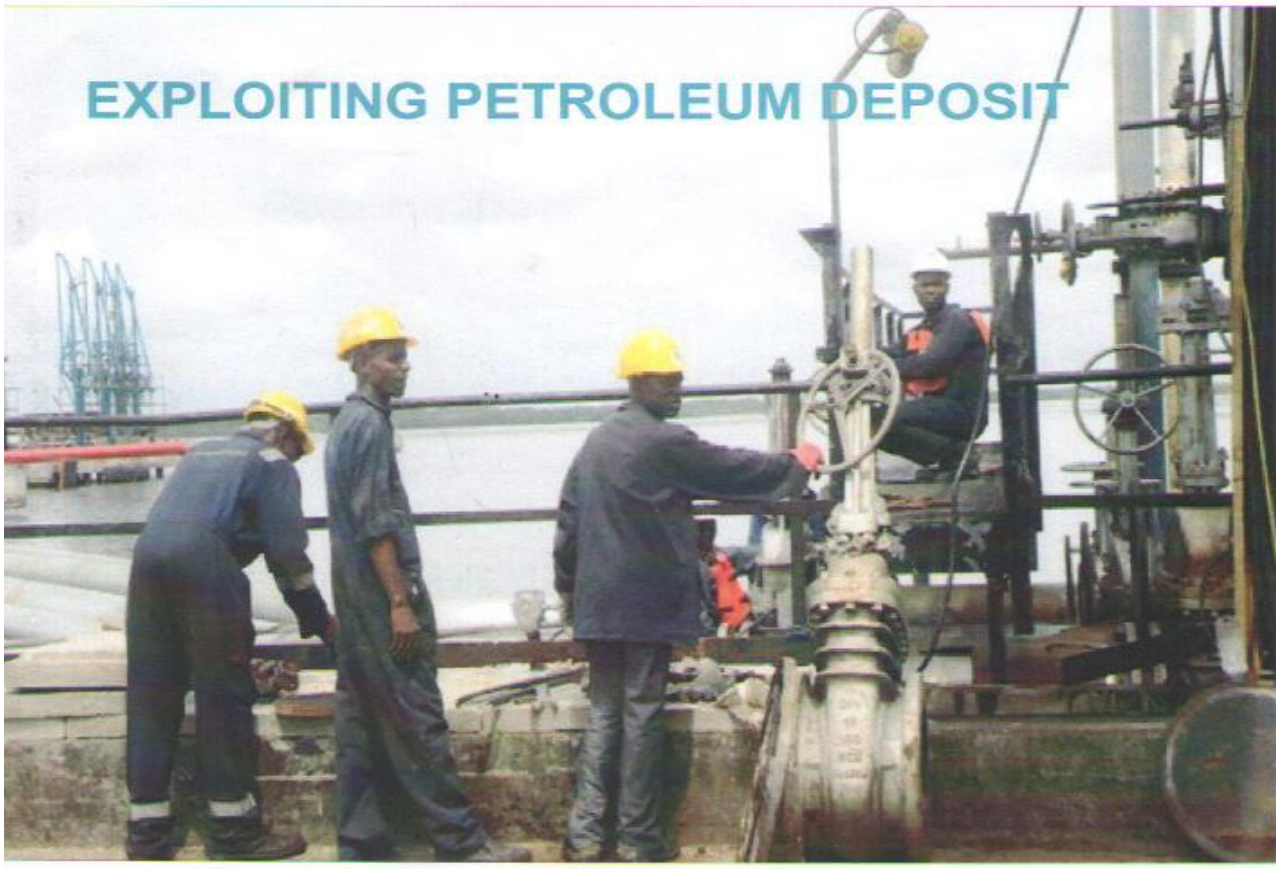

FEDERAL SECRETARIATS




COCOA PLANTATION


GROUNDNUT PYRAMID


EXPLOITING MINERAL RESOURCES


EXPLOITING PETROLEUM DEPOSIT


JUICE FACTORY


Coca-Cola
Coca-Cola
Coca-Cola
お先にどうぞ
高圧ガス
COCA-COLA FACTORY



TRACTOR PLOUGHING A FARM FILED.



TEXTILE FACTORY



BANKING HALL

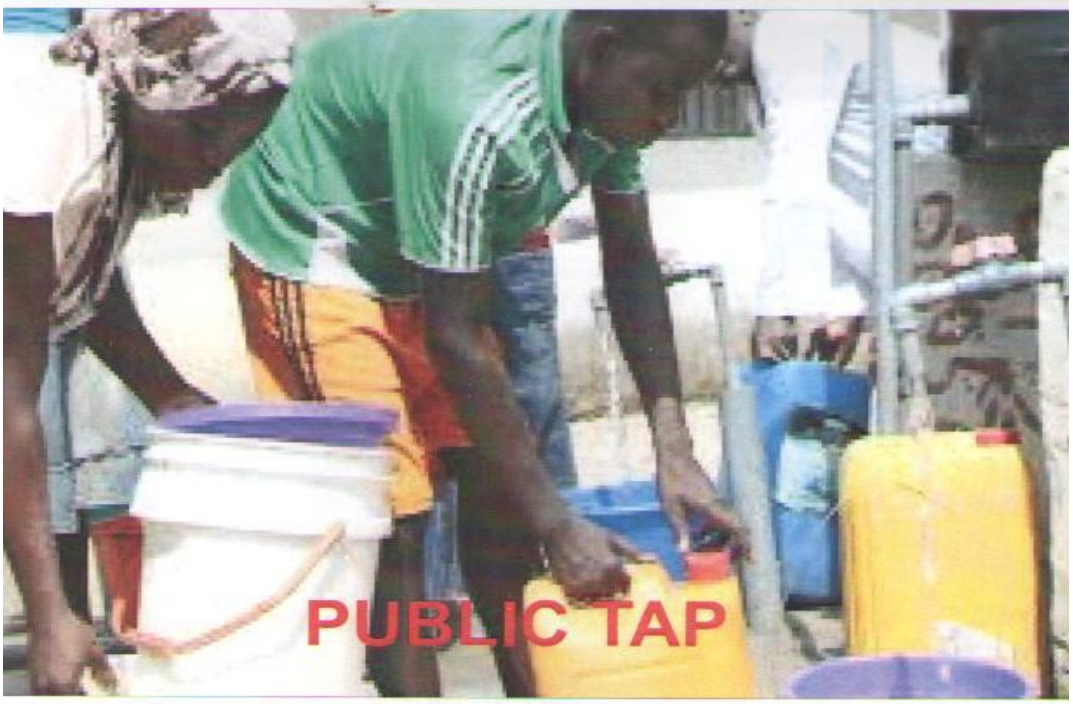

CENTRAL BANK OF NIGERIA


COMPUTER CENTER


ROAD CONSTRUCTION


ROAD CONSTRUCTION


PUBLIC TAP


PUBLIC TAP


MINERAL RESOURCES
LAPTEV SEA
EAST SIBERIAN SEA
Novosibirskiye o-va
Saskylakh
Tiksi
Olenyok
Lena
Chokurdakh
Deputatsky
Srednekolymsk
Belaya Gora
Kolyma
Yana
Zyryanka
Khonuu
Adachny
Aldansk
Zhigansk
Ust-Nera
Markha
Vilyuy
Vilyuisk
Vilyuiskoe
Nyurba
Verkhnevilyuisk
Sangar
Aldan
Murhy
Suntar
Namtsy
Bologontsy
YAKUTSK
Lensk
Pokrovsk
Amga
Olyokminsk
Tommot
Neryungri
NIGERIA MAP SHOWING LOCATION OF NATURAL RESOURCES.
MINERAL AND FOSSIL FUELS
Bituminous coal
Brown coal
Oil shales
Oil
Natural gas
METALLIC ORES
Iron ores
Tungsten ores
Copper ores
Lead and zinc ores
Silver ores
Antimony ores
Mercury ores
Tin ores
Gold
Platinum
Tantalum and niobium ores
PRECIOUS STONES
Diamonds
NON-METALLIC MINERALS
Mica
Graphite
Apatites
Common salt
Iceland spar
Building materials
DEPOSITS
Bituminous coal
Brown coal

Appendix H

STUDENT RAW SCORES SHEET

GOVERNMENT JUNIOR SECONDARY SCHOOL ABAJI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
1	9	10	24	1		1
2.	6	10	21	1		4
3.	5	8	18	1		3
4.	7	8	20	1		1
5.	6	8	19	1		2
6.	4	8	15	1		4
7.	4	8	17	1		4
8.	7	9	21	1		2
9.	6	9	19	1		3
10.	3	7	17	1		4
11.	4	8	18	1		4
12.	6	9	20	1		3
13	5	8	18	1		3
14	6	12	23	1		6
15	3	8	16	1		5
16.	6	9	20	1		3
17.	5	9	19	1		4
18.	5	8	18	1		3
19.	3	8	16	1		5
20.	2	12	24	1		10
21.	7	10	23	1		3
22.	5	9	17	1		4
23	7	10	23	1		3
24	4	8	18	1		4
25.	2	8	14	1		6
26.	7	10	20	1		3
27	5	8	20	1		3
28	5	8	9	1		3
29	8	9	10	1		4
30	5	7	9	1		2
31	7	9	12	1		2
32	5	10	14	1		5
33.	4	7	10	1		5
34.	4	9	14	1		5
35.	7	8	12	1		3
36	4	9	12	1		5

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL ABAJI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
37	5	8	10	1		5
38	3	8	12	1		5
39	4	8	15	1		4
40.	5	10	14	1		5
41	5	8	12	1		5
42	5	8	10	1		4
43.	4	8	12	1		4
44.	5	9	13	1		4
45.	3	8	14	1		5
46	6	9	16	1		3
47	6	20	26	1		14
48	7	19	27	1		12
49	8	20	28	1		12
50	9	21	28	1		12
51	10	22	27	1		12
52	9	23	24	1		14
53	9	23	22	1		14
54	8	15	20	1		7
55	5	19	22	1		14
56	4	17	20	1		13
57	7	18	24	1		11
58	6	20	23	1		14
59	9	21	24	1		12
60	5	10	17	1		5
61	5	12	18	1		7
62	7	13	21	1		6
63	7	13	21	1		6
64	5	15	20	1		10
65	5	16	21	1		11
66	5	17	19	1		12
67	5	8	17	1		3
68	4	8	15	1		4
69	3	8	12	1		5
70	5	10	18	1		5
71	4	9	12	1		5
72	5	8	10	1		5
73	3	8	12	1		5

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL ABAJI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
74	4	8	15	1		4
75	5	10	14	1		5
76	5	8	12	1		5
77	5	8	10	1		4
78	4	8	12	1		4
79	5	9	13	1		4
80	3	8	14	1		5
81	6	9	16	1		3
82	6	20	26	1		14
83	7	19	27	1		12
84	8	20	28	1		12
85	9	21	28	1		12
86	10	22	27	1		12
87	9	23	24	1		14
88	9	23	22	1		14
89	8	15	20	1		7
90	5	19	22	1		14
91	4	17	20	1		13
92	7	18	24	1		11
93	6	20	23	1		14
94	9	21	24	1		12
95	5	10	17	1		5
96	5	12	18	1		7
97	7	13	21	1		6
98	7	13	21	1		6
99	5	15	20	1		10
100	5	16	21	1		11
101	5	17	19	1		12
102	6	13	18	1		7
103	7	17	20	1		10
104	5	16	19	1		11
105	5	15	20	1		10
106	5	16	21	1		11
107	5	17	19	1		12
108	6	13	18	1		7
109	7	17	20	1		10

STUDENT RAW SCORES SHEET
OVERNMENT JUNIOR SECONDARY SCHOOL ABAJI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
110	5	16	19	1		11
111	5	15	20	1		10
112	5	16	23	1		11
113	5	17	18	1		12
114	4	12	20	1		8
115	5	15	21	1		10
116	3	16	20	1		13
117	4	15	22	1		11
118	4	15	22	1		8
119	6	14	20	1		7
120	5	12	19	1		7
121	5	13	18	1		8
122	5	15	20	1		10
123	9	17	22	1		8
124	4	13	21	1		9
125	5	15	20	1		10
126	7	15	23	1		8
127	5	17	22	1		12
128	5	18	20	1		13
129	5	17	19	1		12
130	6	14	18	1		8
131	4	12	18	1		8
132	5	14	19		1	9
133	5	12	18		1	7
134	5	10	18		1	5
135	5	12	17		1	7
136	5	14	18		1	7
137	5	12	17		1	7
138	4	11	20		1	7
139	4	8	12		1	4
140	5	10	13		1	5
141	5	15	20		1	10
142	9	17	22		1	8
143	4	13	21		1	9
144	5	15	20		1	10
145	7	15	23		1	8

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL ABAJI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
146	5	17	22		1	12
147	5	18	20		1	13
148	5	17	19		1	12
149	6	14	18		1	8
150	4	12	18		1	8
151	5	14	19		1	9
152	5	12	18		1	7
153	5	10	18		1	5
154	5	12	17		1	7
155	5	14	18		1	7
156	5	12	17		1	7
157	4	11	20		1	7
158	4	8	12		1	4
159	5	10	13		1	5
160	3	8	14		1	5
161	4	10	11		1	6
162	3	7	10		1	4
163	5	8	12		1	3
164	7	13	23		1	6
165	7	14	24		1	7
166	8	14	29		1	6
167	5	7	27		1	5
168	8	13	21		1	6
169	9	14	24		1	5
170	10	17	24		1	7
171	13	20	25		1	7
172	8	11	21		1	3
173	13	20	25		1	7
174	9	20	27		1	11
175	4	9	12		1	5
176	5	8	10		1	5
177	3	8	12		1	5
178	4	8	15		1	4
179	5	10	14		1	5
180	5	8	12		1	5
181	5	8	10		1	4

STUDENT RAW SCORES SHEET
OVERNMENT JUNIOR SECONDARY SCHOOL ABAJI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
182	4	8	12		1	4
183	5	9	13		1	4
184	3	8	14		1	5
185	6	9	16		1	3
186	6	20	26		1	14
187	7	19	27		1	12
188	8	20	28		1	12
189	9	21	28		1	12
190	10	22	17		1	12
191	9	23	24		1	14
192	9	23	22		1	14
193	8	15	20		1	7
194	5	19	22		1	14
195	4	17	20		1	13
196	7	18	24		1	11
197	6	20	23		1	14
198	9	21	24		1	12
199	5	10	17		1	5
200	5	12	18		1	7
201	7	13	21		1	6
202	7	13	21		1	6
203	5	15	20		1	10
204	5	16	21		1	11
205	5	17	19		1	12
206	6	13	18		1	7
207	7	17	20		1	10
208	5	16	19		1	11
209	5	15	20		1	10
210	5	16	23		1	11
211	5	15	20		1	10
212	9	17	22		1	8
213	4	13	21		1	9
214	5	15	20		1	10
215	7	15	23		1	8
216	5	17	22		1	12
217	5	18	20		1	13

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL ABAJI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
218	5	17	19		1	12
219	6	14	18		1	8
220	4	12	18		1	8
221	5	14	19		1	9
222	5	12	18		1	7
223	5	10	18		1	5
224	5	12	17		1	7
225	5	14	18		1	7
226	5	12	17		1	7
227	4	11	20		1	7
228	4	8	12		1	4
229	5	10	13		1	5
230	3	8	14		1	5
231	4	10	11		1	6
232	3	7	10		1	4
233	5	8	13		1	3
234	7	13	23		1	6
235	7	14	24		1	7
236	8	14	29		1	6
237	5	7	27		1	2
238	8	13	21		1	5

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL PANDAGI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
1	5	7	27	1		5
2	8	13	21	1		6
3	9	14	24	1		5
4	10	17	24	1		7
5	13	20	25	1		7
6	8	11	21	1		3
7	5	7	27	1		5
8	8	13	21	1		6
9	9	14	21	1		5
10	10	17	24	1		7
11	13	20	25	1		7
12	8	11	21	1		3
13	13	20	25	1		7
14	9	20	27	1		11
15	11	20	23	1		9
16	14	24	29	1		10
17	10	20	26	1		10
18	8	13	23	1		5
19	11	23	18	1		12
20	12	24	28	1		12
21	7	20	24	1		13
22	9	20	29	1		11
23	9	20	29	1		11
24	9	20	28	1		11
25	5	15	23	1		10
26	8	20	26	1		12
27	10	20	27	1		10
28	10	18	28	1		8
29	11	18	22	1		7
30	7	15	20	1		8
31	19	18	25	1		8
32	5	12	20	1		7
33	7	10	20	1		3
34	5	13	20	1		8
35	5	12	22	1		7
36	5	10	21	1		9

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL PANDAGI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
37	7	20	25	1		9
38	7	20	25	1		13
39	10	23	26	1		13
40	7	12	27	1		5
41	9	29	26	1		12
42	9	20	27	1		11
43	10	19	25	1		9
44	10	22	26	1		10
45	8	20	27	1		12
46	9	14	24	1		5
47	6	21	28	1		15
48	10	20	25	1		10
49	5	17	21	1		12
50	9	21	25	1		12
51	10	22	10	1		12
52	6	17	21	1		11
53	5	20	22	1		15
54	7	17	28	1		10
55	5	17	22		1	12
56	3	12	23		1	10
57	5	13	21		1	8
58	4	14	23		1	10
59	5	13	22		1	8
60	6	14	22		1	8
61	6	16	25		1	10
62	4	10	19		1	6
63	4	13	22		1	9
64	10	22	26		1	10
65	8	20	27		1	12
66	9	14	24		1	5
67	6	21	28		1	15
68	10	20	25		1	10
69	5	17	21		1	12
70	9	21	25		1	12
71	10	22	10		1	12
72	6	17	21		1	11

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL NAHARATI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
1	5	6	8	1		2
2	7	8	10	1		1
3	5	10	22	1		5
4	7	19	26	1		2
5	4	9	8	1		5
6	4	8	20	1		4
7	4	8	18	1		4
8	7	8	20	1		1
9	4	8	19	1		4
10	5	9	20	1		4
11	4	8	16	1		4
12	5	9	19	1		4
13	7	8	21	1		1
14	5	6	19	1		1
15	5	7	19	1		2
16	7	9	19	1		2
17	7	9	19	1		2
18	5	10	20	1		5
19	5	10	10	1		5
20	5	7	17	1		2
21	5	7	17	1		2
22	5	10	19	1		5
23	7	10	20	1		3
24	5	10	20	1		5
25	7	11	20	1		4
26	6	9	21	1		3
27	7	11	19	1		4
28	6	12	21	1		6
29	7	11	22	1		4
30	6	11	21	1		5
31	8	12	21	1		4
32	5	12	21	1		7
33	8	21	27	1		13
34	6	23	26	1		17
35	5	20	24	1		15
36	8	23	24	1		17

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL NAHARATI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
37	7	20	27	1		13
38	5	17	28	1		12
39	5	18	23	1		13
40	6	21	24	1		15
41	6	21	27	1		15
42	7	19	26	1		12
43	7	19	26	1		12
44	4	18	20	1		14
45	7	19	26	1		12
46	5	18	24	1		13
47	5	10	13	1		5
48	9	20	27	1		11
49	8	20	26	1		12
50	10	18	28	1		8
51	7	18	24	1		11
52	9	21	24	1		12
53	7	13	21	1		6
54	9	21	22	1		12
55	6	20	23	1		14
56	5	12	18	1		7
57	7	13	21	1		6
58	5	16	22	1		11
59	6	12	26	1		6
60	6	18	23	1		12
61	5	18	22	1		13
62	6	14	24	1		8
63	9	18	22	1		9
64	5	15	20	1		10
65	7	22	24	1		15
66	5	17	20	1		12
67	5	15	21	1		10
68	20	15	21	1		13
69	3	16	20	1		11
70	4	15	22	1		8
71	6	14	20	1		7
72	5	12	19	1		8

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL NAHARATI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
73	5	13	18	1		10
74.	5	15	20	1		8
75	7	15	23	1		12
76	5	17	20	1		12
77	5	2	21	1		12
78	6	10	20	1		13
79	5	17	19	1		12
80	4	12	18	1		8
81	6	14	18	1		9
82	5	12	18	1		7
83	5	17	19	1		12
84	4	12	18	1		8
85	6	14	18	1		9
86	5	12	18	1		7
87	5	10	20	1		5
88	5	15	23	1		7
89	7	17	23	1		8
90	5	17	22	1		8
91	9	13	18	1		8
92	5	19	27	1		6
93	6	20	25	1		9
94	9	20	27	1		10
95	7	21	26	1		13
96	6	23	27	1		13
97	8	20	27	1		13
98	5	22	25	1		13
99	7	21	26	1		11
100	8	23	24	1		12
101	6	20	24	1		13
102	5	25	25	1		12
103	7	21	23	1		12
104	8	21	26	1		13
105	6	21	27	1		12
106	9	20	25	1		9
107	5	18	24	1		10
108	7	8	10	1		13

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL NAHARATI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
109	7	9	13	1		6
110	8	23	27	1		6
111	7	22	25	1		13
112	8	21	25	1		13
113	7	21	23	1		12
114	5	20	24	1		14
115	9	23	26	1		14
116	6	22	26	1		13
117	5	19	27	1		12
118	5	17	19	1		13
119	4	12	18	1		12
120	6	14	18	1		8
121	5	12	18	1		9
122	5	10	18	1		7
123	5	11	20	1		5
124	7	15	23	1		7
125	5	17	23	1		8
126	9	17	22	1		8
127	5	17	19	1		12
128	4	12	18	1		8
129	6	14	18	1		9
130	5	12	18	1		7
131	5	10	18	1		5
132	5	11	20	1		7
134	7	15	23	1		8
135	5	17	23	1		8
136	9	17	22		1	8
137	5	13	18		1	6
138	6	19	27		1	9
139	9	20	25		1	10
140	7	20	27		1	13
141	6	21	26		1	13
142	8	23	27		1	13
143	5	20	27		1	13
144	7	22	25		1	11
145	8	21	26		1	12

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL NAHARATI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
146	6	23	24		1	13
147	5	20	24		1	12
148	5	25	25		1	12
149	7	21	23		1	13
150	8	21	26		1	12
151	6	21	27		1	9
152	9	20	25		1	10
153	5	18	24		1	13
154	7	8	10		1	6
155	7	9	13		1	6
156	8	23	27		1	13
157	7	22	25		1	13
158	8	21	26		1	12
159	7	21	23		1	14
160	5	20	24		1	14
161	8	23	26		1	13
162	9	22	26		1	12
163	6	19	27		1	13
164	5	20	23		1	10
165	5	17	19		1	12
166	4	12	18		1	8
167	6	14	18		1	9
168	5	12	18		1	7
169	5	10	18		1	5
170	5	17	19		1	12
171	4	12	18		1	8
172	6	14	18		1	9
173	5	12	18		1	7
174	5	10	18		1	5
175	5	11	20		1	7
176	7	15	23		1	8
177	5	17	23		1	8
178	9	17	22		1	8
179	5	13	18		1	6
180	6	19	27		1	9
181	9	20	25		1	10

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL NAHARATI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
182	7	20	27		1	13
183	6	21	26		1	13
184	8	23	27		1	13
185	5	20	27		1	13
186	7	22	25		1	18
187	8	21	26		1	11
188	6	23	24		1	12
189	5	20	24		1	13
190	5	25	25		1	12
191	7	21	23		1	12
192	8	21	26		1	13
193	6	21	27		1	12
194	9	20	25		1	9
195	5	18	24		1	10
196	7	8	10		1	13
197	7	9	13		1	6
198	8	23	27		1	6
199	7	22	25		1	13
200	8	21	26		1	13
201	7	21	23		1	12
202	5	20	24		1	14
203	8	23	26		1	14
204	9	22	26		1	13
205	6	19	27		1	12
206	5	20	23		1	13
207	5	12	12		1	12
208	4	12	18		1	8
209	6	14	19		1	9
210	5	12	17		1	7
211	5	17	19		1	12
212	4	12	18		1	8
213	6	14	18		1	9
214	5	12	18		1	7
215	5	10	18		1	5
216	5	11	20		1	7
217	7	15	23		1	8

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL NAHARATI

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
218	5	17	23		1	8
219	9	17	23		1	8
220	5	13	18		1	6
221	6	19	27		1	9
222	9	20	25		1	10
223	7	20	27		1	13
224	6	21	26		1	13
225	8	23	27		1	13
226	5	20	27		1	13
227	7	22	25		1	11
228	8	21	26		1	12
229	6	23	24		1	13
230	5	20	24		1	12
231	5	25	25		1	12
232	7	21	23		1	13
233	8	21	26		1	12
234	6	21	27		1	9
235	9	20	25		1	10
236	5	18	24		1	13
237	7	8	10		1	6
238	7	9	13		1	6
239	8	23	27		1	13
240	7	22	25		1	13
241	8	21	26		1	12
242	7	21	23		1	14
245	5	20	24		1	14
246	8	23	26		1	13
247	9	22	26		1	12
248	6	19	27		1	13
249	5	20	23		1	10
250	5	20	23		1	15

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL AGYANA

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
1	5	17	19	1		12
2.	4	12	18	1		8
3	6	14	18	1		9
4	5	12	18	1		7
5	5	17	12	1		12
6	4	12	8	1		8
7	6	14	9	1		9
8	5	12	7	1		7
9	5	10	5	1		5
10	5	11	7	1		7
11	7	15	8	1		8
12	5	17	8	1		8
13	9	17	8	1		8
14	5	13	6	1		6
15	6	19	9	1		9
16	9	20	10	1		10
17	7	20	13	1		13
18	6	21	13	1		13
19	8	23	13	1		13
20	5	20	13	1		13
21	7	22	11	1		11
22	8	21	12	1		12
23	6	23	13	1		13
24	5	20	12	1		12
25	5	25	12	1		12
26	7	21	12	1		13
27	8	21	12	1		12
28	6	21	9	1		9
29	9	20	10	1		10
30	5	18	13	1		13
31	7	8	6	1		6
32	7	9	6		1	13
33	8	23	13		1	13
34	7	22	13		1	12
35	8	21	12		1	14
36	7	21	14		1	14

STUDENT RAW SCORES SHEET
GOVERNMENT JUNIOR SECONDARY SCHOOL AGYANA

S/N	PRETEST	POST TEST	RETENTION	MALE	FEMALE	DIFFERENCE
37	5	20	14		1	13
38	8	23	13		1	12
39	6	22	12		1	13
40	5	19	13		1	10
41	5	20	10		1	15
42	5	17	19		1	12
43	4	12	18		1	8
44	6	14	18		1	9
45	5	17	19		1	12
46	4	12	18		1	8
47	6	14	18		1	9
48	5	12	18		1	7
49	5	10	18		1	5
50	5	11	20		1	7
51	7	15	23		1	8
52	5	17	23		1	8
53	9	17	22		1	8
54	5	13	18		1	6
55	6	19	27		1	9
56	9	20	25		1	10
57	7	20	27		1	13
58	6	21	26		1	13
59	8	23	27		1	13
61	7	22	25		1	11

Appendix I
QUESTIONNAIRE

Please freely respond to the following questions by ticking one box only against each of the following questions from the boxes label Strongly Agreed (SA) Agree (A) Strongly Disagreed (SD) and Disagree to the best of your knowledge and experience. Do not write your name and do not tick more than one box against each question.

S/No	Questions	SA (4)	A (3)	SD (2)
1	Programmed instruction encourages students incentive motives in learning social studies in UBE JSS			
2	Programmed instruction trigger drives motives of students in learning of social studies in UBE JSS			
3	Programmed instruction is a motivational strategy when compared to conventional strategies because learners proceed at their own space.			
4	Programmed instruction motivate UBE JSS students participation in learning social studies			
5	Programmed instruction motivates UBE JSS students interest in learning social studies			
6	Programmed instruction motivates UBE JSS student's motivation attention in learning social studies.			
7	Programmed instruction sustained UBE JSS students motivation in learning social studies because it is leaner's activities centered.			
8	Programmed instruction resituates and re-awakes UBE JSS students motivation in learning social studies			
9	Programmed instruction encourages student's increases the motivational zeal's in UBE JSS students because it involves real and practical activities.			
10	Programmed instruction UBE students in learning of social studies because it results oriented and includes feedback information.			
11	Programmed instruction does not motivation UBE student's attention in learning social studies.			
12	Programmed instruction does not motivate UBE JSS students participation in learning social studies			
13	Programmed instruction retards UBE JSS students motivation in learning social studies			
14	Programmed instruction hinders UBE JSS student's from learning social studies.			
15	Programmed instruction is an obstacle strategy to motivational learning in UBE JSS in learning social studies as compared to conventional strategies.			
16	Programmed instruction strength of motivation is acute for UBE JSS students in learning social studies as compared to conventional strategies			
17	Programmed instruction does not motivates UBE JSS students interest in learning social studies			
18	Programmed instruction does not encourages motivation of UBE JSS students zeal for learning social studies			
19	Programmed instruction reduces UBE JSS student's motivation in the learning of social studies.			