

**EFFECTS OF COMMUNITY RESOURCES ON PUPILS
ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN MODEL
PRIMARY SCHOOLS IN KADUNA STATE**

BY

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DECLARATION

I declare that this study entitled: “Effects of Community Resources on Pupils Academic Performance in Social Studies Education in Model Primary Schools in Kaduna State”, has been carried out by me in the Department of Arts and Social Science Education. To the best of my knowledge, it has never been presented anywhere for the award of a higher degree in any form. It was done under the supervision of Dr. M. C. Ubah and Dr. I. D. Abubakar.

Information derived from the published and unpublished works of others have been duly acknowledged.

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CERTIFICATION

This Thesis entitled: "Effects of Community Resources on Pupils Academic Performance in Social Studies Education in Model Primary Schools in Kaduna State", by Madonna Ayuba Nyam, meets the regulations' governing the award of the degree of Master in Education in Social Studies in Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This Thesis is dedicated to my humble and noble husband, Mr. David Musa A. Nyan, my daughter Precious, my mentor, Mrs. Hannatu Musa, my spiritual father Rev. Nathaniel Waziri, as well Dr. Sam J. Sambo, for their encouragement and fervent prayers.

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ABSTRACT

The study investigated the "Effects of Community Resources on Pupils Academic Performance in Social Studies Education in Model Primary Schools Kaduna State". A quasi experimental design was utilized and a pre-test, post-test control and treatment groups were used. The population of the study consisted of 7,669 male and female pupils from twenty four (24) model primary schools in Kaduna State. Two (2) were randomly selected from both urban and rural areas where one school is experimental and the control groups respectively. The treatment groups was taught with a lesson plan and note using community resources while the control group was taught without community resources. Three research questions were stated with three corresponding hypotheses. The data collected was used to answer the research questions and test the hypotheses using mean, standard deviation and t-test respectively. The findings of the study showed that the use of community resources favoured the experimental group in terms of performance than the control in Social Studies Education. One of the major recommendations made is that government should make the use of community resources compulsory, particularly in the teaching and learning of social studies education at lower and upper model primary level in particular, and primary schools in general.

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LIST OF ABBREVIATIONS

PAPT:	Pupils Academic Performance Test-	-	-	-	-	-
KSUBEB:	Kaduna State Universal Basic Education-	-	-	-	-	-
WAEC:	West African Examination Council					
USSR:	Union of Soviet Socialist Republics					
AEWC:	Association for Education in World Citizenship					
SOSSCR:	Social Studies Community Resources					

OPERATIONAL DEFINITION OF TERMS

Academic: Is defined as the goal of understanding in all manners of Local Cultures through the performance practices.

Performance: Is defined as interdisciplinary, drawing from theories of the performance arts, sociology, literary theories and legal studies.

Community Resources: It refers to resources found in the environment where man lives.

Model School: A graded school usually connected with a normal school or teachers training college used as a model in organization and method of teaching.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The inspiration to undertake a study on effects of community resources on academic performance of model primary school pupils in Kaduna State and the role it plays in enhancing the Social Studies Education is premised on the grounds of constant failure of pupils in school subjects. The issue of failure is to be addressed hopefully through assisting teachers to help their pupils acquire many skills through community resources. If teachers can effectively and resourcefully use community resources properly there will be a sound academic performance of pupils at the primary level, and by the time these pupils go to Secondary Schools Education, they can further prepare on this foundation before writing their social studies examination at the West African School Certificate level.

According to Mezieobi, (2008) some teachers have wrong notions about resource materials for the teaching of Social Studies Education. Some of these teachers think that the materials available for the teaching of Social Studies Education are the ready made materials that are brought from the bookstores or markets, and are being kept in the school for use at every lesson time. Others focus their attention and stick to text books all the time; they forget to use the appropriate community resources centres. He argues further that lessons in Social Studies Education should be pupil centred. It could be true that teachers might have been taught that way, but they must not forget the fact that subject matter changes. Therefore, the methodology must also change for more effective teaching, because

pupils are trained for the community to improve their standard academic performance and be prepared for their future roles as leaders of tomorrow. Therefore, there is need to rely more on community resources for the teaching of Social Studies Education. Thus, some authorities have diagnosed the meaning of the concept of community resources as that which focuses on man in relation to place and the overall view of the world of man's environment. Community resources abound within and beyond the communities in which schools are located and of course for pupils, for effective functioning later in their lives, as they are exposed to the realities of their community. It also include leaders, farmers, hunters, fishermen, gardeners, mechanics, carpenters, craftsmen, artists, blacksmiths, butchers, priests, architects, librarians, legislators and postmen among several others.

The school premises or classrooms are not the only places where learning can take pace. Other places can be used, many spaces are available for learners to meet, learn, play, rest or think in almost every local community. While we complain of lack of enough classrooms, we tend to forget that the best learning places, particularly for Social Studies Education lessons, are the offices, conference rooms, shrines, abattoirs, cinema, theaters, churches, mosques, and many others within the local community.

This research study is carried out to show the different types of community resources that are available for useful teaching and ways of making better use of them in the teaching of Social Studies Education in primary schools. The teachers in the primary schools, curriculum designers, and Social Studies Education teachers are also the focus of this project. This study, therefore, intends to make teaching of Social

Studies Education develop into a capacity that would enable pupils learn and acquire certain basic skills of observation, analysis, be active citizens and be able to draw inference which are important for decision making.

1.2 Statement of the Problem

The researcher has observed that the effects of community resources on academic performance in Social Studies Education of Model Primary School Pupils have not been properly utilized. Real resources are animate and inanimate things within the environment. They exist in our environment and when not effectively utilized, they cannot stimulate learning. Real resources, in their natural state, are undoubtedly, resources which offer pupils firsthand experience of what they learn and when not properly used, pupils academic performance fails. Poor funding by school authorities kill morale of teachers and affects the use of community resources for pupils academic performance in Social Studies Education.

On the side of pupils, when they are confused about the resources seen and taught, their ineffective academic performance in Social Studies Education is glaringly seen. Academic performance of pupils who are not progressing could be due to teacher's lack of skill acquisition and strategies on the effective utilization of the resources in Social studies Education pupils are not exposed to real local resources, and so they are not familiar with the subject taught, and they are not aware that resources are part of their environment with which they are suppose to relate more easily. All these result in poor or lack of knowledge about Social Studies Education and the importance of community resources which also affects effective learning among primary school pupils. Therefore, this research study intends to determine the

effect of community resources on academic performance in Social Studies Education of Model Primary Schools in Kaduna State.

1.3 Objectives of the Study

The major purpose of this studies is to investigate the effects of community resources on pupils academic performance in social studies education in Kaduna State. Some of the specific are;

1. To investigate the effects of community resources on the academic performance of pupils exposed and those not exposed and their academic performance in social studies education.
2. To find out the effects of community resources on academic performance of male and female pupils in social studies education in model primary schools in Kaduna State.
3. To examine the effects of community resources on academic performance of pupils in social studies education in model primary schools in Kaduna State with regard to their location.

1.4 Research Questions

The following research questions are set to guide the study:

1. What is the effect of community resources on the academic performance of the two groups of pupils in Social Studies Education of model primary schools in Kaduna State?

2. What is the effect community resources on academic performance of male and female pupils in Social Studies Education in Kauru and Sanga Local Government Area, Kaduna State?
3. What is the effect of community resources on academic performance of rural and urban pupils in Social Studies Education of Model Primary Schools in Kaduna State?

1.5 Hypotheses

This study has the following null hypotheses to be tested:

Ho₁: There is no significant difference in the academic performance of pupils exposed to community resources and those not exposed to in Model Primary Schools in Kaduna State.

Ho₂: There is no significant difference in the academic performance of male and female pupils exposed to community resources in Model Primary School in Kaduna State.

Ho₃: There is no significant difference in the academic performance of the rural and urban pupils exposed to community resources in Social Studies Education of Model Primary Schools in Kaduna State

1.6 Significance of the Study

The findings of this study will hopefully help to raise the standard of Social Studies Education Teaching in Model Primary Schools in the following ways. The findings of the study would encourage active participation of pupils in class activities, which will in turn help in meaningful teaching and learning, thereby making academic

performance to improve and be effective. The finding of the study if found positive will help in minimizing the high failure rate of primary schools pupils in social studies. This would rekindle interest in the subject and provide ample activities and participation by pupils.

The finding of the study will serve, as a foundation for further research studies on community resources, particularly in teaching other Arts and Social Science Subjects. The finding of the study will also help the teacher to effectively teach social studies in primary school so as to minimize the discouragement of pupils in social studies subject.

The finding of the study will equally help the curriculum planner in designing community resources as teaching aids which will improve pupils pass rate, and parents will be encouraged to buy some of these community resources for their children.

1.7 Scope of the Study

The scope of the study covers the effects of the use of community resources as teaching material on Model Primary School Pupils Academic Performance in Social Studies Education in Kuru and Sanga Local Government Areas of Kaduna State. The essence of limiting the study to two Local Governments is because Kaduna State is very large and the number of Model Primary Schools are many. Therefore, the researcher limits the study to two (2) models primary schools to serve as representative sample for the rest of the schools. The research work is also experimental.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The focus of this chapter is on review of the literature relevant to the study. The review is organized under the following: Theoretical framework, Concept of Social Studies Education, Objectives of Social Studies Education in Nigeria, Nature and Scope of Social Studies Education in Nigeria, History of Social Studies Education in Nigeria, Justification for teaching of Social Studies Education in primary schools, Concept of community resources, types of community resources for Social Studies instruction, Impact of community resources at model primary school, The influence of urban and rural environment on pupils' educational development through Social Studies, Review of Related Empirical Studies and Summary.

2.2 Conceptual Framework

Community resources are considered as an avenue through which social studies education can be taught through formal classroom teaching, and real practical work that may lead to new ideas, (Michie, 2007). The theoretical basis of community resources was Piaget's (1952) development theory of learning and thinking "that the child should be able to explore his environment for effective learning. A central component of Piaget's (1952) developmental theory of learning and thinking is involving the participation of the learner. He said that knowledge is not merely transmitted verbally but must be constructed and reconstructed by the learner.

Piaget asserted that for a child to know and construct knowledge of the world, the child must act on objects, and it is this action which provides knowledge of those objects; the mind organizes reality and acts upon it. The pupils are to be taken to the natural environment of the object to have ability to act on objects by observing, identifying and even by manipulating the objects in its natural environment. Social studies education offers learning the opportunity to do so.

In support of Piaget's position, Bruner (1960) held the view that learning occurs by self discovery, when pupils are exposed to basic concepts to discover things for themselves through moulding, weaving and farming. In his contribution, on philosophy of pragmatism Okafor (2001) maintains that experience is the center of learning. Accordingly it must be both in body and soul". Thus, experience and the child's environment is a strong base in considering the developmental use of community resources for learning of Social Studies Education. The resources must therefore be within the experimental world of the child. Hence, it involves learning by doing between the child and his environments. The experiences involved in the use of community resources are learners by doing and practical work which agrees with the pragmatist theory.

In the same vein Hull (2005), opines that new learning occurs through combination of previous acquired and recalled learned activity. For example, a child watched his parents mould different shapes of objects. He too would use such acquired experience to mould or weave different shapes. His experiences are based on planned curriculum and instruction, and that the teacher is to combine learning objectives in teaching the pupils at primary school level, through the use of different

resources such as weaving, farming and moulding resources. The theory supports the use of these resources by pupils to exhibit their areas of skill expertise. Similarly, some researchers like Thompson (2001), Mezieobi (2002), are of the same view with the above theories, emphasizing that, using community resources will enhance the academic performance of model primary school pupils in learning social studies education. Bandura in social learning theory is of the same view that learning takes place by observation and imitation. Imitation is known as modeling. The learner reproduces the responses of a model. The pupils learn a lot of things through observation and imitation.

Other researchers of the same opinion are, Fred, (2007) and Aliyu (2008), who report that teachers positive benefits of academic performance are derived from real work experiences, gained from practical work on resource materials. Sorrentino (1970) in his research also in supports the above view by reporting that resource materials gives firsthand experience, stimulate interest and motivation in social studies, giving meaning to learning and attainment of good academic performance by pupils in social studies.

2.3 Concept of Social Studies Education.

Social Studies Education concept is interested with numerous definitions by various authorities and scholars. A search through the text books confounds the pupils with numerous definitions of the concepts Social Studies Education. This is evident in the multilateral views held by people on the subject. Thus Mezieobi (1991) put this opinion that Social Studies Education concept is as troublesome as there are many people attempting to define it. The definition of the concept is problematic due

to lack of concept specificity. His view was lack of an agreed format among scholars to a universal definition of social studies Education. Social studies Education has been seen as an extended civic, simplified form of social sciences, as citizenship education, applied social sciences as well as a supplement of the traditional subjects that constitutes the humanities and the social sciences subjects Mezieobi (1992). The vagueness of social studies does not end with the scholars and teachers, educational administrators alone, but even government seems to be confused about the subject, methodology and its importance.

However, the committee on primary school social studies programme defines the subject as “those common learning of man’s interaction with his social and physical environment” (Okonkwo in Ololobou, 2004). Balyejusa (1981) defines the subject as the study of man as he interacts with the various environments – Physical, economic, psychological, social and intellectual”. In his own style, Onyabe (1980) portrays social studies as “an integration of experience and knowledge concerning man’s relations for the purpose of citizenship education”.

Similarly an often quoted definition of social studies by Kissock cited in Okojie (2007) depicts social studies Education as “a programme of study which a society uses to instill in pupils the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with each other, their world and themselves. While the various definitions of social studies Education presented above may be mutually exclusive, a close examination would reveal that their discrepancies are a little more than using different words to describe the same things. Dubey (Okojie 2007) explains, social studies is an investigation into human, activity in

all conditions, places and times. In other words, social studies Education is all about a comprehensive study of man's history location, culture, values and attitudes, as well as his daily transactions, interactions and contracts in his society. Above all, the various ideas, generalizations or features that are common among this definitions include the following:

- Man and his environment constitute the major focus of social studies.
- Social studies provide the learners with citizenship, humanities, intellectual and value education.
- There is inter-relationship between man and his environments.
- Social studies aim at solving man's problems, i.e social, economic, political etc.

These common features, rather than breeding conflicts and controversies that go with the definition, should form the basis for social studies discussions and practices in Nigeria.

2.4 Objectives of Social Studies Education in Nigerian

The reason we teach social studies and what we teach in it is a fulcrum to which the success of the entire programme is built upon. Social studies Education was introduced into Nigeria schools system as a remedy to existing social problems prevalent in the society. It aims at studying social actions, relationship addressing social needs and problems. The objectives of social studies Education vary from one country to another, this is dependent on the situation and conditions of the country

adopting it. Thus, there are varieties of objectives of social studies Education as there are varieties of social needs and problems (Tikumah, 2009).

Argungu (2009) posits that, social studies Education as stated earlier was introduced in to Nigerian schools as a core and compulsory subject at primary and junior secondary schools as a catalyst to the achievement of the four national educational aims and objectives.

Argungu (2009) , explains that the objectives of Social Studies Education in Nigeria naturally reflect the national objectives of education as a whole. This is basically on the premise that Social Studies Education, is a subject that draws its concepts from all the basic subjects at the primary and secondary levels of education such as History, Government, Economics, Religions among others, based on this, the objectives of social studies tend to reflect the objectives of these subjects. Social Studies Education is designed to offer specific solutions to societal issues. Thus its objectives must be relatively interwoven with national goals of education if it is to answer this call.

The national goals of education as presented by the national policy on education (1998) states the following;

- To inculcate the national consciousness and national unity.
- To inculcate the right types of values and attitudes for the survival of the individual and the Nigerian society.
- The training of the mind in the understanding of the world around.

- The acquisition of the appropriate skills and the developments of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of his society.

However, it is based on these goals that the objectives of social studies were designed. According to Ololobou (2007) a typical Social Studies Education school programme must encompass four cardinal objectives, viz: the environment, values and attitudes, the various skills and emerging issues. Also in his work, Ololobou (1999) observes that social studies in Nigeria seeks to re-establish the pre-colonial African educational values, which includes honesty, hard work, mutual cooperation and conformity to traditional social order.

Corbin in Ikwumelu (2000) delineates Social Studies Education objective at two levels, i.e The junior and senior levels. He maintained that at "junior level, the emphasis should be on encouraging the development of social responsibility towards other children, adults and the world about them" While "at the senior level, children should be encouraged to develop values, attitudes, skills and understanding necessary to live in the society". NERDC (1993), categorize the objectives into the following:

- Citizenship Education: Preparing the pupils for social responsibility.
- Humanistic Education: Helping the pupils to comprehend his life.
- Intellectual Education: Introducing the pupils to the mode of thinking and enquiry of the social sciences.

- Value Decision: Inculcating in the individual some expected attitudes, values and feelings.

Thus, the opinion of Social Studies Education scholars are not different from the objectives of social studies in Nigeria. Thus, the objectives of social studies at primary school as clearly spelt out in Barth (2001) aimed at developing pupils with the following;

- To acquaint the child with his past and present geographical and social environment.
- To enable pupils to appreciate cultural heritage as also to recognize and get rid of what is undesirable in the context of social change.
- To give the pupils a sense of belonging to a place, community, nation and to the world.
- To help pupils develop valuable and socially acceptable concepts, ideas and philosophies of life.
- To promote an understanding of the social problems of the locality and finding possible solutions.
- To develop specific fundamental dispositions such as the attitudes, values and norms of the society.
- To create awareness that discipline is essential for an orderly society.
- To develop in the pupils, positive spirit of togetherness comradeship and cooperation towards healthy Nation.

- To promote the effective citizenship.
- Demonstration of flexibility and willingness to accept necessary changes within the system.

However, upon these objectives, new objectives can be conceived and developed in reaction to the dynamics and on the move nature of the society to ensure the purposive nature of social studies as a problem solving programme. Thus Social Studies Education can be taught with the use of community resources as instruction material in model primary schools in Nigeria, in general and Kuru and Sanga Local Government Area of Kaduna State in particular.

2.5 Nature and Scope of Social Studies Education in Nigeria

Social Studies is a home-made educational programme of study in the Nigerian school curriculum. As Balyejusa (1981) rightly puts it, and Nigerian scholars and writers are of contrary and divergent views as to when Social Studies Education made its head-way into Nigeria and its schools. Obilo (1981) and Ezegbe (1987) are of the opinion that Social Studies Education emerged in Nigerian schools in the early 1960's, to remedy any educational ills at all times. It seeks to replace irrelevant learning experiences with relevant ones, to make the Nigerian schools learn and understand his own history and geography better than the history and geography of other countries. Adedoyin (1982) puts it that Social Studies Education was introduced in Nigeria in the colonial era with establishment of schools. Thus Social Studies Education is a practical enquiry into, and a quest for solution to societal problems. It

is not speculative body of knowledge. Balyejusa (1981) argues, that Social Studies Education puts man at the center of focus: it is a study of everything in man's environment in relation to man's action.

In Social Studies Education, scope is difficult to determine because of the very nature of the subject-matter. According to Oroje (1981) Social Studies Education is concerned with a dynamic subject-matter-man's Social behavior and, in consequence of this, no Social Studies textbook can claim to be either all inclusive or accurate for all times. Social Studies deals with practical issues pertaining to man and his environment, and not only that man's condition is changeable, dynamic and flexible but also, man's condition varies from one environment to another. The scope of social studies in any given situation will be dictated by the aims and objectives to be pursued. Social study frequently changes its contents to reflect new local and international realities.

In view of the dynamic and flexible nature of Social Studies as explained above, although the subject is said to be taken from the Social Sciences, yet it can draw on any other discipline, including the physical/natural sciences, depending on what specific objectives are to be pursued. For instance, the Social Studies scholar's determination to protect man's physical environment would compel him to delve into the study of soil erosion, aforestation and deforestation. Mezieobi observes that, what is new, is the concept social studies, which was borrowed and which has become a discrete subject in Nigerian schools. This he cap it that even today in Nigeria, social studies contents is Nigeria specific as it was in the old as it focuses on Nigerian life style and environment. He outlines some indigenous social studies education:

- Instruction on loyalty to the community, recognition of ones rights, obedience to elders, recognition of seniority, hospitality to people, cooperation in common test, respect for others.
- The learning of the people's local and family history, myths, oral literature, proverbs and riddles, and the geography of the community and adjoining neighborhood.
- Character, values and virtues development and inculcation which traditional religion encouraged and promoted.

Tikuma (2009) notes that the introduction in the Western region was after a series of curriculum innovation conferences that were held locally and internationally. This among others included the conference of African educators held in Mombasa (Kenya) in (1968). This conference was organized under the auspices of the Education Development Center (EDC) and the centre for Curriculum Renewal and Education Development Overseas (CREDO). This conference drew participants from African countries including Nigeria. From this conference emerged African Social Studies Programme (ASSSP) and later the Nigerian Social Studies Programme (NSSP).

In (1969), a national curriculum conference was held in Lagos where large participants were drawn from Nigerian society viz, farmers, teachers, traders, doctors among others to discuss issues of ideology, purpose and objectives of Nigeria education. There, SOSAN presented a report on the need for the introduction of social studies. The resolution and recommendations of the conference touched on

the teaching of culture and social studies in Nigerian Educational system i.e social studies should be taught in all teacher training colleges and in the lower classes of the secondary school and primary schools. Thus, the deliberation and recommendations of the conference and seminars formed the pivot of the Federal Government National Policy on Education in 1977.

2.6 History of Social Studies Education in Nigeria

According to Joof (1991) that Social Studies originated in the Western World especially in Western Europe and North America. Osakwe and Itadjere (1993) in Mezieobi (1999) have a contrary opinion to Joof's assertion. To them, Social Studies originated from the United State of America. They went further to explain the point of direction that host the spread of social studies. Also that social studies crept from United State of America into Europe; especially Britain. Ololobou (2007) and Tikumah (2009) share the view that social studies emerged in world history in 1916 through American scholars. This they posit that research studies have uncovered that the expression "social studies" was first used in the academic circle of Americans during the last two decades of the 19th century and gained official recognition by the American government in 1916. While the forgoing irreconcilable opinions on the origin of social studies was generating debates among scholars, Saxe (1991), an American Professor of Social Studies Education at the University of Penny-Sylvania in Philadelphia, USA, allayed the fear and doubts here in Nigeria, when he emphatically stated that "the foundation of social studies education had its beginnings

in Great Britain after 1920s and spread to the United States of America and to other parts of the World including Nigeria.

2.7 Justification for Teaching of Social Studies Education in Primary Schools.

Social Studies Education as “an integration of experience and knowledge concerning man’s relation for the purpose of citizenship education” enable pupils at model primary schools to learn about their environment. According to Mezieobi (2002) Social Studies Education is an important part of primary schools because it aims at creating educated pupils who can grow up to be responsible citizen of the nation; it increases chances that will adhere to ethical and moral values. He said to maintain the culture of the society, pupils at primary schools must learn about the effect of their environment and other values. Gleeson (2001), maintains that social studies sees knowledge and man’s social world integrated to make pupils at primary schools know how people live in the real world. It adopts an integrated approach to knowledge by blending relevant content, concepts, methods and generalization from other related disciplines areas of social studies in order to make the pupils at primary schools see the world as whole, and develop an integrated view of reality.

Okojie (2003) depicts social studies as a programme of study for model primary schools which the society uses to instill in pupils the knowledge, skills, attitude and action it considers important concerning the relationship of human beings to each other. According to Aina (2005) he views social studies as a supplement of the traditional discipline of the humanities at the primary school level of education.

2.7.1 Gender and Academic Performance of Pupils in Social Studies Education

Gender is an identifiable characteristic that determine the performance of male and female. Repley (2005) posits that pupils sex is not itself determinant of performance; the difference in performance between male and female in social studies is researched through the use of community resource material. Mari (1997) finds no significant difference on their academic performance in social studies; he says both performed significantly better.

On performance of male and female pupils in Social Studies Education Oriafu (1992) finds male pupils performance better than female pupils in Social Studies Education Cognitive Academic Performance. While Akintunde (1998) observes that male pupils perform significantly better than female pupils in Social Studies Education on the use of community resources; he says females were formally excluded from access to education throughout a large part of history and even when they were granted admission to educational institution of their right choice, they had equality in academic performance with their male (pupils) counterpart.

2.7.2 Cognitive Experience of Pupils in Primary School

All over the world, pupils have some basic intellectual, social, physical, and emotional needs. The environment makes an impact on these pupils. Cognitive development in general cover all aspects of thinking that comprises perceptions, memory, concept formation and reasoning. Dennis (2002) states that cognitive development assists in understanding of Piaget's research on qualitative changes that take place in pupil's thinking as they move to higher level. All the changes is as a result of pupils interaction with the environment. And pupils of model primary school

in social studies need cognitive exposure. The exposure involves what they see, hear and do, leading to what they eventually know through experiences. This means that pupils in both rural and urban area have to interact with the environment in order to stimulate their cognitive abilities and skills on what they have learned. Dennis (2002) also states that provision of stimulating environment to the model primary school pupils can greatly improve their cognitive skills and abilities which eventually leads to an improvement in their intellectual experience and play vital role in the pupils cognitive enrichment. Psychologists have been emphasizing on the importance of the provision of appropriate educational materials for learning achievement on pupils intellectual development across the cultures have explained the role of stimulation through craftsmen weaving, moulding and other learning devices on the model primary school pupils learning and educational development.

The extent to which the pupil's intellectual potentialities for success in the education process depends initially upon how the school which transmits these potentialities can provide the environmental influence to nurture it. Durajaiye (2004) also emphasizes the importance of environment in the pupils intellectual development where he states that the role of environment is important in both the development and manifestation of intelligence. These studies have confirmed that early experience on community resource materials can motivate intellectual and social development of pupils. Model schools, and social studies personnels that provide educational materials for pupils like farming, carpentry, weaving, mulding, and sewing, increase pupils intellectual and social development.

2.8 Resources

Resources refers to places, people, process, man-made, natural environment or anything that can be used for teaching (Thompson, 2001). According to Okpala (2004) refers to resources as those readily within the reach of teachers and pupils for effective teaching and learning. They are produced locally and are available within the community. Resources are cheap and affordable and take cognizance of pupils immediate environment and also promote pupils creativity, self reliance, interest, motivation and action oriented. (Miller, 2011) says resources refers to the source material obtained from the environment for teaching, and which has been applied in diverse realms. Resources in this study are terms used to denote places, social institutions or things that can be used to make social studies lessons more effective. "Every community regardless of size, has places or people of interest to a social studies class".

By community resources in this study, it refers to resources found in the environment where man lives; such as Arts and Crafts, Tradition and Story, farming and fishing, Blacksmiths and Carpentry, Transport and Communication. All these are related to man as a social creature living in a natural environment. Local communities are made up of people with different areas of interest or expertise and the knowledge can be shared with other people. (Thompson, 2001).

In summary, (Parson, 2000) simply describes community resources as the one which centres on local community such as the village, district and local government area. The above definitions have distinguished community resources from other

teaching materials on the basis of its effectiveness to make learning of social studies progressive.

2.8.1 Concept of Community Resources

The community in which the pupils find themselves is rich in resource materials for teaching as a whole and for social studies in particular. Community has been defined in many ways, according to (Parson, 2000) community refers to that aspect of the structure of social systems which is observable and analyzable to the territorial location of persons. For parson, he is referring to human individuals as organisms and their activities. The activities are made up of people acting in a community territorial location.

According to Planto (2004) “Community is a localized population which is independent on a daily basis and carries on a generalized series of activities and through a set of institutions which provide on a day-to-day basis of the full range of goods and services necessary for its continuity as a social and economic entity”. He argues that, some communities are independent while others are involved in a complex network of relations with other communities.

2.9 Types of Community Resources for Social Studies Education Instruction.

In an un obstructive observational study carried out by Mezieobi (2002) on the utilization of social studies instructional materials in primary school social studies class under the following; man-made, natural environment, places, processes, and people, things.

a. Man-made and Natural Environment

This refers to buildings or shapes and sizes produced by man. Such things as houses, roads, farms, sports play grounds, parks, airports, cemeteries as well as institutions of learning are man-made and, the natural environments are mountains, trees, sand, seas, and planets; made environments that provide information on social studies and enrich the curriculum, Thomson (2001).

b. Places

They have special or unique characteristics and therefore, are rich learning resources. Such include Museum, Zoo, T.V. Station, Blacksmiths shop, Shrines, Market, institutions of learning, Abattoirs, Cinema, Churches, Mosques, Library and many others within the local community, Wurma (1972), posits that selected place for a visit will provide desirable and useful experiences as well the motivation to participate in interesting activities for pupils academic performance in social studies. According to him that the teacher has to make the best use of local community to realize more effectively the objectives of his teaching.

c. Processes

Generally processes are required resource material like farming, moulding, hunting, sewing, weaving, dry cleaning, barbing, village district school as locally produced community resources that helps pupils learn faster in social studies Orion (2001). To him that teachers of social studies Education are to take their pupils to the resource material or bring the resource material to the class.

d. People

Local communities are made up of people and most people in a community have areas of interest or expertise, as such it refers to butcher, craftsmen, farmer, blacksmith teacher, carpenter, clergymen are all instructional material that will help pupils academic performance in social studies. Pupils can be taken to those people to see a practical work or those people be invited as resource person to the class for talk; people need to be open and willing to share their knowledge and understanding. Marconnih (2006)

e. Things

Local community resources can be found and made use of through things like bow and arrow, vegetation, fishing-nets, local furniture, soil for studies, pupils academic performance.

2.10 Impact of Community Resource in Model Primary Schools.

Community resources are resources tangible and intangible to meet the need of the community by culture and society. Community resources are used to denote places, social institution, things that can be used to make social studies lessons more effective. Mezieobi (2002) explains that every community regardless of size, has place or people of interest to a social studies class, and so community resources are always available for the teaching of social studies with the use of physical environment that man lives in, states that pupils cannot learn effectively without interacting to learn about their environment. Wheeler (2005) states that social studies curriculum requires the objectives of the society to make it effective for teachers to use the resources and incorporate them into social studies lesson in a way that the

learner will understand. Thompson (2001) opines that the use of any resources by the teacher to the pupils should be governed by the principles of selection and consistency, and all resources used in social studies are relevant to the proper study of the community.

Since community resources has to do with the nature of the community in which one finds himself, whether urban or rural, it provides a clue to the nature and type of community resources available as materials for teaching pupils of social studies effectively. That curriculum for social studies in primary school should be used as planned programmed to guide the teacher for the purposes of teaching and instruction. This helps the teacher to choose the best resources to be used in the social studies lesson. And also the curriculum specifies the performance objectives to be achieved as well the activity to be carried out in the course of teaching and learning to facilitate understanding of the use of resource material in social studies.

In this study therefore, it is hoped that community resources would have effect on social studies at primary school because the resource materials would involve taking the pupils out of the classroom to know the social and physical environment, see and do certain things how they are done. Community resources offers direct observation and interpretation of better result about the environment, thus improve pupils academic performance in social studies.

2.11 The Influence of Urban and Rural Environment on the Pupils Educational Development in Social Studies Education

In the society today, there are more numerous opportunities for interaction. Mass transportation and communication have provided the avenues to reach out, and communication has provided the ability to reach out and beyond the immediate community. By widening this environment an individual perceives and learns many differences in customs and mores. The community is the first larger social structure that provides a frame work for socio-economic life. The community is involved with the individual at every level of development. Studies have confirmed the significance of environment to pupils intellectual and academic performance. (Durajaiye, 2004) explains the role of environment as important in both the development and manifestation of intelligence. He says, the environment provides experience and useful relevant environmental experiences; (Gerda, 2003) explains that teaching without community values affect pupils perception of the use of resource materials in school and its function. He also confirms that if the school values the function of community resource materials to be used in social studies lesson, then, the pupils from both rural and urban areas will learn with more positive attitude. He concludes that social studies and climate of the school, community and cultural attitude to education can affect pupils of social studies in their academic performance.

In many larger cities there are communities where population is constantly on the increased and there are few ties between the people. These studies have shown that pupils in rural areas performed significantly better in social studies than those from urban areas. Studies have also shown that in rural areas, there are a lot of

community resource materials that aid pupils learning and academic performance which are not in existence in urban areas.

2.12 Review of Related Empirical Studies

In a related study to this work Mombasa (2006), conducted an experimental studies on the "effect of community resources on academic performance of pupils in social studies Education" as a resource material to enrich teaching programme and the improvement of pupils learning social studies. They randomly selected three group of pupils for the study and then administered the enriched resources for a period of 6 weeks, and each lasted for about two hours per week. In each session, the pupils were treated to an aspect of community resource materials skill such as: farming, weaving, Arts and craft, mulding and how to make the resource come real, and negotiation skills for pupils. There is also a review of previous sessions and the post – test session. The objectives of the study were: to assess the efficacy of the resource materials skill. The researcher used t – test technique to evaluate the pre-test and post-test scores of the pupils. The result of the study revealed that the pupils learned and benefited from the treatment aspect of community resource materials skills on farming, weaving arts and crafts, moulding and how to make the resource come real through practical work (practice). Therefore, this study has relationship with that of Mombasa in Social Studies. It also shows that the resource materials can contributed immensely to acquisition of better learning in social studies. Furthermore, all the pupils in lower and upper primary school classes benefited tremendously from the community resources skills experienced.

Brown (2001) also conducted a research study on "community resources as an instructional material enrichment in the academic performance of pupils in social studies education". The study adopted an experimental design where the pupils received group treatment on community resource materials skills learning which consisted of acquiring information about the resource processes. The treatment lasted for eight weeks. The control groups were not exposed to any treatment. The two groups scores were compared. The objectives of the studies included: to improve learning among pupils in social studies, to construct resource materials skill learning for pupils, teaching pupils about practical ways of enhancing learning and find out whether there will be any significant difference in the social studies academic performance of pupils exposed to community resource skills learning and those who did not receive the treatment. Also the content outlined of the study brought out more of the community resources that will enhance the learning of social studies, brought out the content to the perceptual level of the pupils, made what was taught real to the pupils, aroused the interest and curiosity of pupils in motivational bid, made teaching look easy, and enhanced academic performance and remembering on the part of pupils. The findings of the two studies have showed that, the pupils gained in community resource materials skill and enhanced their academic performance in social studies. This study is also related to the researchers current area of study.

Dennis (2009) conducted a research on pupils who were taught social studies using community resource things such as local furniture, soil and vegetation. The study was an experimental design where the pupils acquired information about the resource materials. The treatment lasted for seven weeks and pupils were exposed to the treatment package on community resource things. The control was not given

any treatment but was post tested. The data of the two groups were compared (t - test). The result of the study revealed that social studies impacted on pupils academic performance as a result of their exposure to the treatment package on community resource things. The study has relationship with the research being undertaken by this research on community resource materials.

Markman (1995) also conducted a research on "Community Resources to Enhance Academic Performance of Pupils in Social Studies Education". The experimental group received treatment on resources in the environment such as: mountains, trees, sand and seas. The treatment lasted for four weeks. The research subjects received treatment which lasted for five weeks. The researcher randomly selected twelve pupils to participate in the study. The pupils in experimental group received treatment on the use of community resource material and the control group did not. The objectives of the study was to encourage the use of resources for pupils learning Social Studies Education. The data of the treatment group was compared with that of the control group. The finding showed that there was a significant difference between the control and experimental group. Also the level of academic performance of pupils experimental group was highly impressive.

Abdulhamid (2012) conducted a research for five weeks on pupils taught social studies and was guided with research questions based on the specific objectives and three null hypotheses which were tested with multiple choice achievement test. The test was administered to the treatment group and the scores obtained were analyzed by mean and standard deviation. The findings revealed that community resources had significant effect on pupils' academic performance in

Social Studies Education. The relationship between Adulhamid (2012) research work and this study is in the use of similar research respondents who were all social studies students and were taught "community resources on academic performance".

Summary

This chapter essentially was concerned with the review of related literature on the effect of community resources on pupils academic performance in Social Studies Education of model primary school in Kaduna State. It discussed aspects such as Conceptual Framework, Concept of Community Resources, its types, Concept of Social Studies Education, Impact of Community Resources at Model Primary Schools, History of Social Studies Education, Justification for Teaching of Social Studies in Primary Schools, Nature and Scope of Social Studies Education. Academic Performance in Social Studies of Primary School Pupils in Nigeria, Influence of Urban and Rural Environment on the Pupils Educational Development in Social Studies Education, and the Review of Empirical Related Studies on works related to the study area have been discussed. The gap which this literature review created was in the area of "community resources" such as moulding, weaving, farming and sewing which other researchers did not cover in their study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology of the study which attempts to examine the effect of community resources on academic performance of model primary school social studies pupils. The methodology is discussed under the following: Research Design, Population of the Study, Sample and Sampling procedure, Instrumentation, Validity of the Instrument, Reliability of the Instrument, Procedure of Data Collection and Statistical Analysis Procedure.

3.2 Research Design

The research design for this study adopt quasi-experimental design involving pre test, post test and control group design. The two groups are control and experimental, all pupils would be pretested to determine the level of equivalence academically. The experimental groups are treated with the use of resources, while the control groups are not. Also, all the groups would be subjected to post test to determine the effect of the treatment on academic performance in Social Studies Education. This design is supported by Kolo (2003), that quasi-experimental design, allows the formation of two groups if the treatments are more than one. The subjects must however, be randomly assigned to either treatment group or control group.

EG → O₁ → X₁ → O₂

CG → O₁ → X₀ → O₂

KEY:

EG = Experimental group

CG = Control Group

O₁ = PretestX₁ = TreatmentX₀ = No treatmentO₂ = Post test**3.3 Population of the Study**

The target population of this study consisted of 7,669 male and female pupils admitted in 2010/11 session in model primary schools of Kaduna State. These schools are each located in the Local Government Areas of the state out of the total population 5181 represent males and 2488 represent females. (See table 3:1);

Table 3.1 Population of the study

S/No	Model	Name of schools location	Number of pupils		Total	%
			Male	Female		
1.	Birnin Gwari	L.G.E.A. Bagoma	38	20	58	0.76
2.	Chikun	Kujama 1	52	26	78	1.02
3.	Giwa	Giwa centre	311	156	467	6.09
4.	Igabi	Mallam Jalo	300	139	439	5.72
5.	Ikara	Ikara Central	404	191	599	7.81
6.	Jaba	Mallam Maude	128	58	186	2.43
7.	Jama'a	Mailafiya 1	136	63	199	2.59
8.	Kachia	Kachia 1	349	170	519	6.77

9.	Kaduna north	Ung. Rimi Lowcost	275	132	407	5.31
10.	Kaduna north	Rigasa Rigasa	100	50	150	1.96
11.	Kaduna south	Shiek gumi	281	117	398	5.19
12.	Kagarko	Kagarko central	114	52	166	2.16
13.	Kajuru	k/magani 1	235	118	353	4.60
14.	Kaura	Tagwai manchock	232	116	348	4.54
15.	Kauru	Kauru central	110	51	161	2.10
16.	Kubau	Anchau Takalafia	169	57	226	2.95
17.	Kudan	Kudan central	258	127	385	5.02
18.	Lere	Lere central	334	158	492	6.42
19.	Makarfi	Sada	134	59	193	2.52
20.	Sabon-Gari	Saidu	443	263	706	9.21
21.	Sanga	Gwantu central	107	57	164	2.14
22.	Soba	Soba central	294	120	414	5.40
23.	Zongo-Kataf	Zonkwa V.	70	30	100	1.30
24.	Zaria	Shehu Idris	303	158	461	6.01
GRAND TOTAL			5181	2488	7669	100%

Source: (KSUBEB) Kaduna State Universal Basic Education Board.

3.4 Sample and Sampling Technique

The study used stratified random sampling technique to obtain its sample size. This study considered sample size of 200 pupils who were both male and female Model Primary School Pupils of Kauru Central and Gwantu Central. The procedure of the sampling technique was used, where two pupils were asked to hand pick pieces of paper already folded with the names of the Model Schools. As a result of this, Kauru Central and Gwantu Central Model Schools were randomly selected and assigned as control and experimental groups respectively. In both schools, 100

males and 100 females, were randomly selected as sample sizes and were involved in the study.

Table 3.2 Sample size of the Study

S/No	Model	Schools	Sample male	Sample female
1.	Kauru	Kauru Central	50	50
2.	Sanga	Gwantu Central	50	50
		Total	100	100
		Grand Total		200

3.5 Instrumentation

The instrument that was used for this study is titled; Community Resources on Academic Performance (CRAP) of Social Studies Education pupils'. The test was a close ended type and developed by the researcher to collect the information needed. It is divided into two sections. Section "A" constitutes personal information (Biodata) while Section "B" contains items raised from the literature review based on the objectives of the study. The test contains twenty five (25) items.

3.5.1 Validity of the Instrument

Validity checks and test the efficiency, suitability and internal consistency of the research instruments, so as to minimize errors in interpretation. The test of the study was screened and improved upon under the supervision of research experts, also the supervisors were consulted to establish content validity of the instrument. A pilot testing of the instrument was done.

3.5.2 Reliability of the Instrument

The reliability of the instrument was determined by using Pearson product moment correlation where a reliability coefficient of the instrument was found at 0.96. A pilot test was conducted with 40 questionnaires to ascertain a reliability and validity of the instrument. The pilot testing of the research instrument was done using 40 pupils from Shehu Idris school, Zaria. They are not among the selected schools to be used for the final administration of the instrument for data collection. However, they share similarities in characteristics in all aspects of a model primary school. The data collected from the pilot testing were statistically analysed for purpose of reliability of the instrument items as regards difficulty and understanding of items by primary school pupils. The pilot testing was carried using a statistical method of Pearson product moment correlations reliability method. The reliability co-efficient was found at alpha level of 0.96 which was considered adequate for the internal consistencies of the instruments (test scores). This therefore, confirms the reliability of the data collection instrument as fit for the study.

3.6 Procedure of Data Collection

The administration and data collection was carried out under supervision of the researcher with the help of research assistants. Research assistants were taught on the mode of administration and collection of test. Official permission was obtained from the Headmasters of the schools. The researchers conducted the experimental study for a period of six (6) weeks. The instrument was administered directly and was retrieved from the respondents. Then the researcher collected the test, marked it and

recorded it through coding for data analysis. After coding, the analyzes for any difference or otherwise between the pre-test and post-test was done.

3.7 Statistical Analysis Procedure

The data collected, was subjected to both descriptive and statistical analysis; the result was presented in tabulation of frequency and percentages. The analysis was carried out through the use of t -test statistical package. All the null hypotheses that sought to ascertain the significant difference between two variables were analyzed through the use of t – test statistic. In order to uphold or reject the hypotheses advanced for the study, an alpha level of significance 0.05 was used.

t - test formular

$$t = \frac{x-Uo}{\partial/\sqrt{n}}$$

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents results of data analyses and discussion of findings of the study. The results of the study would be presented in tabular form for easy reference.

4.2 Data Analysis

This study titled "Effect Of Community Resources on Pupils Academic Performance in Social Studies Education of Model Primary Schools in Kaduna state" is an experimental study comprising of Kauru central Model Primary School (control) and Gwantu Central Model Primary Schools. The first section presents the frequency and percentages distribution of bio data variables of sex, classes and treatment groups of respondents. The second section presents the answers to research questions using descriptive parameters of mean, standard deviations and standard errors. The third section presents the testing and interpretation of four null hypotheses using parametric statistical technique of 2-Independent t-test statistics. All hypotheses are tested at 0.05 alpha level of significance.

4.3 Bio data variables

Table 4.1: Distribution of respondents by classes

Class	Frequency	Percent
lower classes	100	50
upper classes	100	50
Total	200	100.0

The table above reveals the primary school respondents classes. A total of 100 of them representing 61.5% are from the upper classes while the rest 100 representing 38.5% are sampled from the lower classes, totaling the 200 respondents sampled for this study.

Table 4.2: Distribution of respondents by treatment groups

Variable	Frequency	Percent
CONTROL GROUP	100	50.0
EXPERIMENTAL GROUP	100	50.0
Total	200	100.0

According to the outcome of the table 4.2 shows that the samples are divided into two groups. A total of 100 (50.0%) were sampled from Kauru Central Model school categorized as the control treatment group while the other 100 (50.0%) sampled from Gwantu Central Model primary school were categorized as experimental treatment group.

Table 4.3: Distribution of respondents by gender

Variable	Frequency	Percent
Control Group (Male)	100	50
Experimental Group (Female)	100	50
Total	200	100.0

The details in the table above revealed that 100 of the respondents representing 50% are control group while the rest 100 representing 50% are experimental group.

4.4: Answering of Research Questions:

Research Question one: What is the effect of community resources on the academic performance of the two groups of pupils in Social Studies Education of the model primary schools in Kaduna State?

The descriptive statistics of mean and standard deviation are used to test this research question and the summary of the results is presented in table 4.4.

Table 4.4: Mean and standard deviation of the of experimental and control groups in community resource academic performance test (CRAPT).

Variable	N	Mean academic performance	Std dev	MD
Experimental group	100	55.09	14.14	.
Control group	100	44.76	14.43	10.33

Results in table 4.4, shows the mean score of the experimental group is 55.09 and a standard deviation of 14.14 while the mean scores for the control group is 44.76 and a standard deviation of 14.43. The mean difference of the experimental and control is 10.33 in favour of the experimental. This shows that the experimental group had mean scores more than the control group. This implies that the effect of community resources had impact on the experimental.

Research Question Two: What is the effect of community resources on academic performance of male and female pupils in Social Studies Education in Kauru and Sanga Local Government Area, Kaduna State?

The descriptive statistics of mean and standard deviation were used to test this research question and the summary of the results is presented in table 4.5.

Table 4.5: Descriptive statistics of the mean academic performance of experimental and control group pupils of Model Primary Schools?

Variable	N	Mean academic performance	Std dev	Std Error	MD
Control Group (Male)	50	42.21	12.30		
Experimental Group (female)	50	40.20	11.29		2.01
Total	100				

Result in table 4.5, shows that the mean scores of the male control group is 42.21 and a standard deviation of 12.30 while the mean scores for the female experimental is 40.20. and a standard deviation of 11.29 the mean difference of the male control and female experimental groups is 2.01 in favour of the female experimental group. This prove that the female experimental group had mean scores

more than the male control group. This implies that the effect of community resources had impact on the female experimental group.

Research Question Three: What is the effect of community resources on academic performance of rural and urban pupils in Social Studies Education among of Model primary schools in Kaduna state?

The descriptive statistics of mean and standard deviation were used to test this research question and the summary of the results is presented in table 4.6.

Table 4.6: Mean and standard deviation of the rural experimental and urban control group in Community Resource Academic Performance Test (CRAPT)

Variable	N	Mean academic performance	Std dev	MD mean
Control group (Rural)	100	44.76	14.43	
Experimental group (Urban)	100	51.73	12.68	.6.97
Total	200			

Result in table 4.6, shows that the means scores of the control group is 44.76 and a standard deviation of 14.43 while the mean scores for the experimental group is 51.73 and a standard deviation of 12.68. The mean difference of the experimental and control groups is 6.97 in favour of the experimental group. This proves that the

experimental group had mean scores more than the control group. It implies that the effect of community resources had impact on the experimental group.

Table 4.7: Present t-test of post test mean scores of experimental and control groups in Community Resource Academic Performance Test (CRAPT).

Variable	N	Mean	std.dev	Df	SE	t-cal	Sig (p)	Remarks
Experimental	100	51.73	12.68					
(lower)				198	1.92	3.63	0.00	Significant
Control (upper)	100	44.76	14.43					

Calculated $p < 0.05$, calculated $t > 3.63$ at df 198

An understanding of the outcome of the Independent sample t-statistics above, reveals that significant difference exists in the academic performance in Social Studies Education of experimental and control groups class pupils. Reason being that the calculated significance (p) value of 0.00 is less than the 0.05 it means that there is a significant difference in the mean scores of the male and female experimental groups in academic performance level of the pupils. The significant difference is in favour of the experimental group exposed to community resources as indicated by the mean scores. With this result the Null hypothesis 1 was rejected.

Hypothesis two: There is no significant difference in the mean scores of male and female experimental and control school pupils on the effect of community resources in Social Studies Education.

The inferential statistics t - test was used to analyse this hypothesis and results of the analysis are presented in table 4.8.

Table 4.8: Present t-test of post test mean scores of (Male and Female) experimental and control groups in Community Resource Academic Performance Test (CRAPT).

Variable	N	Mean	std.dev	Df	SE	t-cal	Sig (p)	Remarks
Experimental (Male)	50	58.76	13.27	98	2.68	2.76	0.01	Significant
Control (Female)	50	51.10	13.53					

Calculated $p < 0.05$, calculated $t > 2.76$ at df 98

Result in table 4.8 shows that $t - cal = 2.76$ and $p - value = 0.01$ at degree of freedom (df) = 98. Since the $p - value = 0.01 < \alpha = 0.05$. It means that there is a significant different in the mean scores of the male and female experimental groups in academic performance level of the pupils. The significant difference is in favour of the female experimental group expose to community resources as indicated by the mean scores. With this result the Null hypothesis 2 was rejected.

Null Hypothesis three : There is no significant difference in the mean scores of of rural and urban pupils on the effect of community resources in Social Studies Education.

Table 4.9: Present t-test of post test mean scores of experimental rural and control urban in Community Resource Academic Performance Test (CRAPT).

Variable	N	Mean	std.dev	Df	SD	t-cal	Sig (p)	Remarks
Experimental	100	55.09	14.14					
(rural)				198	2.68	2.86	0.00	Significant
Control (urban)	100	44.76	14.43					

Calculated $p < 0.05$, calculated $t > 2.86$ at df 198

Result in table 4.9 shows that $t - cal = 2.86$ and $p - value = 0.00$ at degree of freedom (df) = 198. Since the $p - value = 0.00 < \alpha = 0.05$. It means that there is a significant different in the mean scores of the experimental and the control groups level of the pupils. The significant difference is in favour of the rural experimental group exposed to community resources as indicated by the mean scores. With this result the Null hypothesis 3 was rejected.

4.5 Summary of Findings

Based on the data analysed in this study the following findings were obtained.

- * The table 4.7 shows there is a significant difference between pupils exposed to community resources and those who were not on the concept of social studies ($p = 0.00, < \alpha = 0.05$). With this result H_{o1} was rejected.
- * In the table 4.8, the result of the analysis shows that there is a significant difference between academic performance of control and experimental group in social studies. Concept was statistically significant ($p = 0.01, < \alpha = 0.05$). With this finding, H_{o2} was rejected.
- * Table 4.9 shows that, the result of analysis between the mean academic performance of the rural experimental and urban control group pupils in the effect of community resources in social studies is statistically significant ($p = 0.00, > \alpha = 0.05$). With this finding H_{o3} was retained.

4.7 Discussion of the Findings

Hypotheses one states that there is no significant difference between the mean academic scores of pupils in exposed and those not exposed on the effect of community resources in social studies. The findings of this study reveals that there exists a significant difference in the academic performance of experimental and control groups class pupils. Therefore, this hypothesis was rejected. In the academic performance lower class perform based on their level. The result reveals significant

difference between the two scores. Miller (1990) supports the findings of this study. This is an indication that the experimental and control groups class made significant gains after the use of community resource material. It also shows that the effect of community resources on pupils academic performance contributed to the improved learning of social studies that the pupils benefited from the learning. This meant that pupils acquired some learning skills from their environment.

Hypotheses two states that there is no significant difference between the mean academic scores of male and female pupils exposed to community resources in learning of social studies. In the same vein the outcome of this hypothesis shows that significant different existed between control and experimental groups primary school pupils. The control group were not exposed to community resource. But in the experimental pupils were exposed to community resources. When compared with the experimental group, the pupils performed better in the use of resources. Therefore, their academic performance was achieved. Thus, this hypothesis was rejected. Esere (2007) and Markman (1995) confirmed the findings of this study. This study confirmed the effectiveness of community resources. This means that pupils could improve their academic performance through the use of community resources they learn in the school.

Hypotheses three states that there is no significant difference between the mean academic scores of rural and urban pupils on the effect of community resources in social studies. On the gender of the respondents, it shows that there is no significant difference in academic performance of rural experimental and urban control group exposed to community resources. The explanation for this, is that both

rural and urban pupils were exposed to the same resource skills. This explains why there is no significance difference in the effect of pupils academic performance recorded in the use of community resources. Therefore, the null hypothesis is accepted. This reveals that both rural and urban respondents have no significant difference in their academic performance in the use of community resources. It may be that both rural and urban gained from the community resources learned and this brings effective academic performance. This is supported by Dennis (2009) that both genders have achieved their academic performance using the resource skills learned in social studies. But this is opposed by Gray (1993) that rural and urban do not learn the same because of their different in learning styles. This means that community resources are effective in pupils academic performance of model primary schools. It indicates that the researcher has achieved the objectives of the study and what she is researching has been accomplished.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 introduction

The chapter would discuss the summary, conclusion and recommendation for the study. Suggestion for further study would also be highlighted.

5.2 Summary

The major purpose of this study is to find out the effects of community resources on pupils academic performance in Social Studies Education in Model Primary Schools in Kaduna State. The design of the study is quasi experimental control involving the pre-test post tests. The sample of the study consisted of 200 pupils urban areas. Three research questions were raised and collapsed to three hypotheses. The research questions were tested with descriptive statistics such as mean and standard deviation and the hypotheses were tested with inferential statistics such as mean and standard deviation and the hypotheses were tested with inferential statistics i.e independent sample test (t- test).

From the results of the analyses discussed in 4.4, community resources favoured the experimental group in Social Studies Education. This provided a positive response to the question does community resources have any effect on pupils' Academic performance in Social Studies Education? The study shows that, there is significant differences between the Academic performance of pupils taught using community resources and those not exposed to the use of community resources. The study further confirms that community resources is a good tool in teaching in teaching and learning of Social Studies Education in Model Primary School Level.

Community resources also favours the rural experimental group in Social Studies Education; this provides a positive response to the question, what is the effect of community resources on rural and urban pupils Academic Performance in Social Studies Education in Model Primary School Kaduna State? The study shows that, there are significant differences between the academic performance of pupils in rural experimental group using community resources and those urban control group not using the resources. The study further confirms that community resources has made more impact on rural pupils.

This might be due to the following reasons: The pupils in rural area have seen how farming, sewing, moulding, weaving and blacksmith is done in their environment, because of this the pupils relate what they already see to what they are taught when taken to the natural environment; 2 pupils in the rural area are used to local resources more as a means of skill expertise much more than those in the urban area. Therefore, are better in different skills than those in the urban areas. Another advantage of the rural pupils over urban pupils is the access to farming, moulding, bow and arrow blacksmith which would help in the area of expertise. The study further confirms that community resources help in the teaching and learning of Social Studies Education in Model Primary School Level.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:

- It was found out that community resources have the potential of learning for both male and female pupils in model schools for better pioneers of next generation.
- Community resources helps in effective learning of social studies in Kauru central and Gwantu central model primary schools of Kauru and Sanga Local government area.
- That community resources can be used in the teaching of social studies at levels of education.

5.4 Recommendations

The following recommendations are hereby suggested :

1. The method of community resources teaching should be used for all primary schools as it significantly improves the academic performance in social studies of the model primary school pupils.
2. Qualified social studies teachers should handle the use of the community resources method to the lower classes as their level of comprehension and assimilation of the method differs from the upper classes.
3. All primary teachers of model schools should be encouraged on how to use community resources as effective tools for learning of social studies.
4. Both male and female pupils should benefit from the community resource skills, together. This will improve the academic performance of all pupils in Social Studies Education and stands to benefit too.

5. The school authorities should have a standing committee to look into the right community resources that will be used for the pupils.
6. Community resource material should be used for pupils learning social studies in model primary school.

5.5 Contribution to Knowledge

This research study exposes teachers to the use of community resources within their environments that they can use to teach and enhance pupils academic performance in various aspect of Social Studies Education. This will also equip learners with information and practical know how of using various resources within their community to earn a living as well as enhancing their knowledge of Social Studies Education.

5.6 Suggestions for Further Studies

The study outcome is not exhaustive, further researches can be carried out on effect of community resources on pupils academic performance in social studies, in other states of the country for comparison with the current research.

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APPENDIX A
TREATMENT (TEACHING PROCEDURE)

Week	Topic	Teacher activity(s)	Student activity(s)	Time	Pupils and teacher activity after teaching
Week one (1)	Culture	The teacher define culture as a total way of life of a particular group of people living in the same environment e.g the food, dress and language	The pupils see and write down all kinds of food, dress, and languages of different culture	40 times	The teacher guide the pupils on how to present what they have learned.
Week two (2)	Moulding	The teacher explained moulding as making an object with clay	The pupils see and write all the clay use in moulding	40 times	The teacher guide the pupils on how to present what they have learned.
Week three (3)	Farming	The teacher explained farming as the crops produces from different farm land.	The pupils see, and asked questions and will write all the kind of farming produce.	40 times	The teacher guided the pupils on how to present what they have learned.
Week four (4)	Weaving	The teacher explained weaving as making objects from palm, pandam thread	The pupils observed and write all kinds of objects made of weaving	40 times	The teacher guide the pupils on how to present what they have learned.

APPENDIX B

LESSON PLAN: Control group (not exposed to community resources treatment)

Subject: Social Studies

Topic/Concept: Culture

Class: Primary 6

Time: 40 Minutes

Objective: At the end of the lesson pupils should be able to:

- i. To inculcate respect for pupils understanding of social and cultural differences.
- ii. To stimulate pupils understanding on how natural factors like wealth and land forms affect our lives.
- iii. To defined the meaning of culture and its forms.

Previous Knowledge: The pupils have known the meaning of culture and its features.

Introduction: The teacher introduces the lesson by asking questions based on previous knowledge e.g (1) What is culture? (2) What are the cultural similarities and differences?

Presentation

Step I: The teacher mention the cultural resources to the class and she tells them to write down what they have learnt

Step II: The teacher defines culture and explain some of its features e.g tribal marks, custom, dressing, food. Culture is a total way of people living in the same environment.

Step III: The teacher mention and explain some areas of expertise like wearing, farming, hunting and moulding as those useful resource material for teaching and learning of culture in social studies.

Step IV: The teacher explains again and asks pupils to learn the areas of people expertise.

Step V: She then tells them to identify and practice any of the following fields; weaving, sewing, farming and blacks Miths.

Evaluation: The teacher evaluates by asking questions based on the lesson presented. What are the examples of cultural heritage?

Conclusion: The teacher concludes the lesson by summarizing the topic taught in social studies.

LESSON PLAN

Lesson Plan: Control Group (not exposed to community resources treatment)

Subject: Social Studies

Topic/Concept: Culture

Class: Primary 6

Time: 40 Minutes

Objective: At the end of the lesson pupils should be able to:

- i. Identify three major culture of Nigerian
- ii. List some features of culture
- iii. Explain any cultural occupation.

Previous Knowledge: The pupils have known the meaning of culture.

Introduction: The teacher introduces the lesson by asking questions based on previous knowledge e.g (1) What is culture?

Presentation

Step I: The teacher list the features of cultural e.g food, languages, religions, music and dance, dress, arts and crafts and festivals.

Step II: She then defined the term culture refers to a way of life of people living in the same environment.

Step III: She also explain the features of culture.

Step IV: She listed areas of cultural expertise: farmer, craftsmen, weaving moulding and blacksmith.

Step V: The teacher tells the pupils how to learn the fields of expertise.

Evaluation: The teacher evaluates by asking questions based on the lesson presented. e.g. What are the cultural festivals season?

Conclusion: The teacher concludes the lesson by summarizing the whole lesson.

LESSON PLAN: Experimental group (Exposed to community resources)

Subject: Social Studies

Topic/Concept: Moulding

Class: Primary 3

Time: 40 Minutes

Objective: It is expected that at the end of the lesson, pupils will be able to;

- i. Identify and name the characteristics of moulding.
- ii. Identify and name the clay use for moulding.
- iii. Identify and name some moulding objects.

Previous Knowledge: The pupils have learnt, know the meaning of moulding.

Introduction: The teacher introduces the lesson by asking questions based on previous knowledge e.g (1) What is moulding?

Presentation

Step I: The teacher bring the clay soil and shows it to pupils.

Step II: The teacher explain moulding and the clay used for moulding.

Step III: The teacher mention and explain some of the different objects made of moulding e.g pots.

Step IV: The teacher explains again and asks pupils to learn how to mould.

Step V: She then tell them to identify and practice the moulding field.

Evaluation: The teacher evaluates by asking questions based on the lesson presented.

Conclusion: The teacher concludes the lesson by summarizing the topic taught in social studies.

LESSON PLAN

Lesson Plan: Experimental Group (Exposed to community resources)

Subject: Social Studies

Topic/Concept: Weaving

Class: Primary 3

Time: 40 Minutes

Objective: At the end of the lesson pupils should be able to:

- i. Identify and name ways of weaving.
- ii. Identify materials for weaving
- iii. Explain weaving.

Previous Knowledge: The pupils have known about weaving as materials for learning..

Introduction: The teacher introduces the lesson by asking questions based on previous knowledge e.g what are the materials use for weaving.

Presentation

Step I: The teacher shows the pupils how to weave with palm leaves.

Step II: The teacher explain weaving and the palm leaves use for weaving..

Step III: The teacher mention and explains some of objects of weaving e.g mat.

Step IV: The teacher should explain again and asks the pupils to learn how to weave..

Step V: She tell them to identify and practice the weaving field.

Evaluation: The teacher evaluates by asking questions based on the lesson presented.

Conclusion: The teacher concludes the lesson by summarizing the topic taught in social studies..

LESSON PLAN

Lesson Plan: Experimental Group (Exposed to community resources)

Subject: Social Studies

Topic/Concept: Farming.

Class: Primary 3

Time: 40 Minutes

Objective: it is expected at the end of the lesson pupils should be able to:

- i. Identify and name various ways of farming.
- ii. Indentify some tools used in farming.
- iii. To explain farming.

Previous Knowledge: The pupils have known about farming as a resource material.

Introduction: The teacher introduces the lesson by asking questions based on previous knowledge e.g what are the tools use for farming.

Presentation

Step I: The teacher take the pupils to the farm and show them how crops are produced..

Step II: The teacher explains farming and the farmland for every crop.

Step III: The teacher mention and explain some of the farming soil e.g loamy soil, sandy soil.

Step IV: The teacher should explain farming and guide pupils to farm as observed or learn.

Step V: She then tell them to practice the farming field.

Evaluation: The teacher evaluates the lesson based on what the pupils have been taught about farming. e.g what are the tools use for farming.

Conclusion: The teacher concludes the lesson by summarizing the topic taught in social studies..

APPENDIX C

PUPILS ACADEMIC PERFORMANCE TEST (PAPT)

1. Which of the following is an example of community resources used for the teaching and learning of a concept 'culture' in social studies education?
 - a. Game
 - b. World of people
 - c. Blacksmith's shop
2. Culture is classified into;
 - a. Material and non-material
 - b. Social affairs
 - c. Geographical location
3. All these are community resources used except.
 - a. Craftsmen, farmer, moulding
 - b. Museum, Zoo
 - c. Vehicle
4. One of the following is not a resources skill for teaching pupils culture in social studies.
 - a. Farming
 - b. Cable
 - c. Weaving
5. Which of the following resource cannot be found in the town?
 - a. Theater
 - b. Conference room
 - c. Shrine

6. The functional role of community resources in the teaching and learning of social studies is term.
- Agent
 - Material
 - None of the above
7. Weaving, molding, hunting, farming and festivals are group together as;
- Cultural expertise
 - Rock
 - Mountain
8. Which is the cultural made teaching resource found in the environment?
- Source
 - Community resources
 - Procedure
9. Which of the following person skill used as community resources for learning of social studies?
- Farmer, Craftsmen, Blacksmith
 - Human, flesh, body
 - None of the above
10. What is the cultural name of a local community?
- Civic
 - hall
 - environment

11. Social studies pupils of model primary school must learn to be;
- a. Dependence
 - b. Resourceful
 - c. None of the above
12. One of the following is not a resource place for learning culture.
- a. Field
 - b. Museum
 - c. Zoo
13. Which of the following is a skill resources for the teaching and learning of culture in social studies.
- a. Heredity
 - b. Moulding
 - c. Hotel
14. Which of the following cannot serve as resource material.
- a. Library
 - b. T. V. Station
 - c. Office
15. The following are social studies community resources except;
- a. Leaf
 - b. Moulding
 - c. Wearing

16. The use of community resource materials in social studies linked the and in closer relationship?
- a. People and family
 - b. Community and school
 - c. Child and parent
17. What is the name of a local gun used as resources in teaching the concept culture?
- a. Wood
 - b. Iron
 - c. Bow and arrow
18. One of the man-made community resources include:
- a. Mountain
 - b. Houses
 - c. Trees
19. Which of the following that can serve as resources
- a. Moulding
 - b. Hotel
 - c. None of the above
20. One of the following is a resources natural environment
- a. Hut
 - b. Mountain
 - c. House

21. Which of the following save the teacher time in explaining the concept culture?

- a. Postman
- b. Accountant
- c. Community Resources

22. Which of the following is the source of social studies education community resources?

- a. Resource centres
- b. Filling station
- c. Multitude

23. What is the name of a place used by idol worshippers as one of the resources for teaching and learning the concept culture in social studies?

- a. Church
- b. Shrine
- c. Mosque

24. and can be used as resources for the learning of social studies.

- a. Office and road
- b. Plastic and paper
- c. Zoo and market

25. What are the major ways of using man as resources for teaching and learning of social studies?

- a. People, places, processes
- b. Child, male and female
- c. Peer group, family

APPENDIX D

ANSWER FOR THE INSTRUMENT

- | | | | |
|-----|---|-----|---|
| 1. | C | 21. | C |
| 2. | A | 22. | A |
| 3. | C | 23. | B |
| 4. | B | 24. | C |
| 5. | C | 25. | A |
| 6. | B | | |
| 7. | A | | |
| 8. | B | | |
| 9. | A | | |
| 10. | C | | |
| 11. | B | | |
| 12. | A | | |
| 13. | B | | |
| 14. | C | | |
| 15. | A | | |
| 16. | B | | |
| 17. | C | | |
| 18. | B | | |
| 19. | A | | |
| 20. | B | | |

APPENDIX E:

PILOT - TESTING RESULT

Raw scores of the two sets of tests for determining the coefficient of reliability of the test instrument

S/NO	X	Y	X²	Y²	XY	
1		13	14	169	196	182
2		12	11	144	121	132
3		13	13	169	169	169
4		12	12	144	144	144
5		13	14	169	196	182
6		9	10	81	100	90
7		8	9	64	81	72
8		7	8	49	64	56
9		9	9	81	81	81
10		6	7	36	49	42
11		12	13	144	169	156
12		13	12	169	144	156
13		10	9	100	81	90
14		11	12	121	144	132
15		8	9	64	81	72
16		9	8	81	64	72
17		12	11	144	121	132
18		11	13	121	169	143
19		10	9	100	81	90
20		12	12	144	144	144
N=20		∑X=210	∑Y=215	∑X²=2294	∑Y²=2399	∑XY =2337

NOTE: X AND Y ARE FIRST AND SECOND SCORES RESPECTIVELY

APPENDIX F

(STATISTICS FOR FINDING RELIABILITY)

Pearson Product Moment Correlation computed for the Reliability index for the instrument used in the pilot study of the research.

The formula for Pearson Product Moment Correlation is given below:

$$R = \frac{N(\sum xy) - (\sum x) \sum Y}{\sqrt{(N(\sum X^2) - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

N=Number of respondents

X is test scores at first administration

Y is test scores at second administration

$\sum x$ is scores at first administration is summed

$\sum y$ is scores at second administration is summed

$\sum x^2$ is scores at first administration is squared and summed

$\sum Y^2$ is scores at second administration is squared and summed

$(\sum x)^2$ is scores at first administration is summed and squared

$(\sum Y)^2$ is scores at second administration is summed and squared

Where

N=20	ΣX=210	ΣY=215	ΣX ² =2294	ΣY ² =2399	ΣXY =2337
------	--------	--------	-----------------------	-----------------------	-----------

Pearson Product Moment Correlation formula is:

$$r = \frac{N(\sum xy) - (\sum x) \sum Y}{\sqrt{(N(\sum X^2) - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$$\equiv \frac{20 \cdot 2337 - 210 \cdot 215}{\sqrt{20 \cdot (2294) - 210^2} \cdot \sqrt{20 \cdot 2399 - (215)^2}}$$

$$= .961$$

$$r = .961$$

$$R = 0.96$$