IMPACT OF TEACHERS' QUALIFICATION AND INSTRUCTIONAL MATERIALS ON PUPILS' ACADEMIC PERFORMANCE IN PRIMARY SCHOOL SOCIAL STUDIES, IN KADUNA STATE

BY

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B.Ed/ Social Studies (ABU 2007)
M.Ed/Educ/09526/2008-09/P13EDAS8038
Social Studies

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

AUGUST, 2014

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

DEPART OF ARTS AND SOCIAL SCIENCE EDUCATION AHMADU BELLO UNIVERSITY, ZARIA

AUGUST, 2014

DECLARATION

I declare that the thesis titled "The Impact of teachers qualification and Instructional Materials on the academic performance of pupils in social studies in Zaria and Sabon Gari Local Government Area of Kaduna State have been formed, by I. Duru Foustina Ifeyinwa in the Department of Arts and Social Science, Faculty of Education under the supervision of Dr. M. C. Ubah and Dr. H. I. Bayero.

The information derived from literature used for this study has been acknowledged in the text and in the list of references provided. No part of this thesis has been presented for another degree or diploma at any university.

_____ _____

Foustina Ifeyinwa Duru Date

CERTIFICATION

This thesis titled impact of Teachers' Qualification and Instructional Materials on Pupil Academic Performance in Social Studies in Zaria and Sabon Gari Local Government Area of Kaduna State by Foustina Ifeyinwa Duru meets the regulations governing the award of master's degree in Social Science Department of Ahmadu Bello University, Zaria and is here by approved for its contribution to knowledge and literary presentation.

_____ _____

Dr. M. C. Ubah Date
Chairman Supervisory Committee

_____ _____

Dr. H. I. Bayero Date
Member Supervisory Committee

_____ _____

Professor F.S.M Koya Date
Head of Department of Art and
Social Sciences Education

_____ _____

Professor Joshua A.A Date
Dean School of Postgraduate Studies
Ahmadu Bello University, Zaria,

DEDICATION

This thesis is dedicated to my beloved husband Mr. Joseph Nnamdi Duru for his support all through my academic programme and to all social studies supporters.

ACKNOWLEDGEMENTS

I am most grateful to God Almighty the maker of heaven and earth for carrying me through, to see the completion of this programme. Papa may your holy name be exalted for ever amen. To my senior supervisors Dr. M. C. Ubah who has been very resourceful to this work from the beginning to this present time, sir I appreciate you and I can count on you, may the good lord continue to guide and protect you forever.

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ABSTRACT

This study investigated the Impact of Teachers' Qualification and Instructional Materials on Academic Performance of Primary School Pupils in Social Study in Zaria and Sabon Gari Local Government Areas of Kaduna Stata. The aim of this study is to establish, if teachers' qualification in anyway determine the academic performance of pupils in primary school and to ascertain if instructional materials are available and adequately put to use to enhance pupils understanding, it is to ascertain if the use of instructional materials in the teaching and learning of social studies affect the academic performance of male and female pupils differently in Zaria and Sabon Gari Local Government Areas. Three research questions were formulated and three research hypotheses were formed, and tested at 0.05 alpha level of significance. The research design used were survey and partially quasi experimental. The instrument used for data collection were questionnaire and performance test. The population for the study consisted of all the pupils and teachers in Zaria and Sabon Gari Local Government Areas. Based on Marrison K. (2000) able of sampling, a sample of twelve (12) teachers, (360) pupils were randomly drawn. While the performance test was administered to the pupils, the questionnaire were filled by the teachers. Findings show that majority of the respondents strongly agreed and also agreed that teachers qualification and effective of instructional materials in the teaching and learning of social studies help to improve pupils' academic performance in primary school, and it was also gathered from the findings that the validity of any educational system depends upon the quality of teaching materials and the availability of competent teachers who make good use of them.

TABLE OF CONTENTS

Page

TITLE PAGE - - - - - - - - - i

COVER PAGE - - - - - - - - - ii

DECLARATION - - - - - - - - - iii

CERTIFICATION - - - - - - - - - iv

DEDICATION - - - - - - - - - v

ACKNOWLEDGEMENTS - - - - - - - - vi

ABSTRACT - - - - - - - - - viii

TABLE OF CONTENTS - - - - - - - - ix

LIST OF TABLES - - - - - - - - - xii

LIST OF ABBREVIATIONS AND SYMBOLS - - - - xiv

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study - - - - - - - 1

1.2 Statement of the Problem - - - - - - 4

1.3 Objectives of the Study - - - - - - - 5

1.4 Research Questions - - - - - - - - 6

1.5 Research Hypotheses - - - - - - - - 6

1.6 Significance of the Study - - - - - - 7

1.7 The Scope of the Study - - - - - - - 8

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction - - - - - - - - - 9

2.2 Theoretical Framework - - - - - - - 10

2.3 Concept of Education - - - - - - - - 15

2.4 Teacher Education and Qualification - - - - - 17

2.5 Significance of Teacher Education - - - - - 19

2.6 Nigerian Education and Its Objectives - - - - - 20

2.7 Origin of Social Studies Education - - - - - 22

2.8 Concept of Social Studies - - - - - - 24

2.9 Primary School Social Studies Curriculum - - - - 27

2.10 Objectives of Social Studies Education in Nigeria - - - 29

2.11 Justification for Social Studies Education in Nigeria - - - 30

2.12 Influence of Teachers' variables on the Teaching and Learning of Social Studies Education in Schools - - - 31

2.12.1 Social Studies Content - - - - - - - 31

2.12.2 Social Studies Instructional Materials - - - - 33

2.12.3 Evaluation of Social Studies - - - - - - 39

2.12.4 Language of Instruction - - - - - - 39

2.13 Effect of Syllabus coverage in Social Studies Achievement - - 40

2.14 Effect of Teacher Qualification in Social Studies - - - 41

2.15 Review of Related Empirical Studies - - - - - 43

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction - - - - - - - - 50

3.2 Research Design - - - - - - - 50

3.3 Population - - - - - - - - 51

3.4 Sample and Sampling Techniques - - - - - 52

3.5 Instrumentation - - - - - - - 54

3.5.1 Validity of the Instrument - - - - - - 55

3.5.2 Reliability of the Instrument - - - - - - 56

3.6 Procedure for Data Collection - - - - - 56

3.7 Statistical Analysis Procedure - - - - - 57

CHAPTER FOUR: RESULT AND DISCUSSIONS

4.1 Introduction - - - - - - - - 57

4.2 Presentation and Analysis - - - - - - 58

4.3 Hypothesis Testing - - - - - - - 67

4.4 Summary of Major Findings - - - - - - 69

4.5 Discussion of Results - - - - - - - 70

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction - - - - - - - - 74

5.2 Summary of findings - - - - - - - 74

5.3 Conclusion - - - - - - - - 75

5.4 Recommendations - - - - - - - 76

5.5 Suggestion for Further Studies - - - - - 76

5.6 Contribution to Knowledge - - - - - - 77

5.7 Limitation of the Study - - - - - - 77

References - - - - - - - - 79

Appendix A - - - - - - - - 85

Appendix B - - - - - - - - 88

Appendix C - - - - - - - - 91

Appendix D - - - - - - - 106

Appendix E - - - - - - - 109

Appendix F - - - - - - - 111

Appendix G - - - - - - - 112

Appendix H - - - - - - - - - 113

LIST OF TABLES

Table 3.1:	Population of Teachers and pupils in Zaria and Sabon Gari LGAs - - - - - - -	51
Table 3.2:	Sample of Schools and Pupils - - - -	53
Table 4. l:	Distribution of Respondent by Gender - - -	58
Table 4. 2:	Response of Teachers' on Initial Educational Qualification of respondents - - - - -	59
Table 4. 3:	Current Educational Qualification of Respondents -	59
Table 4.4:	Response of teachers according to Schools involved -	60
Table 4.5:	Teaching Experience? - - - -	60
Table 4.6:	Response of teachers on how long it took them to proceed on further training after getting work - -	61
Table 4.7:	Reasons for long time period before going for further training - - - - - - -	61
Table 4.8:	Attendance at workshop organized or attended any workshop before - - - - - -	62
Table 4.9:	Interest in such workshops attended - - - -	62
Table 4.l0:	Organizer/promoter of workshop/seminars - - -	62
Table 4.11:	Using instructional material when teaching social studies -	63
Table 4.12:	When do you find in teaching and learning of Social Studies more interesting? - - - - -	63
Table 4.13:	Opinion of Teachers on the Impact of Teachers Qualification Pupils Academic Performance in Social Studies. - -	64
Table 4.14:	Opinion of Teachers on Extent to which Teachers Usage of Instructional Materials - - - -	65
Table 4.15:	Opinion of Teacher Respondent on the "Level of Male and Female Pupils Academic Performance in Social Studies. -	66

Table 4.16: Independent t-test for $H0_1$ - - - - - 67

Table 4.17: Independent t-test for $H0_2$ - - - - - 68

Table 4.18: Pearson Product Moment Correlation (P.PMC) Statistics for $H0_3$ - - - - - - 68

LIST OF ABBREVIATION

EFA	-	Education for All
MDGs	-	Millennium Development Goals
NCE	-	Nigeria Certification in Education
BED	-	Bachelor of Education
PGDE	-	Postgraduate Diploma in Education
LGA	-	Local Government Area
LGEAs	-	Local Government Area Authorities
ES	-	Executive Secretary
UNESCO	-	United Nations Educational and Scientific Organization
FRN	-	Federal Republic of Nigeria
CMS	-	Church missionary Society
NMC	-	National Mathematics Centre
Ph.D	-	Doctor of Philosophy
J.S.S	-	Junior Secondary School
UPE	-	Universal Primary Education
SOSAN	-	Social Studies Association of Nigeria
NERDC	-	Nigeria Educational Research and Development Council
AM	-	Audio Material
VM	-	Visual Material
AVM	-	Audio - Visual Material
RM	-	Reading Material
NTI	-	National Teachers' Institute
NHR	-	Non - Human Resources
UNDP	-	United Nation Development Programme
UNICEF	-	United Nation Child Education Fund
ERC	-	Education Recreation Centre

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

Our Ref: DE/S.25 **Date** …….

……
……
……

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Arts and Social Science Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistant as, much as possible.

Topic of Research: Impact Of Teachers' Qualification And Instructional Materials in Performance Of Primary School Social Studies, in Zaria and Sabon Gari Local Government Areas of Kaduna State.

Thank you for your continuing co-operation.

Yours sincerely

……
Research Adviser

APPENDIX A

Ahmadu Bello University, Zaria
Department of Social Studies
(Teachers' Questionnaire (QTM)

"Impact Of Teachers' Qualification And Instructional Materials in Performance Of Primary School Social Studies, in Zaria and Sabon Gari Local Government Areas of Kaduna State". The research work is purely for academic1 purposes only. Please, kindly assist to answer the questionnaire. All information provided will be kept strictly confidential as much as possible.

Thanks in anticipation of your warmest support and cooperation.

Section A: Respondents' Bio-Data

Please tick (√) an appropriate column below

1. How long have you been teaching?

   (a) 1 - 4 yrs ( ) (b) 5 - 9 yrs ( ) (c) 10 - 14 yrs ( )

   (d) 15 - 20 yrs ( ) (e) 21 yrs and above ( )

2. What was your entry educational qualification into the profession?

   (a) Grade II Art ( ) (b) NCE ( ) (c) B.Ed/B.A(Ed)/B.Sc(E) ( )

   (d) HND/PGDE ( )(e) Others _____please specify

3. What is your current educational qualification?

   (a) NCE ( ) (b) B.Ed/B.A(Ed)/B.Sc(Ed) ( )

   (c) M.Ed/M.A(Ed)/M.Sc (Ed) ( ) (d) PGDE ( )

4. How long did it take you to proceed on further training?

   (a) 2 - 4 yrs ( ) (b) 5 - 8 yrs ( ) (c) 9 - 12 yrs ( )

   (d) 15 yrs and above ( )

5. Why this long period of time to do so?

   (a) Financial reasons ( ) (b) Personal reasons ( )

   (b) Matrimonial responsibilities ( ) (d) Occupational

   Disapproval ( ) (e) Others _____please specify.

6. Has there been any workshop organized and attended by you?

   (a) Yes ( ) (b) No ( ) (c) Undecided ( )

7. Why the interest in such a workshop for you as a teacher?

   (a) Monetary benefits ( ) (b) peer influence ( )

   (c) I & II above ( ) (d) Occupational growth ( )

   (e) Allegiance to professional membership ( )

8. Who are the organizers/promoters of such workshop/seminars?

   (a) SUBEB ( ) (b) NTI ( ) (c) Textbooks Companies ( )

   (d) Private Consultancy ( )

   (e) Others _____please specify

9. How have you been using instructional materials while teaching social Studies?

10. When do you enjoy the teaching of social studies most?

Section B: Instructional Materials (Availability)

S/N	Statement	SA	A	SD	D
11.	In school social studies are not sufficiently available in adequate measure.				
12.	Lack of qualified social studies teacher affect the appropriate usage of instructional materials in the teaching of social studies in primary schools.				
13.	Male pupils performance academically better their the female pupils in the school under study.				
14.	Social Studies does not require any ready made instructional materials but can merely be described.				
15.	Qualified social studies teachers do not find it important to use instructional materials while teaching social studies.				
16.	Female pupils: do not pay attention towards the provision and the usage of instructional material in classes.				
17.	Male pupil always helps in the issue of improvisation of instructional materials in school because of their creative nature.				
18.	Qualified teachers easily put to use learning equipments after undergoing training that the unqualified ones.				
19.	Most pupils perform below expectation even after the teacher must have employed instructional aids to enrich lessons.				
20.	Qualified teachers always make effective use of instructional materials while teaching social studies.				
21.	The use of instructional material while teaching Social Studies once the interest of both pupils and teachers towards the lesson.				
22.	Pupils perform academically better when instructional material are not used in the teaching of social studies				

APPENDIX B

PERFORMANCE TEST

FOR PRIMARY FIVE (5) CLASSES

Instruction; All questions carry equal marks. You are expected to select an appropriate option out of options A-D

Sex: Boy [ ] Girl [ ]

SECTION A: Objective Questions

1. ....., ..., and.....made up of a family.

(a) Father, brother and Son (b) Father, Mother and child/children (c) father/Grandmother and child/children (d) Father, mother and sons.

2. .....are the father and mother of my parents

(a) Grand mother (b) grand Parents (c) Grand father (d) All the above

3. Culture of the people consist of the language, dresses, religion, occupation and their.....

(a) Kinds of food (b) Education (c) hair style.

4. One of the following is a type of marriage contracted in the church.

(a) Mushin marriage (b) Christian marriage (c) Traditional marriage

5. .....is the lawful union between a man and a woman to become a husband and wife.

(a) Divorce ( ) (b) Marriage ( ) (c) Contract ( ) (d) Family ( ).

6. The two major religion that we have in Nigeria are .....and.....

(a) Muslim and traditional (b) Christianity and Muslim (c) Muslim and Hinduism (d) Hinduism and Traditional

7. The Muslims worship in the .....while the Christians worship in the.....

(a) Mosques/shrines (b) church, open field (c) Mosque and church (d) Shrines and open field

8. .....is the head of our homes.

(a) Mother (b) Uncle (c) Son/king (d) father

9. One of the following is not our responsibility to the government as a citizen.

(a) Paying of taxes (b) Protection of public utilities (c) Respect the national anthem (d) Disobeying the laws of the land.

10. One of the following is a modern way of keeping our valuable properties of money.

11. ..... is the safest place where valuable properties can be kept.

(a) Inside the ground (b) Inside the roof (c) Bank (d) In the homes, 12.The followings are examples of a political party in Nigeria except

……..

(a) PDF (b) ACN (c) CPC (d) UBE.

13 The president of Nigeria and head of PDF is.....

(a) Gov. Patrick Yakowa (b) Alh. Namadi Sambo (c) Dr. Goodluck Jonathan (d) Gen. Muhammadu Buhari

14. One major source of funding the building of schools and provision of health care facilities is.....

(a) Through taxes (b) Through levies (c) Through loans (d) By donations

15. Lack of jobs among the people can lead to ……

(a) Armed robbery (b) Increase in revenue (c) Construction of roads

16..... Is the money paid to skilled workers regularly after offering his/her services to the people.

(a) Income (b) Wages (c) Salary (d) Interest

17. …… is not among the modern means of communication in the world today.

(a) Television (b) Radio (c) Town Carriers (d) Internet

18. Modern communication has it advantage on making communication ……

(a) Expensive (b) Beyond the reach of the people (c) Faster (d) Waste of time

19. We should cover ourselves with.....clothes during the rainy season.

(a) Light (b) Think (c) Beautiful (d) Dirty (e) Warm

20. …….....Is a source of water pollution into the environment.

(a) Putting of chemicals inside water (b) Excreting in the rivers

(c) Noise making (d) All the above

APPENDIX C

Result of Social Studies Performance Test Conducted for both Experimental and Controlled Group marked over 20%

S/No	Name of Pupils	Marks
1.	Mas'ud Raliya	19
2.	Ramatu Lawal	19
3.	Zuwaira Abdulkadir	19
4.	Rakiya Frank	18
5.	Ngiba Ramadan	19
6.	Musa Mohammed	10
7.	Mohammed Aishetu	08
8.	Lawal Mohammed	18
9.	Jibril Abdullahi	19
10,	Abdulazeez Amina	19
11.	Habiba Is a	19
12.	Isaiba Abdullahi	07
13.	Ibrahim Musa	20
14.	Rakiya Faruk	20
15.	Tsaiba Alhaji	20
16.	Zainab I. Ibrahim	20
17.	Christiana A. Zakka	15
18.	Abubakar Fatima	20
19.	Zuwaira Abdulkadir	20
20.	Andrew Na'omi	19
21.	Zainab Abubakar	20

22.	Ibrahim Sakina	20
23.	Shafantu Abdullah!	20
24.	Aishatu Abdullah!	17
25.	Sani Sakinat	20
26.	Asma'u Aliyu	20
27.	Jakham Aliyu,	20
28.	Raulot Hassan	16
29.	DogaraHalima	17
30.	Rejoice Rahael	18
31.	Saratu S. Sambo	19
32.	Onioade Aderonke	20
33.	Obasi Mercy Sunday	20
34.	Hannatu Mohammed	14
35.	Bilkisu Nuhu	17
36.	Hamida Ramalan	18
37.	Aisha Khalid	10
38.	Habiba Isah Ibrahim	14
39.	Rakiya Lema	16
40.	Joyce Diyoshak	17
41.	Amina Anche	16
42.	Yusuf Deborah Emmanuel	14
43.	Yusuf Abah Sale	16
44.	Hajara Suleiman	14
45.	Ibrahim Yusuf	17

46.	Zainab Yusuf	19
47.	Hajara Mohammed	20
48.	Sunday Moses	20
49.	Mable Joseph	19
50.	Asiah Suleiman	20
51.	Amina Yusuf	14
52.	Ojo Audu	16
53.	Binta Suleman	16
54.	Salisu Mohammed	17
55.	Simon Paul	18
56.	Adamu Aliyu	18
57.	Abdullahi Suwaiba	19
58.	Zuwairatu Ishaku	20
59.	Mohammed Isa	10
60.	Abba Adams	20
61.	Philimon Judge	19
62.	Oga Paul	20
63.	Ado Lawal	20
64.	Lawal Salisu	20
65.	Abubakar Aliyu	20
66.	Sadiya Yusuf	20
67.	Hafusat Ado	11
68.	Lawal Bela	11
69.	Buhari Abdullahi	1

70.	Baba Iliyasu	14
71.	John Peter	10
72.	Hawan Aminu	12
73.	Hajara Abdulkarim	13
74.	Asiyatu ABdulaziz	16
75.	Binta Lawal	12
76.	Haiara Husseini	14
77.	Hamisu Dauda	18
78.	Mary am Musa	12
79.	Hadiza U^man	10
80.	Aminu Umaru	11
81.	Adamu Danladi	12
82.	Elegor Okpanachi	16
83.	Abidina Mohammed	14
84.	Abdulkadiri Badamasi	16
85.	Ahmed Abubakar;	10
86.	Waziri Bala	11
87.	Nesiba Bello	16
88.	Mujidi Aminu	13
89.	Babangida Aliyu	12
90.	Tyibalt Abdulrasheed	14
' 91.	Zinabu Abubakar	16
92.	Habibu Abdulrazaq	10
93.	Shekiratu Abdulrasheed	18

94.	Jummai Ishaku	16
95.	Dalami Jemila	14
96.	Jemimah Ayuba	16
97.	Ishaku Salisu	17
98.	Shuaibu Ahmed	18
99.	Bilkisu Dauda	19
100.	Badamasi Mohammed	19
101.	Ahmed Nana	19
102.	Rukkayatu Aliyu	16
103.	Sekina Ahmed	20
104.	Abubakar Danjuma	20
105.	Dabalatu Adamu	14
106.	Alami Alhassah[1']	14
107.	Jibila Hussain	16
108.	Sekina Mohammed	17
109.	Galadima Yusuf	18
110.	Abidina Ahmed	14
111.	Waziri JIbrin	14
112.	HassanHamza	10
113.	Hadiza Munbak	10
114.	Shara Joseph	15
115.	Salomi John	14
116.	Lawal Amina	19
117.	Christiana Bilkisu	09

118.	Hawan Nasiru	09
119.	Abdullahi Mohammed	08
120.	Rikiya Hassan	18
121.	Hamisu Yusura	20
122.	Ramashau Abubakar	07
123.	Rashida Hassan	07
124.	Husseni Yushara	07
125.	Ahmed Hawau	08
126.	Mohammed Aishatu	18
127.	Abdullah! Abdulshamil	10
128.	Ayetunde Shehidi	09
129.	Umaru Mansir	14
130.	Bolaji Badamasi	14
131.	John Peter	14
132.	Zainabu Ahmed	18
133.	Anas Abdullah!	15
134.	Lukman Abdulrazaq	11
135.	Abdullah! Haruna	18
136.	Lawal Anas	18
137.	Aniola Babatunde	14
138.	Wasila Aliyu	13
139.	Shafatu Mohammed	14
140.	Ojo Thomas	07
141.	Abidemi John	16

142.	Aramahu Amina	17
143.	Abullaziza Abdullahi	07
144.	Aminu Wasila.	19
145.	Zuwaira Abdullah!	0
146.	Ado Lawal	19
147.	Abubakar Yusuf	10
148.	Amina Keola	09
149.	Haruna Ahmad	18
150.	Dauda Jibrin	17
151.	Mohammed Mohammed	14
152.	Abdullah! Shefatu	15
153.	Yusuf Suweba	16
154.	Mansura Abidemi	18
155.	Hajara Yusuf	19
156.	Zinabu Mohammed	20
157.	Mubarak Isa	14
158.	Aminu A. Amina	14
159.	Salisu Mohammed	13
160.	Saminu Shahidi	14
161.	Usman Audu	14
162.	Hamza Ahmed	10
163.	Mohammed Husseini	10
164.	Wazila Ahmad	17
165.	Yusuf Dauda	11

166.	Salisu Haruna	07
167.	Hamisu Maggaji	11
168.	Danjuma Aliyu	06
169.	Adamu Hamisu	08
170.	Hadiza Usman	09
171.	Yusuf Binta	10
172.	Ahmed Ramatu	08
173.	Abubakar Salamatu	08
174.	Abdullahi AishatB.	12
175.	Badamasi Amiola	12
176.	Jemila Jibrin	05
177.	Abba Aliyu	10
178.	Abdullah! Magaji	06
179.	Monsir Amina	06
180.	Mashahudu Abubkar	06
181.	Abclullazize Aliyu	10
182.	Lawal Hadiza A.	10
183.	Ibrahim Bashira	10
184.	Mahmud Raliya	07
185.	Rahila Thomas	09
186.	Mohammed Sekina	10
187.	Shamsiya Shamsudeen	09
188.	Danladi Galadima	09
189.	Masido Ahmed	08

190.	Usman Anas	06
191.	Haruna Salamatu	08
192.	Salmanu Kashini	08
193.	Buhari Umar	09
194.	Umar Ahmed	11
195.	Babangida Adarmi	11
196.	Badamasi Binta	11
197.	Mohammed Jibrin	11
198.	Buhari Sekinatu	05
199.	Ahmed Usman	10
200.	Magaji Hadiza	05
201.	Mohammed Halima	10
202.	Abubakar Jamil	10
203.	Jamilu Hadiza	07
204.	Jafaru Abubakar	07
205.	Jafaru Aminu	07
206.	Mohammed Hussaini	07
207.	Abdullahi Danjuma	07
208.	Balarabe Hamza	10
209.	Yakubp Yusra	10
210.	Yahaya Haruna	08
211.	Jamila Aminu	10
212.	Badamasi Adetunde	08
213.	Okadi Adejo	08

214.	Philemon Adepo	08
215.	Lawal Dabhyna	15
216.	Masahudu Isa A.	18
217.	Hadiza Ahmed	13
218.	Mohammed Hudu	15
219.	Hamisu Suwaiba	09
220.	Shuaibu Zinabu	09
221.	Kemi Shahidi	14
222.	Tanimu Binta	11
223.	Yakubu Jemila	12
224.	Magaji Baba	14
225.	Yusuf Danjuma	14
226.	Jude Joseph	13
227.	Abubakar Lawal	12
228.	Abidu Mohammed	08
229.	Zainab Ahmed B.	10
230.	Zaliha Kabiru	14
231.	Temi James	15
232.	Buhari Yusuf	10
233.	Jude Ahmed	10
234.	Aminu Yusuf	10
235.	Shamsudeen Aminu	10
236.	Ahmed Jemila	11
237.	Baba Fatima	12

238.	Yusuf Shahid	12
239.	Yahaya Hadiza	13
240.	Omolara Bidemi	14
241.	Buhari Zanibu	10
242.	Jemila Ahamed	10
243.	Rumusau Mohammed	11
244.	Nasir Umar	14
245.	Babangida Hadiza	15
246.	Mohammed Sherifat	11
247.	Shaf atu Hamza	12
248.	Mayana Hussein	10
249.	Mariya Aliyu	11
250.	Yahuza Abubakar	11
251.	Jemila Abullazeez	14
252.	Ahmed Sani	09
253.	Aliyu isah	08
254.	Abubakar Ibrahim	07
255.	Ibrahim Ibrahim	11
256.	Jafaru Sani	12
257.	Musa Asumisi	09
258.	Mohammed Saminu	15
259.	Suman Lawal	08
260.	Ibrahim Abulmumini	16
261.	Husseini Ahamed' A.	09

262.	Sadiya U. Yusuf	12
263.	Zinabu Abdulfatau	12
264.	Kerimatu Husseini	15
265.	Umar Katinu Umar	11
266.	Amina Isa	09
267.	Fatima Alhassan	10
268.	Marvam Habibu	11
'269.	Hafusat Danjuma	11
270.	Adams Dauda	09
271.	Ibrahim A. Lawal	09
272.	Anas Idris	12
273.	Abdulrahaman Awal	14
274.	Abba Abubakar	10
275.	Abdillazizi Ahmed	09
276.	Awal Musa	06
277.	Awal Bashiru	10
278.	Ibrahim Junaidu	08
279.	Ahmed Mohammed	12
280.	Fatma Lawal	14
281.	Sekinatu Kabiru	16
282.	Kadijat Umar	13
283.	Bilkisu Bello	12
284.	Najatu Salisu	11
285.	Zakariya Mohammed	10

286.	Haruna Mohammed	10
287.	Shehu Adama	11
288.	Shuaibu Galadima	11
289.	Abdulrazaq Sadiq	08
290.	Bilikisu Mohammadu	09
291.	Shekirat Babatunde	09
292.	Fumilayu Shehidi	09
293.	Abiodun Folashe ,	10
294.	Awal Aliyu	10
295.	Abuba Awal	10
296.	Aminu Habiba	10
297.	Musa Moses	10
298.	Ishaku Shema	08
299.	Saminu Alhaji	10
300.	Hadiza Hudu	11
301.	Tanim Ahmed	10
302.	Abdullah! Audu	09
303.	Abukar Bulus	08
304.	Mohammed Aminu	14
305.	Shehu ABdullazeez	11
306.	Taibat Abulkadir	12
307.	Babaund Fatima	10
308.	Kaziru Aminu	11
309.	Kerimatu Auwal	08

310.	Bahari Biliksiu	09
311.	Bremina Gabriel	07
312.	Audu Halima	07
313.	Binta Shehu	08
314.	Zuwairatu Aliyu	09
315.	Abdulf ati Sherikat	09
316.	Umar A. Umaru	10
317.	Muharnmed BUhari	11
318.	Maimuna Abdul	11
319.	Peter Gift	10
320.	Shaidu Yusuf	10
321.	Chongdah John	12
322.	Adedeji Michael	14
323.	Nurudeen Koiawole	15
324.	Kelvin Umoru	12
325.	Emeka Chinwo	10
326.	Bolaji Eunice	09
327.	Maryam Muhammad	06
328.	Amina Shaidu	12
329.	Gloria Akpan	11
330.	Maryam Kabir	11
331.	Sadiya Shehu	09
332.	Yunusa Abdulgafar	07
333.	Ruth Musa	12

334.	Martina Mauti	16
335.	Hadiya Shuaibu	09
336.	Abdulazeez Gara	11
337.	Alicia Ashada	16
338.	Arisiin Tee	12
339.	Joseph Emenere	11
340.	Ilesanmi Grace	09
341.	Omolade Blessing	08
342.	Zakari Abdulazeez	06
343.	Usman Suleiman	09
344.	Uduak Philip	15
345.	Halima Ibrahim	11
346.	Bappa Harris	12
347.	Charles Ugwoke	09
348.	Hosea Samson	14
349.	Joseph Abashe	1 12
350.	Khadeejah Serney	13

APPENDIX D

PUBLIC SCHOOLS UNDER ZARIA AND SABON GARI LOCAL GOVERNMENT AREA;

1. A.C.SL.E.A
2. Ang. Fulani L.E.A
3. Ang. M.Sule L.E.A
4. Ang. S/Kogi L.E.A
5. Ang. Kanawa L.E.A
6. Aminu Model L.E.A
7. Amina Model L.E.A
8. Ang. Makera L.E.A
9. Ang. RiminLE.A
10. Ang. Baka L.E.A
11. Ang. Barashi L.E.A
12. B. A. B L.E.A
13. Dauda L.E.A
14. Bomo Model L.E.A
15. Bawa Model L.E.A
16. Dupa - Dupa L.E.A
17. Chikaji Model L.E.A
18. D/Bauchi Model L.E.A
19. Dan Sa'a L.E.A
20. Domestic Science L.E.A
21. Dogarawa L.E.A
22. GRA Model L.E.A
23. G/Gwanda L.E.A
24. Gwanda L.E.A
25. H/Gada UBE L.E.A
26. H/Gada UBE L.E.A
27. Hanwa L.E.A
28. Iya Bashar L.E.A

29. Jama'a Model L.E.A
30. Jafaru Model L.E.A
31. K/Kura Model L.E.A
32. K/Manu L.E.A
33. Kabama UBE L.E.A
34. K/Bomo L.E.A'
35. Kwangila L.E.A
36. Katanga L.E.A
37. L/Zomo UBE L.E.A
38. Lemu L.E.A
39. M/Gwanda L.E.A
40. Mil Goma L.E.A
41. Muchia Model L.E.A
42. Marmara L.E.A
43. Mayanka L.E.A
44. Nomadic L.E.A
45. R/Gwaza L.E.A
46. Palladan L.E.A
47. Ranji L.E.A
48. Rinji UBE L.E.A
49. Sa'idu Model L.E.A
50. Samaru Model L.E.A
51. Sakadadi L.E.A
52. Shika Dam L.E.A
53. Tsugugi L.E.A
54. Z/Dan Barno LE.A
55. Zabi L.E.A
56. Almajirain Bilingual L.E.A
57. UBE Hayin L.E.A
58. Baba Ahmed L.E.A
59. Pampu Government L.E.A

60. Kofan duka L.E.A
61. Waziri Lawal L.E.A
62. Dr. Shehu Idris L.E.A
63. Ahmedu Fatika. L.E.A
64. Alikali Gambo L.E.A
65. Isa Na Bawa L.E.A
66. Abdulrahma Mura L.E.A
67. Sarnki Sambo L.E.A
68. Ang. Danmadami L.E.A
69. Sarki Jafaru L.E.A
70. Jallaku Jalla L.E.A
71. Tsoho Abdulahi L.E.A
72. Gyallesu L.E.A
73. Nuhu Bature L.E.A
74. U.B.A Is'ah Bawa L.E.A
75. Abbakar Imam L.E.A
76. Ahmadu Gelesu L.E.A
77. Sard Adamu L.E.A
78. Dakache L.E.A
79. Dakache No- Madiki L.E.A
80. Adamu Dikko L.E.A
81. Bello Aliyu L.E.A
82. Jushi Bashiru Sambo L.E.A
83. Mohammed Jammai L.E.A

APPENDIX E

RESULT OF THE TREATMENT OP HYPOTHESES FROM RESPONDENTS, OPINION

Hypotheses	Statistical Techniques used	df	Decision
1	Independence T-Test	359	Rejected
2	Independence T-Test	359	Rejected
3	Independence T-Test	359	Rejected

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the threshold of transforming a society from one level of development-to another. Towards this drive government at all levels realizing the benefits accruable to education, had initiated one programme or the other to eliminate the high level of illiteracy, over dependence and other problems affecting the national unity, consciousness and development of the nation Salman, Olawoye and Yahaya, (2011). Universal Basic Education Scheme (UBE), Education for All (EFA) Millennium Development Goals (MDGs) are typical examples of educational policies initiated or being signatory to by the Nigerian government in the 20th century (Lawal, 2007). This was to place the country favourably among the 20^{th} largest economies in the world by 2020, consolidate her leadership roles in Africa as well as to enlist the nation as significant player in the global economic and political arena. Obong, (2006).

To all concerned, the needs and challenges of any society are best accomplished through education whose engine room are the teachers. According to the National Policy on Education (2004), there is no educational system that can rise above the quality of its teacher.

Teachers are highly essential for the successful operation of the educational system and constitute an important tool for educational development, and without teachers educational facilities cannot be expanded. Undoubtedly the success and quality of any educational system depends on the quality and quantity of teachers' input into the system. The teacher therefore interpret the aims and goals of education and educate the learners in

accordance with that. No wonder, Hammond (2000) was of the opinion, that states interest in improving pupils' academic performance should look at the preparation and qualification of the teachers they recruit and retain in the profession.

More worrisome is the public utterance it has drawn on educational standard in recent times. The unhappiness becomes more prominent following the dismay academic performance of pupil's seeking admission into the secondary schools. The query often pose is, whether teachers in these public schools being the most important factor in the effectiveness of schools and in the quality of a child's education are competent to teach effectively or not. One major concern raised on teachers' qualification has been relatively high in aspect of teachers, teaching subjects outside their areas of subject matter training certification.

The incidence of out of field teaching has been seen to vary by subject and by grade level. Out of field teaching also has been applicable to occur more often in the classrooms of low- income learners, Ingersoll (1999). Many people assume that teaching is what anybody can do if he/she knows his subjects. On the contrary, before one can teach effectively in any class such person must have schooled in the arts or sciences of school teaching. Owing to this, one disputed that to employ adequate number of teachers cannot solve educational problems rather than having well qualified in the kit. For one to be qualified and competent teacher one must have undergone a professional training as a teacher.

Though, a good number of the supposed teachers lack this virtue. In support of the above assertion it is highly regretted that not only support of the above assertion in teaching that not only will an unqualified teacher impart imperfect knowledge and promote low

quality of education but he is likely to be deficient in the use of instructional material in teaching.

Instructional materials play an indispensable role in teaching

And learning process as they stimulate thinking, understanding and concretizes pupils' learning. Presence of qualified teacher will ensure that sufficient materials are provided to guide the learning process. Instructional materials can be subdivided into three (3) categories viz-a-viz audio visual, reading and community resources. The use of these resources plays a complementary role in both teachers and learners, especially where the subject matter is highly concerned.

The subject social studies education in Nigeria is fast expanding due to its objectives to man. It is a programme of study that helps with the interaction of knowledge, experience and effective use of resources for the purpose of citizenship education. It enables one to acquire problem easily solving skills, which helps an individual to handle environmental struggles easily. In realizing the important reasons why the subject is taught in school equips a quailed and competent teacher who will impact the correct knowledge to enable learners use its knowledge in solving man's immediate problem in the society. The subject cannot be effectively learnt without the help of a qualified teacher in the area who can effectively make good use of instructional materials in the teaching and learning process. A teachers qualification means the highest educational certificate possessed by the teacher in a subject. Social studies cannot stand in isolations of the duo forces of a teacher and instructional materials. Morgan (2003) and Hayes (2000) lamented that the qualification of a teacher is a crucial factor in promoting effective learning including social studies, while instructional material perform such function as the extension of range of experience available to learn

supplement and complement of the teacher's vast explanations, thereby making learning experience richer and thus providing the teacher with interest into a wide variety of learning activities.

1.2 Statement of the Problem

It is widely acknowledged that social studies education should be concerned towards the learners to understand the complex nature of their society and this should be one of the reasons why it is made a core subject from primary schools to Junior Secondary School Classes. But looking at the alarming rate of moral vice in our society especially in this 21st century, one would say that social studies education had not met up to its expectation due to the following specific problems.

Firstly, problem of unqualified social studies teacher who are handling the subject in our primary schools especially had been perceived to be contributing toward pupils poor academic performance in social studies. It is one thing for a person to be professionally trained in a particular discipline, example social studies, it is another thing for the person to have the opportunity to work in that field not other wise. Experience has shown that a qualified social studies teacher will teach the subject better at all level of education.

Secondly, the fact that less attention is paid to the provision and use of instructional materials was identified to be another problem. The impact of instructional material on teaching and learning process cannot be jeopardized in anyway. A lot of research have been conducted in this regard. The results have proved that schools with adequate instructional materials perform better than those without it instructional material. Oladejo, Olusunde, Ojobisi, and Isoia (2001).

Two major issues raised are: how adequate are the provided instructional materials? And if fully provided, then to what extent are the instructionals are being put to use?. Instructional materials if well used perform important functions as the extension of the range of experience available to learners' verbal explanation.

Lastly the failure of teacher training colleges in the production of qualitative manpower has been recognized. These training programmes have been carried out through a crash programme in recent times resulting to mere awarding of certificates without the full acquisition of knowledge by the recipients. This was supported by Adeniyi (2011) who, criticized the education sector for the quality of her products owing to the high level attached to honour and respect given to paper certificates. This attribute has forced they employer of labour to have lost confidence in paper certificates awarded and as such have organized retraining programmes for those who secure appointments in their schools. The remedies to the above problems identified will no doubt contribute greatly towards the better academic performance of the pupils in social studies education. Bearing in mind that the success of any subject depends on the quality of teachers and instructional materials effectively put to use. Therefore, the problem of this study is an authoritative information on the Impact of Teachers' Qualification and Instructional Materials on Pupils Performance in Primary School Social Studies, in Zaria and Sabon Gari Local Government Area of Kaduna State.

1.3 Objectives of the Study

This study is being carried out specifically to achieve the following objectives these include:

1. To verify the impact of teachers' qualification on pupils' performance in social studies.
2. To find out the extent that instructional materials enhance academic performance of pupils in social studies.
3. To identify the level of male and female pupils' academic performance in social studies among the selected primary schools.

1.4 Research Questions

The following questions have been carefully formulated in this study for which answers were sought.

1. What is the impact of teachers' qualification on pupils' academic performance in social studies in Zaria and Sabon Gari Local Government Area?
2. To what extent is teachers' usage of instructional material enhancing academic performance of pupils in social studies in Zaria and Sabon Gari Local Government Area?
3. What is the level of male and female pupils' academic performance in social studies among the selected schools in the two local Government Areas?

1.5 Research Hypotheses

The following null - hypotheses were tested in this study at 0.05 level of significance.

Ho_1: There is no significant difference between the academic performance of pupils who were taught by qualified social studies teachers and those who were taught by unqualified social studies teacher, in Sabon and Zaria Local Government Area.

Ho_2: There is no significant difference between the academic performance of pupils who were taught social studies using instructional materials and those who were taught the subject without the use of instructional materials.

Ho_3: There is no significant difference between the academic performance of male and female pupils who where taught Social Studies under the usage of instructional materials, in Zaria and Sabon Gari Local Government Areas.

1.6 Significance of the Study

The research work is determined to ascertain the impact of teachers' qualification and instructional materials on academic performance of pupils. Specifically the study under investigation could be significant to the following stakeholders: teachers, learners, government, school policy makers as well as curriculum planners.

First, the study will help in improving the standard of education not only to primary school but to all levels of educational system. This is because the study has recognized the importance of teacher and her qualification, measured alongside the instructional material to the success of any educational system. Owing to this, the concerned authorities will need to handle manpower and instructional materials with adequate care, put to proper use and ensure its prompt and regulate supply to school.

Secondly, the relevance of this study can be found in how it will facilitate collaboration between the policy makers and the government execution on policy

formulation and execution relating to the funding, provision, control and management of resources in education. Issues among these are teachers and the instructional materials.

Thirdly, the study helps to identify the importance of education in the learners, in and out of school especially in moulding their character, attitude and ways of acting the societal expectation. This is not realizable without the help of competent and qualified teachers who make good use of their working tools (instructional materials). It is noted that teachers who are most valuable to education are those who use instructional materials simplified the lesson much better to the learners. Lastly, it also become necessity to note that the outcome of this study will help to strengthen the teacher's education processes not only at awarding certificate to perspective student teachers but to equip them with knowledge and skills essential for a good living.

1.7 The scope of the study

This research work covered all the public primary schools in Zaria and Sabon Gari Local government Areas of Kaduna state. The subjects for the study comprise teachers and pupil from the two local government Zaria and Sabon - Gari L.G.A, from the 23 Local Government Areas of Kaduna state. The authorities of Education L.G.A are headed by executive secretaries (ES). The choice of the study area was precipitated poor academic performance, poor useage of instructional materials among others. However, the study will be delimited to some selected public primary schools in the two Local Government Areas. .

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

A lot of literature review related to the present study have been examined in this chapter. This is with a view to understand, analyze and criticize the works of other scholars to have a formidable stand of direction. Specifically, the chapter has reviewed the following sub-themes:

- Theoretical Framework
- Concept of Education
- Teacher Education and Qualification
- Significance of Teacher Education
- Nigerian Education and Its Objectives
- Origin of Social Studies Education
- Concept of Social Studies
- Primary School Social Studies Curriculum
- Objectives of Social Studies Education in Nigeria
- Justification for Social Studies Education in Nigeria
- Influence of Teachers' variables on the Teaching and Learning of Social Studies Education in Schools
- Social Studies Content
- Social Studies Instructional Materials
- Evaluation of Social Studies
- Socio-Economic Background of Pupils

- The School Environment
- Language of Instructional pupils performance
- Effect of Syllabus coverage in Social Studies Achievement
- Effect of Teacher Qualification in Social Studies
- Review of Related Empirical Studies
- Summary

2.2 Theoretical Framework

The theoretical framework for this study is based upon the work of the constructivism theory of learning. Constructivism can be understood as a theory of learning: student construct knowledge in the process of learning through interaction with phenomenon, as they develop shared- meaning of a phenomenon via interactions within a social context (i.e. culture). Though the particulars of constructivist focused learning theory are often contested among science educators, it is generally agreed that students learn by making sense of phenomenon as they experience it, evaluate its evidentiary merits, and attempt to make sense of it within a socially acceptable context in light of prior knowledge. Some constructivists stress the role of social interactions in this process, while others do not. Most constructivists agree learning occurs when individuals assimilate new information into existing mental models of the world, or construct as a result of discrepant insights new models that can accommodate both old and new insights gained from experience. All would agree that the building of knowledge structures on the part of a student requires she or he be actively engaged in the process of learning. Knowledge is fluid, not static; therefore, instructional practices reiterating knowledge as static should riot be promulgated as sole

efficacious pedagogy, because such instructional practices serve to tacitly inform future generations of ill- conceived notions regarding science and knowledge of the world within the disciplines it encompasses. Gagne's (1965).

Constructivism is basically a theory; it is based on observation and scientific study -- about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something hew, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know. Wilburg (1998).

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them.

Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It therefore has direct application to education. The theory suggests that humans construct knowledge and meaning from their experiences. Constructivism is not a specific pedagogy. Piaget's theory of Constructivist learning has had wide ranging impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements.

During the 1960s (Anglin, 1991), there was a flurry of activity within the field of instructional development that focused on systems of instruction. It was during this time that the components of the instructional system and their system properties were articulated. In 1965 Robert Gagne published his book entitled The Conditions of Learning. In his book, Gagne (1965) described the analysis of learning objectives, and how these different classes of learning objectives relate to the appropriate instructional designs.

Gagne (1985), distinguishes between two types of conditions, internal and external. The internal conditions can be described as "states" and include attention, motivation and recall. The external conditions can be thought of as factors surrounding one's behavior, and include the arrangement and timing of stimulus events. Thus, his phases of learning include:

- Phase I: receiving the stimulus situation
- Phase II stage of acquisition
- Phase III storage
- Phase IV retrieval

In their book Norton and Wilburg (1998) describe Gagne's (1965) outcomes or objects of learning which consist of five major categories of human capabilities;

- Verbal information-e.g., learning the alphabet.
- Intellectual skills- e.g., addition and subtraction
- Cognitive strategies- inductive & deductive reasoning; exploring the action of a magnet.
- Attitudes- e.g., how one feels about reading a book
- Motor skills- e.g., fastening buttons.

According to Norton and Wilburg (1998) Gagne's (1965) model for design of instruction includes a sequence of nine instructional events and its corresponding learning processes that guide the design of instruction.

S/no	Instructional Event	Relation to Learning Process
1	Gaining attention	Reception of patterns of neural impulses
2.	Informing learner of the objective(s)	Activating a process of executive control
3.	Stimulating recall of prerequisite learning	Retrieval of prior learning to working memory
4.	Presenting the stimulus material	Emphasizing features for selective perception
5.	Providing learning guidance	Semantic encoding; cues for retrieval
6.	Eliciting the performance	Activating response organization
7.	Providing feedback about performance	Establishing reinforcement
8	Assessing performance	Activating retrieval; making reinforcement possible
9.	Enhancing retention and transfer	Providing cues and strategies for retrieval

Implications for Instructional Technology:

Gagne's (1965) theory of conditions of learning has several implications for instructional technology. The design of instruction should involve: analyzing requirements, selecting media and designing the instructional events. Additionally the instructional

technologist must keep in mind the following learning concepts when developing methods of instruction.

- Skills should be learned on at a time and each new skill learned should build on previously acquired skills
- The analysis phase must identify and describe the prerequisite lower level skills and knowledge required for an instructional objective.
- Lower level objectives must be mastered before higher level ones
- Objectives must be stipulated in concrete behavioral terms
- Positive reinforcement should be used in a repetitive manner

Gagne's (1965) work has made significant contributions to the scientific knowledge base in the field of instructional technology particularly in the area of instructional design. He outlined several steps that should be used to plan and design instruction; these include:

- Identify the types of learning outcomes
- Each outcome may have prerequisite knowledge or skills that must be identified
- Identify the internal conditions or processes the learner must have to achieve the outcomes
- Identify the external conditions or instruction needed to achieve the outcomes
- Specify the learning context
- Record the characteristics of the learners
- Select the media for instruction
- Plan to motive the learners
- The instruction is tested with learners in the form of formative evaluation

- After the instruction has been used, summative evaluation is used to judge the effectiveness of the instruction

Implications for Instructional Technology:

Designers of instructional material must keep in mind the barriers and enhancers that effect the transfer of learning when developing different methods of instruction. Barriers are seen as factors that inhibit the transfer of learning in the workplace. Barriers include factors such as:

- No time to incorporate what they have learned into job tasks –Participant
- Program lacks application to the job - Program Design
- Students can't use the information - Program Content
- Offers a non-supportive climate for learning – Organizational Gagnes (1965)

Enhancers on the other hand support the transfer of learning. Enhancers include factors such as:

- A willingness to take the time to apply that learning Participant
- Includes application exercises as a major part of the instructional activities - Program Design
- Builds on previous knowledge and experience of participants Program Content
- Offers support from key personnel along with tangible rewards – Organizational Wilburg (1998).

2.3 Concept of Education

Education has variously been described as an essential instrument for societal development. It is therefore an important institution including the totality of structures and

roles, processes relation and material instructions put in place around society's interest in the acculturation or socialization of the young ones. According to Asuru (2009) education is a potent force which could be utilized for the solution of problems and for the fullest realization of the potentials and aspiration of a nation, hence it could effectively be used not only for social, economic and political reconstruction, but also meet the critical needs of the society. In all the definitions, education is an investment in human beings, which yields returns and contributes to the wealth and development of the society by increasing its productive and consumptive capacity. UNESCO (2000) reported that teachers undoubtedly remain the managers of knowledge particularly in the developing nations. As a support for this, education is being acknowledged globally as an instrument per excellence for national development. The needs and challenges of any society are best accomplished through education whose bedrock are teachers. No doubt, the Nigerian Constitution understanding the vital role education plays in the society accord equal rights for all citizens to acquire education. In view of this, the government had initiated one reforms or the other to make the nation an educated one, and series of curriculum changes.

In his contributions, Fafunwa (1974) postulated that education means a formal training that is given in schools and institutions. He stated further that it means the acquisition of the ability to read, write and calculates. This was also related to the specialized training that is given on the job.

Ukeje (1979) cited in Isah (2009) noted that there are three (3) major ways of using concept of education namely; as a process, discipline and a product. As a process, it is the means by which men acquire their civilization of the past and are enabled both to take part in

the civilization of the present, and make the civilization of the future. From this, education is thus a process of transmitting, preserving, developing and advancing the culture of a people.

As a product, education means change in behaviour. The essence of being educated means a transformation of behaviour. Brameld as cited in Ukeje (1979), insists that education is power. It is a very powerful tool that can be used by man for his or her own distinction or the transformation and reconstruction of his or her environment.

It could also be a discipline, that is, a body of organized knowledge that deals with what should be taught, why it should be taught, how it should be taught and to whom should it be taught. In a similar opinion shared by Ogbalu (1978) in Uche (1984) that education is the means by which children and young adults develop their emotional intellectuals, spiritual and physical powers which enable them to achieve their cultural revival.

2.4 Teacher Education and Qualification

Rasik (1972) in Uwagboe, Ekhovbiye and Adam (2000) opined that "the validity of any educational system is dependent upon the quality of the teaching and the availability of competent teachers". This is why in recognition of the important roles, teachers play in the education process in particular and the world at large, the National Policy on Education (2004) emphasizes that "no education system can rise above the qualities of its teachers". Teacher education is therefore considered as the foundation of quality and relevance of education at all levels. FRN (2004) in section mandated that all teachers in educational institutions shall be professionally trained. This account for why the history of teacher education in Nigeria could be traced back to 1867 when the first teacher training college was established by the Missionary Society at Abeokuta.

Certainly, the goals of teacher education according to the National Policy on Education (2004) are to:

1) Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
2) Encourage further the spirit of enquiry and creativity in teachers;
3) Help teachers to fit into social life of the community and society at large and enhance their commitment to national goals.
4) Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations and;
5) Enhance teacher's commitment to the teaching profession.

Teacher education programmes have been so structured to equip teachers with tools for effective performance of their duties. Provided schools meet up with the required standard, teachers shall be given professional training in the following institutions: Colleges of Education, Faculties and Institutes of Education in the Universities, National Teachers' Institute, School of Education in the Polytechnics, National Mathematics Centre (NMC) and National Institute for Nigerian Languages (NINLAN).

It however, maintained that the minimum entry qualification into the teaching profession shall be the Nigeria Certificate in Education (NCE). As a result of the importance attached to the profession, the history of teacher education in Nigeria dated back to 1859 when the first teacher training Institution was established in Abeokuta by the Church Missionary Society (CMS). Ever since that period till date, teacher training institutions have continued in its responsibilities to produce prospective teachers' in different subject areas or specialty for the various reform programmes of government in Education (Ukeje, 1998). The

resultant effect is the increase in the number of teacher training Institutions in the country to thirty-five (35) comprising states and Federal Institutions available from the source. Other Missionary societies like Baptist Convention established its own teacher training institution in 1897 and Roman Catholic Mission in 1876 combined with Grammar School Education. The Presbyterian Church of Scotland established the Hope Waddell Training Institute, Calabar in year 1892. Imogie (2010) in his paper titled, "a new paradigm for teacher preparation in the 21st century Nigeria" authoritatively mentioned that the colonial Government's partial involvement in education came through the 1887 Education Ordinance. They did not only make provisions for schools to receive grant-in-aid based on the report of government inspector but also a provision for granting of certificate to teachers. This was a clear attempt at professionalizing teaching. According to Akinlaye (1981), teacher training institution is an organized institutions whose primary objectives is to turn out qualified and effective teachers' into the field to accomplished the educational goals. This is to enable the pupils' acquire knowledge, skills, values, and attitudes as well as live a meaningful life. The National Policy on Education (2004) was in support of this by re-emphasizing that no educational system can rise above the quality of its teachers".

2.5 Significance of Teacher Education

Teacher education has been of great importance to the Nigeria educational system ever since its inception in 1867 and Aloye (1990) was of the opinion that some of the under-listed issues played significant roles in teacher education in the country. These includes:

1) Teacher education helps teachers to inculcate moral percept particularly amongst the children. Through the knowledge teachers got from teacher education they could be

able to judge school children and award appropriate marks based on their performance with respect to classroom activities.

2) It helps teacher to provide guidance for pupil's difficulties. This means that teacher education provides guidance and counseling knowledge which they can use to help student in their areas of difficulties.

2.6 Nigerian Education and Its Objectives

It is obviously agreed that education in Nigeria is no more a private enterprise but a huge government venture. Right from the era of missionary education to colonial western education till the time Nigerian system of education was formed in 1969 up till this present day, Nigerian education has witnessed a progressive evolution of government's complete and dynamic intervention and active participation.

The national philosophy of the nation endorsed the national policy on education revised (2004) which are as follows:

i. A free and democratic society

ii. A just and egalitarian society

iii. A united, strong and self-reliance nation

iv. A great and dynamic economy and of bright and full opportunity for all citizen.

Nigeria's philosophy of education therefore is based on the integration of the individual into a sound and effective citizen and the provision of equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary level both inside and outside the formal school system.

The national policy also stated that the quality of instruction at all levels has to be oriented towards inculcating the following values.

i. Respect for the worth and dignity of individuals;

ii. Faith in man's ability to make national decisions

iii. Mora and spiritual values in interpersonal and human relations

iv. Shared responsibility for the common good of the society

v. Promotion of the physical, emotional and psychological development of all children and;

vi. Acquisition of competencies necessary for self reliance

The national policy on education revised (2004) also point out the following national aims and objectives of Nigeria education to includes:

1. The inculcation of national consciousness and national unity.

2. The inculcation of the right type of value, and attitudes for the survival of the individuals and the Nigerian society.

3. The training of the mind in the understanding of the world around and;

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

The desire that Nigeria should have a free, just and democratic society cannot be overemphasized in order to realize the full potentials of the contribution of education to the achievement o£ the national objectives. Furthermore, to foster the much needed unity in Nigeria, imbalances in. inter-state and intra-state developments have to be corrected. Not

only in education but also in the huge investment the nation can make for the quick development of economic, political, educational, social and human resources.

It is worthy to note that it was for the purpose of achieving the set national objectives and integration that social studies was officially introduced as a core subject through the 1969 national curriculum conference. Though, the subject has earlier been learned as parts of other subjects such as History, Geography, citizenship education etc. , '

2.7 Origin of Social Studies Education

There has been a lot of argument by social studies scholars concerning the actual time social studies education commenced in Nigeria. According to Makinde (1979) social studies first emerged in the western region of Nigerian in 1958 as an integral programme via the Pilot Programme in Aiyetoro comprehensive high school, through a joint educational development programme between the region and the University of Ohio, United States of America.

Another scholar of social studies, Mezieobi (1991), was of the opinion that social studies education is as old as the Nigerian education system. To him, the evolution of events which helped to build the foundation of the subject in Nigeria were divided into three phrases namely: (i) The traditional or indigenous social studies (ii) The period before independence when the core curriculum comprised of reading, writing and arithmetic (3RS) put together in the region and some aspect of geography and (iii) the post independence era. To him, this particular era vary significantly for it featured the great proliferation and modernization of what social studies is today.

Another group of scholars of social studies, Kissock, (1981), Ololobou (2004) and Mezieobi (2008) shared the same opinion that social studies education originated from the United States of America (USA). According to Cassis (1956) in Ololodu (2007), he was of the opinion that social studies began in the United States of America (USA) during the last two years of the 19th century, but the subject quickly spread to other parts of the world for it was seen as a tool for national development and it was used as a partial solution to social problem in many parts of the world.

In the same vein, Osakwe (2000) listed out some of the important issues that made the history of social studies. Education in Nigeria faster than expected, the first was the 1967 conference held at Queen's college Oxford in the United Kingdom. In this conference, the notion of social studies as a subject was an important issue in Nigeria and other African countries invited.

The second point that hastened the development of the all important subject is the formation of Africa Social Studies Programme (ASSP). This was the outcomes of the Queen's College Oxford conference.

The third issue was the 1968 international conference held at Mombasse, Kenya by education officials from many African countries. It was at this forum that Africans were able for the first time to discuss a curriculum that best suit Africans' interest and need rather than the former one that was made of colonials' ideas and interest. The programme emphasize mostly on citizenship education.

Apart from the above listed and explained points on the historical development of social studies education, Ololobu (1989) stated in his work that there were other

development from 1968 to 1980 that also elevated social studies in the educational environment, prominent .among these are:

1) The formation of Social Studies Association of Nigeria (SOSAN) in January 1969. This took place at the Cooperative College, Elejele, Ibadan, Oyo State.
2) The selection of social studies by the Federal Ministry of Education as one of the Universal Primary Education (UPE) subject in 1976.
3) The inclusion of social studies in the Nigeria National Policy of Education document (FGN 1981, revised 2004) as one of the core subjects in primary and junior secondary schools. The 1969 curriculum conference sponsored by the Federal Government and NERDC made social studies a core subject to be taught in primary and Junior Secondary Schools (JSS) respectively.

The rapid growth of social studies education in Nigeria has contributed towards the fast spreading of the teaching and learning of social studies at all levels of education as it is now being taught in primary schools, JSS, all teacher education programmes to the doctorate (PhD) level.

2.8 Concept of Social Studies

There are many definitions of social studies as scholars, but there is a general consensus that social studies is the study of man and his immediate environment The National Council of Social Studies (1968) defined social studies as the learning of man and his interaction with the environment. It is the study of the people and things around them, how they affect their life and he affects them, how he lives peacefully with them and how he solves the problems some may have created for him, using other things around him (Iloeje,

1993). The nature of social studies education offers one unique opportunities for resources within the school environment to be utilized to enrich pupils' learning. All the earlier mentioned definitions have three (3) things in common namely: the man himself, his relationship or interaction with other people or persons and his interaction with the environment (Abam, 2005).

Akinlaye (1981), defined social studies as the study that deals with mankind, social/ economic and political behaviour at any place where people live now or have lived in the past. Behaviour in this context means what people have thought, said or done. This definition failed to put into consideration the physical, and emotional feelings of human beings.

Another scholar, DuBey and Berth (1980) sees social studies as an investigator of human activities. Hence, it studies man at home, work, workshop, in politics, at play, in the village, in the nation and wherever he engaged himself in his busy programmes of living. Going by the above definition of DuBey, social studies is a general investigation of man, it put into consideration all affairs of man. To Onyeba (1980), social studies is a field of study that deals with the integration of knowledge experience and effective use of resources for the purpose of citizenship education.

Social studies is designed to employ theories, ideas and principles developed in the social sciences and meaningfully integrate and interpret them in an attempt to enable a learner or child study man in relationship to his environment comprehensively. Thus, social studies education endorses the view that a child exists in a world in which he is surrounded by people, objects, institutions and events. All these environmental factors affect the child as he struggles to survive. It therefore draws its content from the social science subjects and

from the environment in which the child exists and integrates them in order to help the child develops a complete knowledge and method of reflective thinking, (Aboki, 1991). The nature of social studies is such that it focuses on the importance of man and his physical, social or political environment.

In the same vein, Oyebola (2007), Mezeobi, Fabura and Mezeobi (2008) shares the same opinion. To them social studies helps for the preparation and mobilization of learners for the purpose of enabling them cultivate awareness, reflective or contemplative capacity, intellectual, affective, social and work skills to enable them understand world and its problems, and to rationally solve or cope with them for effective living in the society.

Despite the divergent views of different scholars' concerning what social studies is or what they feel about social studies, there are some other areas of agreement: that social studies is concerned with man and his relationship with the society in which he live.

Nature, according to Hornby (2007) is the qualities or characteristics of the physical, mental and spiritual components which belongs to a person or others, therefore the nature of social studies is such that it focuses on the importance of man and his physical, social, political environment. For instance, in some parts of the country there are people who are fishermen, some are farmers, or business men, while others are herdsmen because of their different environmental, physical, social or political domain.

Therefore man is the focus of the study and his activities are studied in relation to his various environment. Social studies are seen as a corrective study in the sense that it aims at upsetting the status and also exam the present educational system. According to Ololobou (2004), he said that one of the natures of social studies is that it has much strong relationship with the social science demonstrated the fact that man is the objects of common

concerned. Similarly because of social studies' nature which incorporates all purpose aspect of reforms revitalization and maintained of the educational values, knowledge and skill expected of a people concerned about progress and modernization. According to Herbert (1982) posit that it is the nature of social studies to emphasizes objectives before the content should be significant.

Danladi (2005) cited from Makinde (1979) and Ololobou (1989) argued that the scope of social studies include the area of coverage and its relationship with other daily happenings. In his contributions/ Onyebe (1980) stated that social studies scope must be directed at four (4) important issues viz-a-viz knowledge, basic skills, value, belief and social participation. To him, the general pattern of content arrangement seems to follow a spiral pattern or expertly horizon format. Man he said, is in the focus and relevant environmental attributes be arranged around his proceedings from known to unknown.

Also, Danladi (1987) asserted that Social Studies scope should provide for conceptual inquiry, skills and effective learning. It should provide opportunities to deal with significant educational problems and events as the need arises.

2.9 Primary School Social Studies Curriculum

The introduction of social studies into the curriculum of primary schools was an arrangement reached at the Mombassa Conference of 1960. It was agreed that the aim of social studies curriculum must be clearly thought out and conceived in specific terms rather than in some ambitious form like citizenship.

In Nigeria, some members of the social studies Association of Nigeria (SOSAN) formed in 1969 worked in collaboration with the Nigeria Educational Research Council

NERC (now Nigeria Educational Research and Development Council (NERDC) to produce the social studies syllabus. Many scholars, among them Wesley (1946), Onyebe (1979), Makinde (1979), Adaralegbe (1980) and Adedoyin (1981) have asserted that the basic goals of social studies education are to prepare young people to be humane, rational, skillful in decision making, participating and responsible citizens in a world that is becoming increasingly complex and interdependent.

Morriset (1980) opined that social studies has the special focus of positively influencing, modifying and changing pupils' behavior in the direction of acceptable norms, values, beliefs, attitudes and practices in the society. It was on this opinion that the first consideration governing the rationale for the new social studies education curriculum for primary school was premised (Jekayinfa, 2006).

Secondly, it was believed that social studies emphasized effects and that its content derives from the various interactions of man in the environment. This makes the new curriculum to give special consideration to man's various relationships or encounters with other men in and outside his immediate environment. At all levels, interactions/relationships form the core of social studies and interactions have made ramifications and manifestations carrying with them multiple and diverse problems. This is probably the main reason why the new primary school social studies curriculum concentrates on learning, reflective thinking and problem solving.

2.10 Objectives of Social Studies Education in Nigeria

It is obvious that social studies education should stress on societal goals, needs and aspiration of the nation. The objectives of social education are drawn from the national educational objectives in the national policy on education revised (2004).

According to Ania, Adeyoyin, Obilo and Ahmadu (1982), the general objectives of social studies education in Nigeria are as follows:

1. The creation of awareness in the learners about their surroundings. Through the knowledge got from social studies education, the learners would be able to understand well the evolving social and physical environment, its natural, man-made, cultural and spiritual resources together with the national use and consecration of these resources for development.
2. The development of specific fundamental disposition such as the attitudes, values, and norms of the society. Through the learning of social studies, learners should be able to develop positive social qualities, values and norms in their understanding of the world around them - be it in the classroom, communities, families or the nation at large. He should learn that through his logical thinking, social behavior and action he can, with the co-operation of members of his group, improve upon the society.
3. The promotion of effective and active citizenship. The overriding goals of Social Studies is good citizenship, active and informed participation by all citizens which is the best guarantee of a healthy democracy among others.

2.11 Justification for Social Studies Education in Nigeria

Social Studies education perhaps as an integrated subject offered in Primary and Junior secondary Schools was characterized with the realization of the objectives of Nigerian educational system. One could rightly justify it's inclusion in the curriculum of Nigerian school system. Before the official introduction of social studies education into the formal system of education by the Federal Government in the year 1969, precipitated by the Nigerian curriculum conference and the Nigerian National Policy on Education which has continued to serve as a vital document remains an off-shoot of the conference. The issue of Nigerians learning about the history and geography of other nations especially Europe with nothing to show for, about their own society necessitated the need for social studies education. To Balyejusa (1981), social studies seeks to reverse this assumption of the colonial order of education which make the Nigerian child to learn little or nothing about his own society at the expense of others. In the same vein, Okan (2002) disputed the claim that social studies education in Nigeria is aimed at breaking the ethnic, religions, linguistic and cultural barriers which has kept the various groups apart in favour of some serious efforts made by patriotic Nigerians. It also advocated that through the teaching and learning of social studies education, most societies of the world have been able to solve their problems and Nigeria should not be an exemption.

According to Isah (2009), if Americans that have attained high level of social integration and racial harmony can have a black president (as in a predominantly white nation) with the knowledge of social studies then, what more can Nigeria do without social studies despite being faced with a lot of problems.

Ayodele in lyela and Audi (2005) were of the opinion that social studies education is an imperative manual for Nigeria's bid to interact with the outside world in the increasing popularity of globalization and growth. Social studies education is therefore seen as a vehicle for citizenship education in the Nigerian Educational System and for Nigeria to develop competitively with other nations of the world.

2.12 Influence of Teachers' Variables on the Teaching and Learning of Social Studies Education in Schools

In order to enhance the teaching and learning of social studies both in primary and junior Secondary Schools, the need for quality education is therefore required. A critical examination of the following variables is sine qua non to the success or otherwise of the teaching - learning processes.

2.12.1 Social Studies Content

According to Danladi (1993) content of social studies programme, are selected from the social science with an additional content drawn from current affairs and community activities. A fundamental principle is to select content that can help to achieve the stated national objectives through the basic generalizations, attitudes and appreciations.

Contents according to Hornby (2007), is different sections that are contained in a book. Here, it means what it is to be learnt. It therefore means that social studies content must relate to the most significant human or societal problems of today adaptable to the children's capabilities and backgrounds, provided ability to be organized into units, of instruction that provides higher level of understanding from one level to another.

Furthermore he said that the content of social studies must be relevant and useful to the pupils by evolving concepts and theories that adequately explain their society and its development. To Danladi still the content of social studies should be the type that will prepare the mind of young ones to see beyond. Prejudice and destructions spread about to divide and weaken the society. To Dubey (1980), he posited that social studies content should be readily available in relevant materials and other community resources.

In the same vein, Musa in Danladi (1987), advice in his work that care should be taken in selecting social studies content to avoid committing one to the crucial shortcomings especially in the treatment of the problem of ethnicity. He also stated that the textbooks in and teaching of social studies must be repeated towards the slavishly and uncritical western conception and prejudices about one's society. Very good example of this is the dissemination of information based on ethnic problem and differences of the people. To him, any rational content that treats Nigeria as a nation must not fail to see her citizens as people that live, work, struggle, and play together in almost, every town, community and the country at large.

Similarly, the issue of social studies analysis according to Danladi (1993) concluded that the spiral development of social science concepts and related generalization must offer a smooth transition from one level to another throughout the six years each in primary and post primary education courses of social studies. The general pattern of written arrangement must follow this spiral form. Man is put in the center focus and all environmental attributes are arranged around his proceeding from known to unknown. The spiral pattern of content organization tends to be the general form of primary and post primary levels.

Mezieobi et al (2008) stated that for teachers' to up grade the standard of social studies in Nigeria, they must make the best use of available social sciences in the country. Today, because social studies is a braded child of social sciences and its advancement depends on how social science issues which are fundamental are used, starting from economics, politics, culture, ecology etc. in order to search for the truth.

The instructions are designed in such a manner as to allow the child to move from lower to higher levels of understanding of selected themes and units as he proceeds through primary to post primary education till he reach advance or tertiary level, this made social studies course to be inform of programmes. For instance, many universities in Nigeria today require their students' of social studies to take a number of courses in social sciences and humanities which are regarded as relevant to the programme.

2.12.2 Social Studies Instructional Materials

A lot of emphases have been made by educators' and teachers' alike on the importance of and the need for instructional materials in the teaching and learning of social studies. It provides the teacher with a means of extending his/her horizon. Corbin (1981) stated in his work that one of the setbacks of social studies as a discipline is the view held by many teachers' today that social studies is a simple subject which requires little or nor preparation at all. He explains that such teachers believe that one need only to teach the pupils' about a given topic as lifted from the textbook without an effective use of instructional materials. Accordingly, Adegeni'(1989) in support of Corbin (1981) said that the teachers7 who hold such views are those that are not well grounded in the philosophy, goal, content and method, and courses which are related to Nigerian social studies. NTI

defined the concept as all the resources a teacher uses that help to provide or instruct the learners' for better understanding of class teachings in achieving the educational goals.

Adokiye (2006), instructional materials helps the teacher to achieve the educational goal, in the life of the learners. The above definitions reveal that instructional materials are really materials or substitute which can be naturally or artificially employed by the teacher in the course of teaching in other to enhanced effective teaching and learning situation.

There are different types of instructional materials that could be used for effective teaching and learning of social studies in the schools. Similarly Eya (2005), stated in his work that the classification of instructional materials depend on the topic one have at hand. There are varieties of materials designed to achieve various purposes. However, Mezieobi, Fubara and Mezieobi (2008) classified instructional materials and resources into two broad categories.

1. Traditional or conventional material resources which are made up to the followings:
    a. Audio - material (AM)
    b. Visual - material (VM)
    c. Audio - visual material (AVM)
    d. Reading materials (RM)
    e. The teacher
2. Community resources which is made up of (a) human resources and (b) non - human. To Mezieobi and company, conventional material resources are known as school materials and resources. In their understanding, resource persons should be from all works of life. While non-human resources should cover social, political, economic, instructional and the environment.

These are materials that appeal more to the senses of learners. Some of them include radio, record player and tape recorders. They can be used to motivate the listening abilities of the pupils' and to listen to varieties of music or even stories/message from resource person which might not be available in the class room.

Audio visual materials (AVM): According to Jacob (1999) instructional materials that fall under this category appeal more to the sense of sight and learning. Some of them include picture, video tapes, films projector, graph, map, charts, globes, chalkboard, and costumes. Most of them are used for lesson presentations as strategies to enhance pupils' learning. If they are effectively utilized, they can reduce boredom in the teaching - learning process.

They help teachers' and the pupils to explain and illustrate points that are abstract. They can equally be useful in areas of recording, retrieving and transmitting message. According to Omooba (2005) she explained in her work that this type of resource material refers to 'daily and weekly newspapers, magazine, periodicals, pamphlets, journals, textbooks etc. They are used by the teachers to get relevant information which will help in the achievement of the lesson objectives. They can be consulted before the lesson by the teacher or pupils (as a reference point) or can be use as a focal during the lesson by the teacher. They are also called print materials with the teacher can take to the classroom to aid his lesson.

Human resources or resource persons according to Omooba (2005), are professionals or experts in their various fields which are invited to the classroom or visited by the pupils in their respective places of work. They give firs hand and detailed information to the pupils. Both the teacher and pupils' learn from them. The teacher in charge of the lesson needs to

contact them before the lesson or excursion/visit. Examples of resource persons are doctors, lawyers, policemen, carpenters, nurses, engineers etc.

To Nwokolo (2005) resource persons are other pupils, teachers, and professional within the community that the teacher and his pupils can use to promote learning. Those within the community include traditional rulers, carpenters, mechanic, traditional and modem doctors, religious leaders, fathers, mothers, tailors and so on that can be invited to the school or visited by the pupils' during which they will interact and share first hand information about their roles in the society. The pupils' will equally have the opportunity to ask questions' and seek classification where necessary.

Importance of resources in the teaching and learning of social studies in primary schools

Over the years, research have shown that the use of teaching resources in the teaching-learning process have greater advantages in the teaching of social studies like other subject areas. NTI (2007), Ogbonna (199), and Jacob (1999), all agreed in their research that the use of educational resources in the teaching of social studies is more effective than the traditional method of chalk and talk. The following are some merits of instructional materials.

1. They help to promote and improve the effectiveness of community of ideas by the teachers' to the learners'. They enable the learners' to learn through more than one sense. They provide increased interest in learning. They promote the acquisition and longer retention of knowledge. They supply concrete basis for conceptual thinking.
2. They also help pupils' with defeat to do well more than expected (learning or seeing). They minimize teacher's dominate of the lesson through mere taking

thereby making teaching and learning process a joint effort both by the teacher and the pupils'.

3. The use of resource person in the teaching-learning process helps to link the school with the outside world and also enable them obtain or access first hand information across to the learners'.
4. Resource places help pupils to rediscover and possibly make a comparable study of events, activities or issues.
5. It also help to expose the pupils' to the realities of their environments and make them, have direct experience which will help concretize the social studies content that have been taught.
6. Another important materials use in the teaching and learning of social studies is improvisation, NTI (2007), Mezieobi, Bubaar and Mezieoba (2008). To them, it means the alternative materials and resources where there is shortage of specific first hand teaching aids.-

One would agree that improvisation is the creation or contributions made by the teachers or pupils to form instructional materials using the available resources in their local environment to promote/provide support towards effective teaching and learning process.

Improvisation makes teaching and learning of social studies real and permanent in the life of the pupils hence, they are materials made by the and source from their localities.

Non-human resources according to Orakwe (2000) are resources which can be of use in the teaching-learning of social studies such as resource places. This implies places of social studies interest that exist in the community very close to the school. To him, non-human resources include recreational grounds like pack, zoo, game reserve, forest reserves,

plantation sites farm settlement. Historical places like old minersite, archival buildings, government house, caves, geographical sites like erosion site, stream, rivers, among other were things can be seen first hand and closely studied etc.

Sources of Social Studies Instructional Materials

NTI (2007) informs that detailed studies have shown that instructional materials may be acquired by schools through the following ways:

1. **Collection of Items from the Locality of the Schools:** The social studies teacher may advice learners' to collect items from their homes or elsewhere in the locality such item could include empty milk, beverage containers, discarded plastic containers, bottle tops, old calendars etc. 2.

2. **Distribution of instructional materials to Schools by Government and Non-Governmental Organizations:**

   Government can acquire and distribute to schools items ranging from common items as charts, maps, globes, textbooks etc. to more sophisticated materials and equipments such as projectors and laboratory equipment. Non-governmental organization such as United Nations' Educational Scientific and Cultural Organization (UNESCO), United Nations' Development Project (UNDP), United Nations' International Children's Educational Fund (UN1CEF) etc can equally donate instructional materials to schools, which they have been providing.

3. **Production by Teachers and Learners:** A creative and committed social studies teacher may undertake to produce some cheap materials he need for his lesson. Instructional materials produced by students' in tertiary institutions as part of their projects are subsequently distributed to neighboring schools for the purpose of teaching-learning process.

2.12.3 Evaluation of Social Studies

Evaluation in the explanation of Tyler (1949) in Yunusa (2008) deals with the appraisal of value or the estimation of worth of a thing, process or programme. The term "evaluation" has been defined differently by a number of experts in the field of education. For instance, Kissock (1981) perceived the concept as a process through which all participants perceive feedback on their progress in achieving the programme objectives. As it applied to social studies evaluation, Ogunsanya (1984) in Orakwe (2000) consented that it is concerned with one's attempt to find out the extend to which the teaching-learning objective of the subject has been accomplished by both the teachers' and learners'.

2.12.4 Language of Instruction

According to Advanced Learners' Dictionary revised edition (2007) language is human and non-instinctive method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols. Therefore, a well qualified social studies teacher who is fluent or eloquent in speaking will be able to carry his pupils' along in an orderly and smooth teaching-learning situation.

Hence, language .can transforms the way the learners' adopt to his environment. Through language, the learner is able to reason in a logical fashion, side complex problem and analyzes possible alternations in various situations. Therefore, a qualified social studies teacher in primary classes should use the language at his disposal to ensure that the pupils' understand better if better performance is anticipated from them.

2.13 Effect of Syllabus Coverage in Social Studies Achievement

It is a common phenomenon among the teachers not to cover the prescribed syllabus before the examinations considering the available period of lessons. Pupils are therefore, given the onerous task to read ahead, do assignments or engaged each other in group discussion if at all; they are serious or willing to do so. Whatever the reason(s) that may - Have been preferred, negative consequence awaits the pupils.

In a study conducted by Azuka (1989), on "The relationship between syllabus coverage and student's academic performance in Junior Secondary School social studies in Sokoto State, he attributed students' performance in social studies to teachers' failure over non-coverage of the prescribed syllabus before the examinations. A further study or investigation on this theme was recommended for other researchers to look into. To further understand the above point, Assuzu (1986) administered social studies achievement test with a sample of two -hundred (200) respondents of Junior Secondary III Students. The result shown was that most teachers hardly cover their syllabus and this made pupils to perform poorly at the end.

A study conducted by Ode (1988) indicates that syllabus coverage has tremendous negative consequences on pupils' performance, if not adequately covered. He used a sample of sixty (60) social studies teachers and a sample of two hundred (200) students for his study. He recommended students to work independently to complement the efforts of the teacher in syllabus coverage. Out of the sixty (60) teachers he sampled, 53.4% covered the prescribed syllabus in number and numeration, 59.0% in algebra, 40.2% in statistics and only 22.4% in geometry. The students had the best. Akele (1987) assessed teachers' competing based on some qualities exhibited during class instruction. These are

clarity of language, classroom, management, methods of teaching, class participation, and teacher pupils relations. He concluded that effective teachers consistently produce higher achievers. And effective teachers are always keen on the attainment of curriculum, objectives.

The attitude of a teacher towards the pupils, he or she teaches depends on the level of qualification and competence he or she possess. An unhealthy attitude developed by a pupil towards studying a particular subject is connected to the teachers' clumsy attitude towards the subject he/she teaches. Positive attitudes and dedication were also mentioned as qualities of a qualified and competent teacher, which can be initiated by the pupils/students. This was further supported by Aminu (1989) that pupils achievement in any subject is not only determined by the curriculum contents, facilities available or level of teachers' knowledge but also by the teachers' attitudes, dedication, effort, discipline and punctuality.

Furthermore, Asuzu (1986), Ali (1994) and Al-Mustapha (1999) pointed out that most teachers employed by state Governments of average 40% are not competent to teach in public schools. Where this is considered, it will help reduce the negative consequence this might arouse.

2.14 Effects of Teacher Qualification in Social Studies

In Nigeria, the low achievement of pupils in social studies has been an issue most educators are concerned about trying to improve upon. As an immediate situation to these, curriculum changes have been effected at one time or the other. The pupils' performance was still generally unimpressive despite the curriculum changes. This poor achievement of pupils was attributed to lack of competent teachers and many other variables. Teachers' play a

significant role in the curriculum planning and implementation processes hence, the high expectations from them.

Pupils' performance is therefore directly linked to teachers' competence and input. This is why Adetula (1989), Oguntebi (1985) and Lassa (1986) suggested an investigations into the effects of teachers' competency and their inputs on pupils/students' performance in schools/school subject. Is believed they (teachers) will be at alert to improve upon their competency and input.

Teachers' qualifications and competence were identified among the relevant factors that grossly affect pupils/students' performance. Ale (1985) in Dalhal (2005) points out that good syllabus and adequate facilities made available are valueless unless the teachers' qualifications and competence are channeled to meet the challenges of modern societies, and into only curriculum implementation. This attest to the fact that qualitative teachers play a significant role in the academic achievement of any child/learner. In support of this, Lassa (1984) stated that teacher - training programmes in Nigeria need to be improved so as to produce qualitative teachers. He observed that quality of training received by teachers strongly affect their effectiveness in impartation of knowledge to the pupils. He further stated that quality of training received by the teachers during training could be directly lint to the amount of quality of training they would eventually offer their students/pupils.

Test carried out in algebra and the one in geometry signifying that the better the coverage, of syllabus the better the performance of the pupils. As an intervention, Olu (1994), Waila (1995) and Bella (1998) suggested that failure of mathematics' teachers to cover the prescribed syllabus before the examinations can result in a negative effects on

students' performance. As an average 60% of teachers in public schools failed to cover the syllabus for reasons best known to them.

2.15 Review of Related Empirical Studies

A related study was conducted by Oladejo, Olosunde, Ojebisi and Isola (2011), titled instructional materials and student's achievement in physics: some policy implications. Three (3) research hypotheses were formulated in the study and analyzed using mean, standard deviation and t-test statistical analysis. Physics achievement Test (PAT) was the sole instrument used for data collection in the study with five (5) multiple choice options.

The research design adopted in the study was quasi experimental method. This involves the pre-test and post -test non randomized control group design. A sample size of 96 senior secondary school physics students were randomly selected in the study using a simple random sampling technique. The sample was divided into there (3) groups namely the improvised, standard and control. Each group was made up of ten (10) students for both the pre-test and post - test group design. The study findings among others include: a significant difference in the academic achievement of students taught using the three instructional materials (of standard, improvised and conventional instruction). It also revealed female students performed better than their male's counterparts. The study recommended that there is need for teachers to be resourceful in instructional materials selection and utilization. It supports the need for the development of positive attitudes by teachers towards the use of instructional materials for their students. Others included the need to reduce the cost of procuring instructional materials for easy accessibility and that government should embark on regular supply of these materials.

However, the main area of difference with the present study was on: the intention of this current study to adopt the use of two research instruments - performance test and teachers questionnaire. A study group of three hundred and seventy two (372) respondents were the sample size for this study. Descriptive survey and quasi experimental research design are being used in this study.

Data for this study are analyzed using t-test statistical procedure and three research questions and hypothesis each were formulated in the current study. This study covers all the primary (public) schools located in both Zaria and Sabon - Gari Local Government Areas of Kaduna State. A number of literature materials were reviewed in this study to provide a better understanding of the study under investigations.

Fakeje (2012) investigated teachers qualification and subject mastery as predictors of achievement in English Language in Ibarapapa Division of Oyo state. In this study, descriptive research design was adopted to answer the only four (4) research questions formulated for testing in the research work. Twenty (20) senior secondary schools were randomly selected for this study, out of fifty (50) SS II students were participants in the study. An indication that one thousand (1,000) students of the chosen classes were involved in the study carried out. Also, English Language teachers of SS II class formed part of the participants. Two instruments were employed for data collection in this study to include Achievement test and research designed questionnaire for students and teachers respectively. For the data analysis frequency count simple percentages were used, having been considered as the most suitable statistical procedure for such purpose. Similarly, multiple regression analysis was adopted in the statistical analysis. The findings of this study showed that teachers teaching qualification has a significant relative contribution to students academic

achievement in English Language. Also, teachers knowledge of subject mastery has significant relative .contribution to academic achievement of students in English Language. The study however recommends that Government should organize seminars, workshops to foster teachers' mastery of the subject. The need for teachers employed to possess the necessary teaching qualifications in the teaching of English Language was advocated for the present study is however in deference with the former study because of the subject matter, locality, class of students involved, data analysis procedure and the presence of research hypotheses. The present study covers social studies and observed to be conducted in Zaria and Sabon Gari Local Government Areas of Kaduna State. However, both studies selected same instruments and adopted descriptive statistics for the analysis of respondents' bio-data. Also, same set of respondents were selected for both studies - teachers and students.

Umar (2011) studied influence of instructional materials on the academic performance of students in Agricultural Science in Secondary Schools in Kwara State. The study examined the availability of instructional materials, its adequacy and relevance, characteristics, importance and factors that affects the use of instructional materials on students academic performance in Agricultural Science. The nature of the study was survey research with a sample size of two hundred and six (206) students selected at random alongside Thirty (30) Agricultural Science teachers. From a population of Eight Thousand One Hundred and Forty Two (8,142) students and Seventy - Three (73) teachers of Agricultural Science. Only Thirty (30) public and private secondary schools from the sampled location were used. The sole instruments used in this study were researcher made

questionnaire for students and teachers of Agricultural Science adequately scrutinized by the supervisors.

Four research questions and hypotheses were formulated and listed in the research work at 0.05 alpha level of significance. Using contingency chi-square (X^2) Statistical tool for acceptance or otherwise of the hypotheses while descriptive statistics was adopted on the research questions. The outcome of the study findings was that good and relevant textbooks remains the only instructional materials available to be used to influence students academic performance in agricultural science. Similarly, it recognize teachers qualification and experience as the major factors affecting the use of instructional materials which automatically influence students academic performance in senior secondary school Agricultural Science. The recommendations made included the need to encourage Agricultural Science teachers to improvise instructional materials for use in the effective teaching of Agricultural Science at the secondary schools. Also, it was recommended that dedicated and qualified agricultural science teachers be employed and funded as well to attend conferences, seminars and workshops on the utilization of instructional materials.

A close look at this research work suggested that availability, adequacy and relevance of instructional materials in Agricultural Science was the focus of study carried out. It excludes teachers' qualification which the present study hopes to ascertain if it has over-bearing influence on students' academic performance. The present study adopted survey and quasi-experimental research designs. While only survey design was employed in the former study. Same thing was applicable to research instrument and statistical procedure which differs from the present study being carried out.

A separate study was carried out by Unanma, Abugu, Dike and Umeobika (2013) on the relationship between teachers educational qualifications and students achievement in Chemistry: A case study of Owerri West Local Government Area of Imo State. An examination of relationship between teacher's academic qualifications and achievement of senior secondary school students was examined. A correlational research design was adopted in the study. Three research objectives were presented for this study involving a total population of Five Hundred and Forty - Five (545) SS I students from the Twelve (12) state owned secondary schools located in the study area. Out of the Twelve (12) schools, four (4) schools were randomly selected with Two Hundred and Fifty (250) SSI students and Eighty (80) chemistry teachers engaged in the study. The instrument used for data collection was checklist and record of teachers qualifications obtained from the schools. The study area was carefully selected for this study because of its strategic location and settlers.

Three research questions were formulated and tested in this study using descriptive and inferential statistical procedures. Simple percentages and mean which formed the descriptive statistics were used in the analysis of respondents personal data depicted by their type of certification/degree while students academic achievements w.ere graded as pass or fail. To establish the relationship that exists between the duo, Pearson product moment correlation co-efficient was used.

The findings of this study revealed that there is a positive relationship between teachers academic qualifications and students academic achievement. It was recommended that government and all stakeholders in the industry should endeavor to implement its policy on basic education for all and thus, create an enlightened society in which every chemistry

teacher would be educated enough to have a positive influence on their chemistry students for better achievement in the subject.

From the above study reviewed, it differs from the present study in the areas of research design used, number of research hypotheses stated, population size, subject matter, instrumentation and the study area. It is important to note that the former study focused its attention on a locality that is heterogeneous in nature. While it selected four (4) schools the present study selected two (2) each for experimental and controlled groups respectively.

Kosgei, Mise, Odera and Ayngi (2013) studied the influence of teachers' characteristics on students' academic achievement among secondary schools in Nandi South District, Kenya. Their study was causal - comparative research design. It sampled twenty (20) secondary schools in the district from Twenty - six (26) schools was selected per school as the respondents using simple random sampling procedure. A questionnaire was used as instrument for data collection and data collected also were analyzed using both descriptive and inferential statistics respectively. Two research hypotheses were formulated in this study and tested at 0.05 Alpha level of significance for acceptance or otherwise.

The findings of the study revealed that there was no significant relationship between teacher qualification and student academic achievement. The purpose of this study was to establish the relationship between teacher characteristics and students academic achievement. The study was guided by Education Production Function Theory (EPF) which connects students academic achievement to teacher characteristics.

The study by Kosgei and Co (2013) differs from the present research work being carried out in several ways. The research design being adopted by the present study is both survey and quasi - experimental involving the use of two (2) to three (3) research

instruments namely achievement test, questionnaire and observation. The former study employed the use of only one instrument to elicit response from the respondents. While two research hypotheses were formulated in the former study, the ongoing study prepared three null hypotheses that guides the study. Same statistical methods was employed as the former study in the analysis of respondents information.

Summary

This chapter has generally reviewed a number of relevant sources of knowledge and information derived from the works and 'studies of renowned educationists in Nigeria and beyond. In this chapter, a number of empirical studies and works which have a direct relevance on the present study have also been discussed. Teachers' all over have been acknowledged to be the key resources needed for shaping the lives of the learners academically and morally, and to translate the statement of social studies curriculum into a reality in achieving its goals. Their qualification determine their successes or otherwise especially with the method of teachings, effective use of instructional materials, adopting a more reliable evaluation method and the provision of guidance to the pupils. Social studies is not a simple subject as it has been noted for, but could become one with a more competent and qualified class teacher who can guarantee high academic performance of primary school pupils. Indeed, it is the exploration of these studies that created the basis for a closure of gaps in knowledge which this study is intended to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in carrying out the research study. It specifically focused on:

- Research Design,
- Population,
- Sample and Sampling Procedures,
- Instruments for Data Collection,
- Validity of the Instrument,
- Reliability of the Instrument,
- Pilot Study,
- Procedures for Data Collection,
- Scoring Methods and Statistical Analysis Procedure.

3.2 Research Design

The research design employed in this study are survey and quasi experimental research method. Survey research method was utilized in this research work allowing for questionnaire to be adopted as instrument of data collection. Similarly quasi experimental research method was used for the performance of the pupils since the study was conducted outside the laboratory setting. It therefore depends upon the natural setting the researcher finds herself (Sambo 2005). In the other hand, he explained that the design does not allow for maximum control of extraneous variables and it is of this reason, this design is adopted

for this study, because the research deals with human being (pupils) which can't be manipulated like machines.

3.3 Population of the study

The population of the study comprised teachers and pupils of public primary schools in Zaria and Sabon Gari Local Government Areas of Kaduna state. The two Local Government Areas are found in the northern part of Kaduna state mostly regarded as zone one (1) There are one hundred and sixteen (116) public primary schools in Zaria Local Government Area, with two thousand three hundred and thirty three (2333) teachers and eighty five thousand five hundred and eighty seven pupils (85, 587).

Fifty-seven (57) public primary schools exist in Sabon Gari L.G.A with one thousand seven hundred and sixty teachers (1760) and forty-four thousand six hundred and forty seven pupils (44, 677).

(Sources Kaduna state Universal Basic Education Board KAUBED (2011). However, the total respondents of the study were one hundred thirty-four thousand, three hundred and twenty-seven

(134, 327).

Table 3.1: Population of Teachers and pupils in Zaria and Sabon Gari LGAs

S/N	LGAs	No of teachers			No of pupils		
		Male	Female	Total	Male	Female	Total
1.	Zaria	1494	839	2333	59191	26396	85587
2.	S/Gari	1128	632	1760	30406	14241	44647
3.	Total	2622	1471	4093	89597	40637	130,234

Source: Kaduna State Universal Basic Education Board (2011)

3.4 Sample and sampling technique

A sample size of three hundred and seventy two (372) respondents drawn at random, were selected for the study out of a total population of one hundred and thirty four thousand, three hundred and twenty-seven. (134, 327) out of the proposal sample figures twelve social studies teachers and three hundred and sixty pupils of primary five (5) classes constituted the respondents.

The choice of the selected appropriate sample size was precipitated upon the recommendation of Kereje and Morgan table that for a population of over one hundred thousand, a sample size of three hundred and seventy two is most ideal. Two (2) schools per each local Government Area were selected; one school was used as experimental group and the other as controlled group. The schools were randomly selected. Baba Ahmed LEA school Tudun Wada Zaria and Waziri Lawal LEA Zaria/ form Zaria L.G.A, while Bomo Model .LEA school and Dogon - Bauchi Model LEA school are from Sabon Gari.

Table 3.2: Sample of Schools and Pupils

Names of school	Sample of teachers			Sample of pupils		
	Male pupils	**Female pupils**	**Total**	**Male pupils**	**Female pupils**	**Total**
Baba Ahmed LEA	01	03	4	82	44	126
Waziri Lawal LEA	02	01	07	66	52	244
Bomo Model LEA	01	02	3	24	50	74
Dogon Bauchi LEA	01	01	2	21	33	128
Total	**05**	**07**	**12**	**193**	**179**	**372**

A sample size of three hundred and seventy two (372) respondent were selected at random for this study out of a total population, of one hundred and thirty four thousand, three hundred and twenty seven (134, 327). These twelve (12) teachers and three hundred and sixty (360) school pupils chosen based on the recommendation of Kereje and Morgan Table (2000). It was selected at random among primary five (5) pupils from the four primary schools in the two localities of the study areas i.e. Zaria and Sabon LGA of Kaduna state.

The study involved a simple random sampling technique which according to Bello and Ajayi (2010) is a sampling technique which allows for equal and independent chance of respondent of being selected. The method by which pieces of paper were picked from a basket for the selected number of respondent was adopted.

3.5 Instrumentation

This study adopts the use of two research instruments specifically for the purpose of data collection. These are performance test and structured questionnaire. The performance test was titled social studies performance test "SOSPT". It contained set of written questions formulated alongside the syllabus and used in the evaluation of pupils' knowledge and level of reasoning. The test items were administered on the pupils under examination control. It contains a total number of twenty (20) questions items covering different topics such as family, religion, marriage, communication, among others. The SOSPT was administered on both groups. Only one group in each of the local government areas was taught with instructional materials while the other without for a period of eight weeks.

The questionnaire form of data collection instrument unlike performance test have set of questions designed by the researcher to get response of the respondents on certain issues. The respondents ticked on appropriate column indicating their interest or otherwise to the questions raised. It is titled questionnaire on social studies education "QSOSE". They are scored alongside Likert modified four point rating scales of

- Strongly agreed = (SA)
- Agreed = (A)
- Strongly Disagreed = (SA)
- Disagreed = (D)

Twenty questions analytically structural into two parts of sections A and B section A elict personal information such as educational qualification(s), years of working experience, age, gender, attendance of workshops and so on, while section B provided answer to items

such as teacher's qualification use of instructional materials and academic performances of pupils.

Pilot study

A pilot study was conducted in Jama'a Model primary school Sabon - Gari. The performance test was administered on twenty-two (22) pupils while a designed questionnaire was given to teachers to respond to, within duration of three (3) weeks. The selected school was outside the sample schools because the researcher wanted to use different pupils of the same characteristic that would not participate in the actual research study, so that they will not be conversant with the research instrument before time.

The purpose of the pilot study was to determine the reliability of the instrument, its difficulty level, clarity and whether it has power to discriminate over result. The instruments were personally administered by the researcher with the aid of a research assistant and scores collected from the field were analyzed and interpreted. This gave room for the finds draft of the research instrument which were taken for field work.

3.5.1 Validated of the Instrument

(A) The instruments used in this study was validated by experts in the field of, social studies education, Ahmadu Bello University Zaria for face and content validity.

The primary reason for face and content validity was to ensure that the instrument designed for the study would achieve its stated objectives in line with the formulated hypothesis, in support of the view Omoniwa (2009) quoted Kerlinger (1973) who argued that validations of instrument by experts remains an effective method of content validity of any chosen research instruments. The exercise by the experts, saw to the corrections and

modifications of the instruments before the final draft of each instrument. The comment of experts was commending and quite satisfactary to the anticipating results.

3.5.2 Reliability of the Instrument

For the reliability of the used research instruments, the researcher adopted a split half method of Gottmans. By this method it involves the division of each instrument to be engaged in a pilot study. The result of the reliability coefficient was 0.83 and 0.57 for the research questionnaire and performance test respectively. This shows that the instrument are very reliable going by the suggestion of Krejre and Morgan (2000) that instrument is said to be reliable if the co-efficient are found between 0 and 1. In support of this he believed that the closer the reliability co-efficient is, (0+) the better it is.

3.6 Procedure for Data Collection

For data collection for this study the researcher obtained a letter of introduction from the department of Arts and Social Science Education Ahmadu Bello University, Zaria addressed Educational Secretaries of both Zaria and Sabon Gari Local Government Education Authorities. This was used to seek for their permission and approval to enable the researcher gained access to the schools involved in conducting the research work. This exercise gave the researcher the opportunity to teach the pupils of the two schools designated as experimental group, in both Local Government Areas, as well as administering test. It was carried out for twelve (12) weeks during the 3rd term (2011/2012) academic session. The use of research assistant was employed in the collection of data for this study. They were trained by the researcher on the research questions were analyzed with the help of descriptive

statistics and sample t-test modification of administration and collection of the research instrument from the respondents. The researcher gave out twenty copies of questionnaire to respondents instead of 12 copies which it was the appropriate number to be used. This was to avoid the shortage of the correct number when returning.

3.7 Statistical Analysis Procedure

The returned QSOSE and SOSPI, performance test were analysed using descriptive and inferential statistics. The bio-data sections of the questionnaire were analysed using simple percentages and frequencies which are called descriptive statistics. The items analyzed includes educational qualification, year of experience, age, sexes and level of educational attainment among others, while inferential statistics involving descriptive and independence t-test statistical method was employed in analyzing the null-hypotheses formulated in the research work. Hypothesis 1, 2 and 3 were analyzed with independent t-test statistical procedure. This was because it is a more suitable method to determine the significant difference or otherwise of two variables.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter reports the results for this study. It contain the presentation and analysis of results found in the study. These include the teachers questionnaire on the impact of teachers' qualification on pupils performance on social studies. The 3 null hypotheses raised for the research were also tested for significant difference or relationship where applicable.

4.2 Presentation and Analysis

This section presents the results of the respondents' views on the analysis of bio-data. The result of the analysis were tabulated and percentages in respect of each variable as well as discussion were made. The second part presents opinion of teachers' answer to research question. The third part deals with testing of research hypotheses. The last section summarized the major findings from the study.

Table 4.l: Distribution of Respondent by Gender

Variables	**Frequency**	**Percentage**	**Cumulative Percentage**
Male	6	50	50
Female	6	50	100.0
Total	**12**	**100.0**	

The above table 4.2a.l shows that out of 12 respondents, 6 of them representing 50% were male and the other 6 representing 50% also were female.

Table 4.2: Response of Teachers' on Initial Educational Qualification before starting the Job

Variables	Frequency	Percentage	Cumulative Percentage
Grade II	2	16.7	16.7
NCE	6	50.0	66.7
B.Ed/B.AEd/B.Sc	1	16.7	83.3
Others	2	16.7	100
Total	**12**	**100**	

The result shows in table 4.2 that out of 12 respondents, grade II teachers were 2 (16.7%) 6 respondents had N.C.E i.e. 50%, 2 respondents had first degree i.e. 16.7% and 2 respondents i.e. 16.7% were fur other qualification. According to the data obtained, it shows that N.C.E were more than others.

Table 4.3: Current Educational Qualification of Respondents

Variables	Frequency	Percentage	Cumulative Percentage
NCE	8	66.6	66.7
B.Ed/B.A (Ed) B.Sc (ed)	2	16.7	83.3
M.Ed/M.A(ed) M.Sc(ed)	2	16.7	100.00
Total	**12**	**100**	

In table 4.3, 66.69 of the teachers has N.C.E which is 8 respondent, 2 respondents with 167% first degree and 2 respondents with 16.2% were with second degree.

Table 4.4: Response of teachers according to Schools involved

Variables	Frequency	Percentage	Cumulative Percentage
Waziri Lawal LE.A	4	33.3	33.3
Baba Ahmed L.E.A	3	25	58.3
Bomo L.E.A	2	16.7	75.0
D/Bauchi L.E.A	3	25	100.0
Total	**12**	**100**	

The examination of table 4.4 shows that 4 respondents 33.3% were from Waziri Lawal L.E.A Zaria L.G.A, 3(25.%) were from Baba Ahmed L.E.A Zaria L.G.A, 2 respondent (16.79) were from Bomo L.E.A Sabon Gari L.E.A, and 3 respondents (25%) were from Dogon Bauchi L.E.A Sabon Gari L.G.A.

Table 4.5: Teaching Experience

Variables	Frequency	Percentage	Cumulative Percentage
1 - 4yrs	2	16.7	167%
5-9 yrs	4	33.3	50.0
10 - 14yrs	2	16.7	66.7
21yrs and above	4	33.3	100.0
Total	**12**	**100**	

The table 4.5 above indicates the years of services of the respondents, 1- 4 years having the frequencies of 2 representing 16.7%, 5 9years with 4 representing 33.3%, 10 14 with 2 representing 16.7% and lastly 21 years and above with 4 representing 33.3%. This table affirms that most of the respondents were within 5-9 years, and 21 and above in the teaching profession.

Table 4.6: Response of the Teacher on how long it took them to proceed on further training after getting work

Variables	Frequency	Percentage	Cumulative Percentage
2 - 4yrs	6	50	50.0
5-8 yrs	4	33.3	83.3
13yrs and above	2	16.7	100.0
Total	**12**	**100**	

Looking at the above table 4.6 it shows that 6 respondents with 50% stayed for 2- 4 years before going for further training after getting work, 4 respondents, representing 33.3%, stayed for 5 - 8 years, and lastly 2 respondents representing 16.7% stayed for 13 years and above before proceeding for training.

Table 4.7: Reasons for staying long time before going for further training

Variables	Frequency	Percentage	Cumulative Percentage
Financial reasons	6	50	50.0
Personal reasons	4	33.3	83.0
Others	2	16.7	100.0
Total	**12**	**100**	

Table 4.7 above shows that 6 respondents with 50% had financial problem, 4 with 33.3% had personal reasons and lastly 2 respondents with 16.6% did not specify their reasons for the long period of staying before going for training.

Table 4.8: Attendance of Workshop

Variables	Frequency	Percentage	Cumulative Percentage
Yes	12	100	100.0
No	0	0	100.0
Total	**12**	**100**	

The table 4.8 above shows that the 12 respondents (100%) have attended workshops and have experiences.

Table 4.9: Interest in workshops attended

Variables	Frequency	Percentage	Cumulative Percentage
I and II above (monetary benefit n peer influence)	4	33,3	33.3
Occupational growth	8	67.7	100.0
Total	**12**	**100**	

The result shown in table 4.9 above says that 4 respondents representing 33.3% said it was as a result of money gained and group influence that gave them the interest for attending the workshop. While 8 representing 67.7% said they attended for occupational growth.

Table 4.l0: Organizer/promoter of Workshops/Seminars

Variables	Frequency	Percentage	Cumulative Percentage
SUBEB	8	66.6	66.6
NTI	2	16.7	83.3
Private Consultancy	2	16.7	100
Total	**12**	**100**	

Table 4.l0 above indicated that 8 respondents out 12 of representing 66.6% attended workshops organized by SUBEB, 2 respondents' 16.7 attended workshops organized by NTI while 2 respondents representing 16.7% went for private consultancy organized workshop.

Table 4.11: Using of Instructional Material when teaching Social Studies

Variables	Frequency	Percentage	Cumulative Percentage
Yes	10	83.3	83.3
No	2	16.7	100.0
Total	**12**	**100**	

Table 4.ll above shows that 10 respondents representing 83.3 have been using instructional materials in the course of teaching social studies in the primary schools while 2 respondents representing 16.7 have not been making use of instructional material when teaching the subject.

Table 4.12: When do you find teaching and learning of Social Studies more interesting?

Variables	Frequency	Percentage	Cumulative Percentage
No response	2	16.7	16.7
When teaching with instructional material	10	83.3	100.0
Total	**12**	**100**	

Looking at the table 4.l2 above it indicates that 2 respondents representing 16.7% did not respond to the question, while 10 respondents representing 83.3% said that they enjoyed teaching when using instructional material in the classroom.

Answering Research Questions

1. **What is the impact of teachers' qualification on pupils' academic performance in Zaria and Sabon Gari Local Government Area?**

Table 4.l3: Opinion of Teachers on the Impact of Teachers Qualification Pupils Academic Performance in Social Studies.

S/N	Items	Response Category						
		SA	A	SD	D	Means	S.D	S.E
1.	Lack of qualified social studies teachers affect the appropriate usage of instructional materials in teaching of social studies in primary schools.	6	2	2	2	2.6667	.37605	1.30268
2.	Unqualified social studies teachers do not find it important to use instructional materials while teaching.	4	4	2	2	2.0000	.34816	1.30268
3.	Qualified teacher easily put to use learning equipment after undergoing training their unqualified teachers.	4	4	2	2	2.3333	.42177	1.43548
4.	Qualified teachers in their subjects areas make effective of instructional materials to enhance pupils under.	8	2	-	4	2.8333	.32177	1.11461

According to 4.l table the greatest impact of teachers qualification on pupils academic performance in social studies is that qualified teachers in their subjects areas make effective use of instructional materials to enhance pupils understanding. This view attracted the highest mean response of 2.8333 as details shows that 8 strongly agree, 2 merely agree while 2 strongly disagree with this item. It therefore means that a qualified teacher who masters his subject can enhance pupils academic performance through his effective use of instructional materials while teaching.

Question 2: To what extent is teachers' usage of instructional materials enhance academic performance of pupils in social studies?

Table 4.14: Opinion of Teachers on Extent to which teachers usage of instructional material

S/N	Items	Response Category						
		SA	A	D	SD	Means	S.D	S.E
1.	In school social studies instructional materials are not sufficiently available m adequate measures.	4	4	-	4	2.8333	.40514	1.40346
2.	Social Studies does not require any ready-made instructional materials, but can easily be described.	4	2	-	6	3.1667	.36584	1.26730
3.	Most pupils performed below expectation even after the teacher must have employed instructional aids to enrich lessons.	2	-	-	8	3.3333	.33333	1.15470
4.	The usage of instructional materials while teaching social studies raises both teachers towards the lesson.	8	01	01	01	3.6667	.22473	1.77850

According to response rate in table 4.2 on the extent teachers' usage of instruction enhanced academic performance of pupils in social studies, the usage of instructional materials does not only enhance pupils academic performance but it also raises the interests of both teachers and learning situation. This item attracted the highest mean response of 3.6667 and the details showed that 8 Strongly Agree, while 01 agree, 01 disagree and 01 also strongly disagree.

Table 4.15: Opinion of Teacher Respondent on the Level of Male and Female Pupils Academic Performance in Social Studies.

S/N	Items	Response Category						
		SA	A	D	SD	Means	S.D	S.E
1.	Male pupils perform better than female upils in schools where instructional materials were used in the teaching and learning of social studies.	6	2	2	2	3.1667	.32177	.11464
2.	Male pupils are more active in the improvisation of instructional material than their female counterpart in social studies.	4	-	4	4	2.3333	.41439	.43548
3.	Female pupils performance academically better in social studies anytime the subject is been taught without the usage of instructional materials.	-	2	2	6	2.8333	.32177	1.11464
4.	Female pupils do not put much attention toward, the provision nor in the usage of instructional materials in the teaching learning of social studies.	4	2	2	4	1.8333	.36584	1.26730

According to the teachers respondent opinion on the items above, male pupils perform academically better in schools where instructional materials have been used in the teaching and learning of social studies than their female counterparts. This opinion attracted the highest mean response of 3.1667 with detail showing that 6 strongly agree with this view, 2 agree, 2 disagree while the other 2 strongly disagree.

4.3 Hypotheses Testing and Analysis

This section presents the result of the analysis of hypotheses, one after the other Altogether, three null hypotheses formulated for the study were tested using different statistical tools in order to ascertain the level of difference at 0.5 alpha.

$H0_1$ There is no significant difference between the academic performance of pupils who were taught by qualified Social Studies Teachers and those who were taught by unqualified Social Studies teachers.

Table 4.16: Independent T-test for $H0_1$

Sources	N	X	SD	S.E	df	T. Cal	T. Crit.	P	Decision
Qualified Teacher	173	17.	3.	.23	359	29.6	1.96	0.00	Rejected
Unqualified	188	8.	2.	.18					

The result of independent t-test statistics revealed that significant impact exist between the academic performance of pupils who were taught by qualified social studies teachers and those taught by unqualified social studies teachers. The p-calculated of 0.00 is less than 0.05 alpha level of significant, while calculated t-value of 29.6 is greater than 1.69 t-critical value at df of 359. Hence the null hypotheses which states that there is no significant difference between the academic performance of pupils who were taught by qualified and unqualified social studies teachers is hereby rejected.

$H0_2$ There is no significant difference between the academic performance of pupils who were taught by qualified Social Studies teachers and those who were taught by unqualified Social Studies teacher, in Sabon Gari and Zaria Local Government Area.

Table 4.17: Independent t-test for $H0_2$

Sources	N	X	SD	df	T. Cal	T. Crit.	P	Decision
With instructional materials.	182	16.9	5.09	359	32.9	1.96	0.00	Rejected
Without instructional materials.	179	8.07	1.88					

The result of the independent t-test above revealed that significant difference exist between the academic performance of pupil who were taught social studies in the selected schools under the usage of instructional materials. The calculated p-value of 0.00 is less than 0.05 alpha level of significance while calculated t-value of 32.9 is greater than the 1.96 t-critical values at df 359. Hence, the null hypotheses which states that there is no significant difference between the academic performance of pupils who were taught social studies under the usage of instructional materials and those who were taught without instructional materials is hereby rejected.

$H0_3$ There is no significant difference between the academic performance of male and female pupils who where taught Social Studies under the usage of instructional materials, in Zaria and Sabon Gari Local Government Areas

Table 4.18: Independent t-test for Statistics for H03

Sources	N	X	SD	df	T. Cal	T. Crit.	P	Decision
Male Pupils	170	12.9	5.1	359	8.54	1.96	0.00	Rejected
Female Pupils	188	12	5.0					

The result of the statistics above showed that significant different exists between the academic performance of male and female pupils who were taught social studies under the usage of instructional materials in some selected primary schools. The calculated p-value of 0.00 is less than 0.05 alpha level of significance while calculated t-value of 8.54 is greater than the 1.96 t-critical values at df of 359. Hence the null-hypothesis which states that there is no significant difference between the academic performance of male and female pupils in social studies in Zaria and Sabon Gari Local Government Areas is hereby rejected.

4.4 Summary of Major Findings

The followings are the major findings of the study:

- It was established that there exist significant difference between academic performance of pupils who were taught by qualified social studies teachers, and those who were taught by unqualified teachers.
- It was reported from the findings that majority of the participant strongly agreed and also agreed that teachers qualification and effective use of instructional materials in the teaching of social studies help to improve academic performance of pupils in primary schools.
- It was gathered from the findings that the validity of any educational system depends upon the quality, and availability of competent teachers who put them in use.
- The study revealed that male pupils had better academic performance in social studies than their female counterpart possibly because they developed greater interest in the materials with which they were taught.

4.5 Discussion of Results

The testing and analysis of results presented above are carefully discussed below. The aim is to ascertain if the research questions formulated in this study had been answered or not.

Research Question One

It was reported as the outcome of the analysis that qualification of teachers made positive impact on pupils academic performances in social studies. The respondents were in support of the view that teachers who are well qualified academically, carefully put to use instructional materials in the teaching of social studies at primary schools. The unqualified-teachers i.e. those teachers with little no teaching qualification, i.e. people without good background of better methodology, techniques, contents of Social Studies may not care weather instructional materials are used or not possibly because they were not adequately exposed to them.

Research Question Two

It was found from the respondents that instructional materials are already available in schools, provided by the government, (N.G.Os)' none governmental organization as well as school children. However, most teachers especially the unqualified ones who may not know the importance of instructional materials towards pupils' performance, find it as time wasting to use them while teaching. It was also strongly disagreed to by most respondents that social studies is a type of subject that could be merely described any how without the aid of instructional material. The view that most pupils would perform below expectation even if the teacher employed the aid of instructional material was strongly disagreed by many. Most

respondents strongly agreed that the use of instructional materials by a qualified and competent teacher increases morale and that of the pupils towards the lesson.

The information obtained from table 4.2b.3 shows that differences exist between the academic performance of male and female performance in social studies in the study areas. It was unanimously agreed upon that male pupils performed better than the female pupils in school where instructional materials were used.

One reason may be that most male pupils are very active in the area of improvisation of materials. For instance, they are better in the area of drawing, painting, moulding etc. of different materials for the class use. Most respondents strongly disagreed that pupils' performance is better in the absence of instructional material usage during lesson. It was strongly agreed that the reason why female pupils do not perform well academically was for the fact that most of them are not interested in making of instructional materials.

Discussion on Research Hypotheses

Hypothesis One

The result of this study revealed that significant difference exists from the respondents on the academic performance of those pupils who were taught by unqualified teachers even when they were compared with their counterparts who were taught social studies by qualified social studies teachers in a test. It was worthy of note that qualification of teachers is a strong factor in pupils' academic performance. No wonder the National Policy on Education (2004) states that no educational system can rise above the quality of its teacher. Adeniji (2008) opined that to employ adequate number of teachers cannot solve educational problems rather than haying well qualified in the classroom.

Hypothesis Two

Report from the analysis here showed that significant difference exists between the academic performance of pupil who were taught social studies with the use of instructional materials from those who were taught without

Instructional materials according to Gagne's (1965) in his theory of condition of learning is a motivator, analyzer as well as it involves both the learners and the teacher. It keeps every one up doing in the classroom-arid it makes learning easy to assimilate.

While in the old method of teaching, the teachers does only talk and chalk without any form of material for explanation. Based on the above reasons instructional materials still remain very important tool in the teaching and learning of social studies.

Hypothesis Three

It was established in the tested hypothesis that there is significant difference between the academic performance of male and female pupils in the study areas. The summary was that the male pupils pay more attention toward the provision of instructional materials as well as classroom works, unlike their female counterparts who do not bother much concerning their academic performance in the class.

Summary

In this chapter, reports of data analysis on the research questions, respondents bio-data and null-hypotheses were presented. There are three (3) research questions and three null-hypotheses each formulated in this study and analyzed using descriptive and inferential statistics. The descriptive statistics employed were frequency counts and simple percentages which were used to analyze the bio-data information such as gender, teaching qualification

age, years of teaching experience, use of instructional materials, workshops attended among others.

The second patterns of data were analyzed using higher levels of statistical procedure such as independent t-test. All the analysis that was carried out in this study centered around the impact of teachers' qualification and instructional material on academic performance in primary schools social studies in Zaria and Sabon Gari Local Government Areas.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of the research work, conclusion, recommendation and suggestion for further studies. It also provides a general appraisal of what has been undertaken in the present research work from the other previous chapters.

5.2 Summary of Findings

This research work titled "impact of teachers' qualification and instructional material in primary schools social studies in Zaria and Sabon Gari Local Government Area" was presented in five chapters. The central focus of this study was to appraise how academic' performance of pupils was enhanced by teachers' qualification and the use of instructional material.

One research instrument was tagged Questionnaire for Social Studies Education while the other was Performance Test meant for primary five pupils. The data analysis was carried out using descriptive statistics such as frequency courts and simple percentage for the bio-data section of social studies education questionnaire. Inferential statistics like independent T-test procedure were used for the three (3) null-hypotheses while mean was for the three (3) research question.

The findings reported in this study show that there exist significant difference between the academic performance of pupil who were taught social studies by qualified social studies teachers and performance of pupils who were taught social studies subject

by unqualified social studies teachers. Pupils' academic performance were also influenced by the quality of instructional materials used by competent social studies teachers.

A number of literature work were reviewed in this research work, which sought to identify, understand and define the key items ranging from concept of education, teacher education and qualification, significance of social studies education, instructional materials among others.

5.3 Conclusions

Based on the findings of this study it was deducted that teachers qualification and effective use of instructional materials in the teaching and learning of primary school social studies can help to improve academic performance of pupils. The contribution of quality and competent teachers who employed instructional materials in their teaching to help every individual learner cannot fee under estimated. In this case, our talk of functional education in our society is all about qualified teachers and proper utilization of appropriate resources. Teachers should pay good attention to both male and female pupils in the classes and see that everyone is fully utilized in the learning process. It is worthy of note that good and competent teacher with good teaching facilities produce good learners.

5.4 Recommendations

The following are the recommendation put forward as a result of the outcome of this study.

1. Teachers' qualification and teacher effectiveness should be given priority in selecting teachers to teach in all levels of education.
2. The governments, non-governmental organization, teachers, schools pupils as well as parents should be involved in the production of instructional materials in our schools.
3. Training and retraining of teachers on how to use modern facilities should be the concern of educational bodies.
4. Educational bodies should make emphasis to teachers on the need to use instructional material in the teaching learning of social studies.
5. Both female and male pupils should be carefully mentioned in the teaching learning situation.

5.5 Suggestion for Further Studies

The following suggestions are put forward as a proposal for further research work:

1. The use of modern instructional materials or technology in the teaching and learning of social studies should been seen as an important issue by our educational bodies.

2. Every one that wants to become a teacher should endeavor to be well qualified or specialized in a particular area of study, where such person can handle carefully, in order to avoid the case of jack of all trade master of none.
3. It has been realized that government alone cannot make available large number of teaching aids needed in all the schools, therefore improvised materials for the purpose of teaching learning of social studies should be the concern of all.

5.6 Contribution to Knowledge

The study has come up with the following contributions:

1. Empirically based information is provided that even as 2014 employment of unqualified teachers is a dis-service to our educational system.
2. It may seem less important, but it was discovered in the course of the study that most unqualified teachers had little or nothing to do with instructional materials, hence they care not much about the poor performance of the pupils in their classes.

5.7 Limitation of the Study

The following limitations were recorded in the course of undergoing this study:

1. Financial burden hampered the proper conduct of this study, and it grossly affected the work.
2. Some logistic problems also created difficulty for the researcher to have free flow of movement in search of literature material, distribution and collection of both questionnaire and information and so on.

3. Another obstacle the researcher encountered in the course of undergoing this study was time factor, which limited the scope of operation.

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