THE IMPACT OF RESOURCES' UTILIZATION ON THE PERFORMANCE OF STUDENTS IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN KATSINA STATE

BY

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DECLARATION

I declare that this thesis is my own work. To the best of my knowledge the topic has not been presented in any application for higher degree at Ahmadu Bello University or elsewhere.

Sani Rabi'u 02/10/09

CERTIFICATION

This thesis, "The Impact of Resources' Utilization on the Achievements of Students in Social Studies in junior secondary schools in Katsina State" submitted by Sani Rabi'u meets the regulations governing the award of the degree of master of education of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge.

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DEDICATION

This thesis is dedicated to my family members, Amina, my wife, Rukayya, A'isha, Hafsat and Mustapha my children who as sources of my happiness gave me the psychological stability I needed in carrying out my studies.

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ABSTRACT

The study was an attempt to examine utilization of resources and its. impact on the performance of JSS students in social studies in Katsina state. It sought to establish how effective the teacher was in the task of teaching delivery as a result of utilization of resources. The impact of the utilization of these resources had on the performance of JSS students in

- social studies was established. From the findings of the study the teacher of social studies was incapacitated by a number of factors. These included shortage of resources for capacity building which led to utilization of few resources. This was comfounded by the teachers failure' to improvise. As a result the social studies teacher dominated the teaching and learning process. This could be partly responsible for the limited impact utilization of resources had on the performance students in social studies in Katsina state.

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DEFINITION OF TERMS

1. **Resources:** These are all the people, places and materials a teacher uses to aid and enrich the learning activities in the school.
2. **Utilization**: To find a useful purpose for something. This means to make a good use of something so that it serves useful purpose.
3. **Social Studies:** Is a field of study which aims at inculcating into the child the sprit of his environment so as to become a useful member of his society by fulfilling his own obligation as a citizen.

ABBREVIATIONS

J.S.S	Junior Secondary School
J.S.C.E	Junior Secondary School Certificate Examination
I.Q	Intelligence Quotient
M.M	Millimeter
N.B.C	Nigerian broadcasting Corporation
N.C.E.T	National Council for Education Technology
N.T.I	National teachers Institute
P.T.A	Parents teachers Association
T.V	Television
U.B.E	Universal Basic Education

CHAPTER ONE

1.0 Introduction

1.1 Background of the Study

Social Studies has been introduced in schools curriculum with the objective of producing reflective and conscious citizens in Nigerias quest for relevance in education. The emphasis being placed in teaching the subject is that it should be inquiry methods using a variety of strategies and resources.

However from the available literature it appears that the social studies teachers are using wrong methods of teaching the subject which makes it difficult for the subject to have the desired impact.

According to Shiundu and Mohammed (www.ncsv.edu) teachers of social studies are ignoring resources by concentrating on lecture method, note taking and other expository methods of teaching. This means an enormous gap has continued to exist between intended changes and actual classroom practices in social studies education. This is because when the subject was introduced it was meant to be a break from teacher to child centred pedagogy, from expository to inquiry teaching. However researches show that there is little or no change in the classroom. Social studies teaching is still in its traditional form. The inquiry strategies of role playing,

dramatization, modelling, simulation and field trips etc which would necessitate the utilization of resources are relegated to the background.

A number of reasons may be responsible for the teachers concentration on traditional methods of teaching and ignoring important resources, very central to realizing the objective of social studies education. In his study Adeyemo (1993) lamented to the non-availability of instructional media in teaching literary classes in Kwara State. In his findings Fakomogbor (1980) found out that in post primary schools in Bida 70% of his respondents did not have aids to utilize. In a study in Kaduna state Yakubu (1988) established the inadequacy of instructional materials for teachers to utilize. Writing in the same vein Hercel (1959) expressed concern on the under utilization of resources by teachers.

From the above findings there is an inspiration to try and establish the nature and extent of resources' utilization and their impact on the performance of JSS students in social studies with particular reference to secondary schools in Katsina state.

1.2 Statement of the Problem

To achieve the goals of Social Studies education, which is to have good citizens with the right attitude and skills for living, the

social studies teachers must make optimum utilization of resources in the teaching of social studies. However from the available literature it appears that resources for the teaching of social studies are not adequately utilized. The failure of teachers to utilize resources optimally could be as a result of the attitude of teachers, large student population, overstretched classroom facilities or even the incompetence of the teachers. Some of the factors which may have contributed to the under utilization of resources are thus:

1. It could be possible, as in the opinion of Shiundu and Mohammad (www.ncsv.educ) that the teachers are not well trained to teach the subject. It appears, in their findings, that majority of teachers were those who specialized in other subjects like history, geography and political science etc, with little or no idea of what integrated social studies is all about.
2. As a result of the above the teachers employ inappropriate strategy which precludes the use of relevant resources.
3. The apparent lack of relevant resources, as alluded to by Adeyemo (1993), Fakomogbor (1980), Yakubu (1988), Ike (1980), may be an obstacle to adequate utilization of resources.

The study was therefore an attempt to find out whether teachers of social studies in junior secondary schools of Katsina state are optimally utilizing resources by applying appropriate strategy in their teaching. In addition the study was aimed at establishing the impact utilization of resources had on the performances of students in social studies in Katsina state.

1.3 Research Questions

To find solutions to the problems highlighted in the study the following research questions were raised:-

1. Is there any significant relationship between performance of JSS students in Social Studies and utilization of? (i) Chalk, (ii) Chalk board (iii) Projector (iv) Resource person (v) Resource visits (vi) Student resources (vii) Television (viii) Internet (ix) Radio (x) Print materials (xi) Charts (xii) Maps (xiii) Bulletin boards (xiv) Relics?
2. Is there any significant differences in the average performances of students in social studies over three years?
3. Is there any significant differences in the performance of students in social studies among the educational zones of Katsina state?

4. Is there any significant differences in the performance of schools in terms of the strategy used during classroom teaching?

1.4 Hypothesis

1. There is no significant relationship between performance of JSS students in social studies and utilization of: (i) Chalk, (ii) Chalk board (iii) Projector (iv) Resource person (v) Resource visits (vi) Student resource (vii) Television (viii) Internet (ix) Radio (x) Print materials (xi) Charts (xii) Maps (xiii) Bulletin board (xiv) Relics.
2. There is no significant difference in the average performance of students in social studies over three years.
3. There is no significant difference in the performance of students among the educational zones of Katsina state.
4. There is no significant difference among the schools in terms of the strategy in teaching social studies.

1.5 Objective of the Study

1. The objective was to determine the extent social studies teachers in post primary schools in Katsina state appreciate the central role played in the application of appropriate strategies in teaching the subject.

2. To determine the availability of materials resources which are prerequisite in the application of appropriate strategies of teaching social studies.
3. To determine the extent the teachers employ adequate material resources to improve the teaching and learning process.
4. The study was also aimed at determining the impact utilization of adequate material resources has on the performance of JSS students in social studies.

1.6 Significance of the Study

The significance of the study was to sensitize teachers in post-primary schools of Katsina state on the need to diversify their teaching strategies if they hope to make optimum utilization of resources in the teaching of social studies.

Resources in general contribute in capacity building of the teacher who as a result make the right choice in his teaching strategy which enables him to fully utilize appropriate resources. A study of the utilization of resources would necessitate an understanding of how the social studies teacher went about his teaching. This is particularly important to the social studies teachers who are being constantly urged to diversify their teaching strategy

to be effective. It is by diversifying the teaching strategy that the teacher can ensure optimum utilization of relevant resources. The teacher who is called upon to be the guide on the side (McKenzie: 1998) cannot succeed unless he is able to utilize appropriate resources. The means of making optimum utilization of resources is to employ teaching strategy such as activity, problem solving, simulation, games, debates, field trips and utilization of resource persons etc. If this is done it will mean relevant resources will be utilized at appropriate times for teaching efficiency and maximum achievement.

It was therefore hoped that the study will bring awareness to teachers that diversification of teaching strategy is the gateway to proper utilization of resources. It was also hoped that the study would come up with enough facts to make informed suggestions and recommendations on optimum utilization of material resources.

It is by appreciating the positive contribution resources can make to the Nigerian education, especially in this era of information technology, that the country can make a step forward in its match towards modern teaching strategy.

1.7 Scope and Delimitation

The study was delimited to study the available resources utilized by teachers in teaching social studies in junior secondary schools of Katsina state. The performance of JSS students in Katsina state arising from the utilization was studied. The resources were all the people, places and materials the teacher used to enhance teaching efficiency. In human capacity building for competent teaching and effective learning and to ensure that the resources were utilized to the optimum the teachers of social studies used various strategies. This was why the different instructional strategies employed which could enable the teacher to build his capacity were examined. It was through this approach that the study was able to establish the extent of resource utilization in the teaching of social studies and the impact on the performance of students in social studies.

1.8 Summary

The chapter covers the area of study of the research work. These include background of the study, statement of hypothesis, research questionnaire, hypotheses, objective of the study, scope and delimitation. In other words the chapter contains the direction of the research work.

CHAPTER TWO

2.0 Introduction

Social Studies has been defined in different ways in various literature. Dubey and Barth (1977) define it in the context of three traditions it is perceived in Nigeria. It is defined as citizenship education, as social sciences and as reflective inquiry. Onyabe (1980) sees it as a field of study that deals with the integration of knowledge and experiencing use of resources for the purpose of citizenship education.

To achieve the objective of social studies education appropriate skills need to be applied by the teacher in his teaching. A number of skills are therefore necessary for the teacher, skills needed to make him enriched and "bigger than life" (Balogun, Barth and Tanko, 1981). The skills expected from the social studies teacher is to use resources as a way of physically extending his ability to communicate. The resources are to be used when appropriate to increase students learning where the resources are used as personal extension of the teacher. When public address system is used, for example, it is expected to extend ones voice so that a great number of people can hear.

In teaching social studies the teacher must therefore acquire the necessary skills for him to have the capacity to fully utilize the appropriate resources in teaching social studies. For the teachers to make their contribution in realizing the objective of social studies they must utilize adequate resources essential in the teaching of social studies. This means they must be knowledgeable, know what they have to teach and how they are going to teach. This is the gateway towards ensuring resource utilization.

The method needed by the teacher to make effective utilization of resources is to be very resourceful. The way to do this is for the teacher to engage in human capacity building which will involve the use of variety of strategies and techniques in his teaching. This is why the teacher of social studies will need all the aids that will help in optimum utilization of resources.

In undertaking the review, therefore, it will be carried under the following:

- ❖ Theoretical framework
- ❖ The learners in social studies teaching
- ❖ The teachers in social studies teaching
- ❖ Community resource persons
- ❖ Projected materials

- ❖ The role of television
- ❖ The computer
- ❖ Radio, record and record player
- ❖ Print materials
- ❖ Improvisation of material resources
- ❖ Constraints in resource utilization.

2.1 Theoretical Framework

2.1.1 The Significance of Material Resources in Teaching and Learning Process

In this era of information technology teachers are continuously being urged to avail themselves with a variety of instructional materials found to have significant impact in improving learning. It has been found that learning is easier through the use of instructional materials. It is believed that students understand and remember better what they see and do (Umar, 2004).

According to Akinloye and Ajiboye (1996) students learn more and faster when audio-visual materials are employed. Dubey, Onyabe and Prokupetk (1980) argued that instructional materials when used wisely could be used to realize the goals of education. In his findings Adewole (2004) stated that instructional materials can be used to promote and encourage effective teaching and

learning activities in the social studies teaching. Adeyanju (2005) asserted that some findings have shown that students are stimulated more when taught with instructional materials.

Writing in the same vein Adole (1997) argued that instruction involving the use of audio-visual materials facilitates permanency of learning. In his own contribution Adeyemo (1993) has suggested that the use of audio-visual makes subject matter real and understandable. In its own contribution the National Council for Educational Technology has confirmed that research has shown that the use of computer by both staff and students increase students' performance.

It is based on the strength of the above views arising from various researches by educationist which formed the basis of this work. The objective was to establish the contribution instructional materials made in improving teaching and learning with Katsina state as a case in point.

2.2 The Learners in Social Studies teaching

Despite the central rôle played by learners in the teaching of social studies the available literature on social studies resources seem to underplay the role of learners as important human resources in the teaching of social studies. There are however quite

a few in which the significance of the learner as important human resources is recognized.

Dubey and Barth (1977) recognize the learner as crucial human resource in the teaching of social studies. In the literature there is a recognition of learners as important human resources where investigation of human activity starts. Sulaiman (2005) share this view of learners as important source of data, very useful in the inquiry method of teaching. Irving (1985) recognizes the participatory role of the learners by asserting that "The art and science of asking questions is the source of all knowledge". To be able to do this, therefore, he opined that learners need all the encouragement to find answers to questions by going to books, laboratories, the internet and television.

In the light of the above view of learners it is therefore pertinent to see the learners in their proper perspective as far as teaching and learning process is concerned. They should not be seen as mere consumers of facts but active creators of knowledge who are facilitated by the information technology to become versatile learners (Irving, 1985). As important source of data either as individuals or group members, at home and in the total

environment the learners become committed and motivated and provide important resources for social studies.

By taking learners into confidence, as partners in the teaching and learning process, it means an important strategy is being used by the teacher to allow learning to take place. This is because by ensuring that learners are utilized in any lesson, through active participation, the teacher will be tapping and exploiting the thoughts and view of the learner. This means the potential in the learner will be optimally discovered for the enhancement of teaching and learning activity. This is very important because in sharing Mckenzies (1998) ideas.

> "An educators most important responsibility is to search out and construct meaningful educational experience that allow students to solve real world problems and show that they have learned the big ideas, powerful skills and habits of mind and heart that meet agreed upon educational standard". Pp. 13

By focusing on the learner the goal of education will be realized because the whole goal of education is to develop effective and efficient citizen out of the learner who would be useful to himself and the society by contributing meaningfully to his immediate family, society, and the nation at large. This is why for

this lofty goals of education to be realized the learner must always be taken into confidence by giving him his rightful place, as active participant in the teaching and learning activity. It is only by participation that the learner can really learn. The role the learner is allowed to play gives the teacher an opportunity of exchanging ideas with the learners some of whose ideas may be better than his. Indeed learners work harder "when teachers give them a role in determining the form and content of their schooling – helping them create their own learning plans and deciding the ways in which they will demonstrate that they have in fact, learned what they agreed to learn" (Lanier, 1997).

By allowing active participation of the learners the unique characteristics in the learners will be recognized. Some of the unique characteristics are their curiosity, activeness talkativeness, and their love for adventures etc. As a result of these positive characteristics utilizing the learner in the teaching situation is prerequisite to proper learning. As children are active and constantly on the move engaging them in so many activities in which the environment can be a good source of the activity will enhance teaching and learning activity (Dubey and Barth, 1977). This is more so when children also want to talk and be heard. This

is an asset in a teaching focused in utilizing the potentials in learners. Debates and quizzes can be arranged. The children love for adventure and discoveries can also be capitalized upon. Other characteristics of the children such as collecting and gathering things can also be utilized by grouping the learners through which they can learn a lot.

Therefore in utilizing the resources in the learners the active potentials in them must be taken into consideration and utilized. The era of spoon feeding learners and relegating them to the background is gone. There are lots of activities that will fully involve the learners. These include quiz, field trips, cartoon, survey games, demonstrations, modeling, role playing story telling and debates etc.

However, in utilizing the resources in the learners, much as they provide useful data, it must be remembered that not all learners can be so motivated because they come from different background. While some parents may be encouraging enough others may be lacking in such encouragement. The parents in rural areas and poor background may not provide the necessary support in utilizing the potentials in children to get the desired data either at home or elsewhere. Here the skills and expertise of the teachers

must come into play to take care of the imminent individual differences arising from different background.

2.3 The Teachers in Social Studies Teaching

The significance of the teacher as human resource is in the context of the central role he plays in the teaching and learning activity. It is the teacher who is expected to give guidance and direction to all activities in the process of learning where "selection and rejection become important skills both for student and the teacher". (Irving 1985).

The teacher as important human resource is someone who is supposed to be conversant with the syllabus of the curriculum (Oguntunade 1989). He is the interpreter and implementer of the curriculum. Indeed as Oguntunade continues "Good teachers are directors or advisers in a learning laboratory atmosphere" where individual differences are taken into account.

The teacher is supposed to be someone who has been trained to provide information direction and guidance in the process of teaching. The teachers training enables him to find out and how to process the information. As the implementer of the curriculum he knows where to look in order to find out what he does not know.

The role of the teacher must however not be overblown. According to Lamier (1997).

> "Teaching differs from old showed tell practices as much as modern medical technique differ from practices like applying lectures and blood letting." Pp. 20

The role of the teacher will therefore be more relevant if they can make students passionate participants by providing participating education. The teachers can be more effective and relevant if teaching offers each and every student a rich, rewarding and unique learning experiences.

However this view of the teacher as trained and someone who knows the curriculum and can interpret and implement it as shared by Dubey and Barth (1977) and to some extent Atif et al (2003) may be referring to ideal teaching situation and a professional teacher. In a society, like the Nigerian state, where teaching is taken as a last resort and where the teaching profession is being weakened by products of distant learning system of the National Teachers Institute and Satellite Campuses it is difficult to find many teachers whose role will be those of chief guides who know how to find out, process information and at the same time take care of individual differences.

This is why in many schools due to lack of necessary training the teacher becomes the main if not the only human resource. In this situation the learners are assumed not to be capable of taking any initiative, they are blank. The teacher who is therefore the main determiner of what children learn is expected to impart his knowledge by merely telling his pupils what he knows arising from the subject matter. Under this strategy the learners are expected to always acquire knowledge from the teachers. This strategy ensures that the teacher dominates the lesson as the source of knowledge emanating from the subject matter. This kind of strategy is not helpful and cannot stand the test of time. The experience of Theroux (2004) is an eye opener when she revealed that she spent a lot of time "teaching from manuals and using them like bibles of teaching. I certainly did give them a lot of information, but how much of it they remember, I wasn't sure".

No doubt the teacher is expected to know a lot which the learners may not know. He is certainly the most readily available source of knowledge for his pupils (Oguntunade. 1989) as he has access to materials which are not within easy reach of the learners. As a result he synthesizes information from these resources, organize them and presents them in a form his learners can

understand. This does not mean the teacher should be domineering with a lot of spoon feeding in the manner observed in the foregoing paragraph. A teaching strategy in which teaching appears as a combination of information dispensing and custodial child care" (Lanier 1997) is old fashioned and tend to relegate other important human resource, the learners. The teachers role cannot be of the "king or queen of the classroom, a benevolent dictator deciding what is best for the powerless underlings in their care" (Lanier 1997). Teachers certainly accomplish more if they adopt the role of educational guides, facilitators and co-learners. They must tilt towards making learners passionate participants in the instructional process by providing project based, participatory educational adventures. The day to day job of a teacher must be that of designing and guiding learners through engaging learning opportunities. Mc Kenzie (1998) sees the role of the teacher as that of "Guide on the side while students are conducting their investigations".

However much as the teacher is expected to be the guide on the side especially in this era of information technology it seems his hands are tied. He is confronted by a number of limitations. The materials needed to perform this role may not be available, when

available they may be scarce or in bad shape or even incapable of utilizing them.

In a survey of audio visual materials in primary schools of Katsina State, for instance, it was found out that 580 schools had bulletin boards in classroom but were not being fully utilized (Halilu 2000:43) while materials such as slides, tape recorders, film strips are available only in some schools. Some were found but locked up and never in use. In a survey Fakomogbo (1980) reveals that ½ of his respondents claimed that each of the 22 items of audio-visual materials were not available, out of the 85 teaches only 25 use 16mm motion picture, 27 use overhead transparencies. This is to show that apart from the ill-preparedness of teachers as cited by Hercel (1991) important factors affecting the use of materials as claimed by Ike (1980) is finance, maintenance and non provision of materials by the authorities. All these constraints hindering the teachers in their capacity building, notwithstanding, it is the responsibility of social studies teachers to

> "search out and construct meaningful educational experiences that allow students to solve real world problem and show that they have learned the big ideas, powerful skills and habit of mind and heart that meet agreed upon educational standards"
> (Lanier 1997). Pp. 20

It is the responsibility of all stakeholders in education to live up to expectation and give teaching its rightful place. This is necessary as "teachers are the heart of the education process and the main determinant of the quality and effectiveness of its result (Platt 1970). If teachers are not supported and trained and made to understand their roles as the heart of education process the quality of education is bound to suffer as Adesina (1977) rightly observed that the "the quality of education depends on the quality of teachers trained since they can only teach what they know".

2.4 Community Resource Persons

Community resource persons are individuals within the community whose expertise and wealth of experience are tapped to enrich the teaching learning activities. They constitute part of the community resources for schools which comprise people, places, things and activities which are used in educating students to become good citizens (Encyclopedia of Education Vol. 2:1971).

The community resource persons if utilized well can provide a lot of materials for the benefit of both the teachers and learners thus enhancing their efficiency in teaching and learning activity. In patronizing resource persons as human resource the skills and expertise of the community are tapped as resource materials.

According to Awipi (1984), writing on nutrition, he asserted that "parental participation is important resource materials as the school is an extension of learning that started at home". This assertion is also valid for social studies as its focus is on the individual and the community to which he belongs. The involvement of parents as useful source of information for the child reassures the child and reminds him how much fun learning is at home so as to transfer the positive attitude from home to school.

Besides parents who can talk on family issues there are other leaders in the community who can be invited to give talks on important social studies topic such as discipline, law and order, morality, fishing, farming and trade. (Dubey, Barth and Prokupéku 1980).

The encouraging thing about using members of the community as important resources is that in every community regardless of size, has places and people which are of interest to social studies class. The community is truly "a living resource centre, additional resource to the books, picture film and teaching notes that are used to help increase the pupils understanding of social studies (Dubey and Barth 1980) by acquainting them with their environment.

source of enrichment. This is because the teacher and the students central in the teaching and learning process cannot afford to ignore or remain ignorant of numerous sources of information dissemination.

2.6 The Role of Television

The television if used effectively can empower both the teacher and the students. In fact student activity can be enhanced through the use of television. This is because the amount of information it provides is enormous. The role of television as viewed by Walker and Hess (1984) is that:-

> The enormous power of television to act as a window to the world, to introduce to us to inaccessible domains is reality in our everyday and public life. We see man walk in the moon, the super bowl is watched by millions of viewers throughout the world; the dust and blood of war are brought home daily. Pp 26

This role of television is supported by Percy (1984) when he claims that television will help multiply information sources for both the teacher, learners and community leaders and in fact for the public as a whole. To benefit most from television it must be used as "integral part of overall educational programme" (Encyclopedia vol. 9: 19985). It has been claimed that "20 years of investigation

have shown that generally students taught by television have done as well as or better than students taught by conventional means (Encyclopedia Vol. 9 1985). The experience of China is an example of how television can be used as important means of information dissemination (Estein 1982). While in China it is urban based in developed countries Walker (1984) has observed that television in 1980s has scarcely began to influence formal education.

However for the teacher wishing to integrate television as a source of data empowerment has to wait a bit longer. If in developed countries and China it had a snail speed progress, in Nigeria the real impact of television in the education system is yet to be felt. The dilemma of the teacher to use television is comfounded by the fact that "television requires the largest investment than any other media" (Fitep and Scramm 1990).

2.7 The Computer

The enormous power of the computer as a resource is underlined by the claim made that it took radio and television several years to make their impact while the computer made its impact in 4 years with 119 million connected to the internet by March 1998 (Joo: 1999). The internet, continues Joo (1999) "offers novel opportunities to enhance teaching process by opening up the

world to classroom and vice versa". For the Nigerian educational system, however, the story of this promising impact is a different one. Nigeria is just beginning to be computer literate. Majority of Nigerians, teachers, learners and other citizens are computer illiterate. For the possibility of enhancing teachers and learners performance and thereby improving on the Nigerian educational practices which the computer provides Nigeria is still along way to go.

In Nigeria, therefore, the issue is not on debating whether "computerized instruction can be superior to traditional methods" (Morgan, Morgan and Hall, 2000) but to ensure that Nigerians and particularly teachers and students become computer literate. This is the only way Nigeria can join the computer revolution and begin to have access to unlimited information where teachers and students alike can have access to leading experts for their intellectual advancement. This is especially important as the teachers and students are at the centre of teaching and learning activities.

However when the huge cost of the computer technology is considered and the lack of good will on the Nigerian leadership where much below the United Nations recommendation of 26% of budgetary allocation is spent on education (Nnoli 2005) it is difficult

to imagine when the computer technology can be the rule rather than the exception. This means for the teacher and students and other community members to have access to the computer and the internet for their intellectual advancement the waiting is long.

2.8 Radio Record and Record Player

An important way through which participatory learning will be assisted in which learners participation and individual differences are taken into consideration is for the teacher to use the medium of radio, and tape recorder.

The radio no doubt "provides listening participation" (Wittish 1991). Lumbly (1990) argues that pronounciation is better for radio listeners. Moemeka (1981) suggests radio reaches areas otherwise inaccessible and also serves as a direct instrument of education. For the teacher and learners the radio and tape recorders are crucial as they seek to increase their intellectual capability. Indeed it acts as a device to multiply and disseminate very widely and quickly certain selected parts of the information available. In a study Custutine (1992) has shown how radio enhances performance in elementary school social studies. Miles (ND) in tracing the history of cooperation between ministry of education, the Nigerian Broadcasting Corporation (NBC) in relaying school programme from

Lagos and Kaduna underlines the importance of radio when he says "their intelligent use make teaching more effective".

However for the teacher and students hoping to make the best out of the radio there is not much they can get. This is because most of the educational programmes by the NBC are now non-existent. Moreover a good number of the schools do not have the radio even though it is cheap. Even with the radio the programmes are dead. The disappearance of the radio programme is not surprising. The radio programme when it started as far back as the 1960s began on a shaky foundation. According to Schramm, W., Coombe, P. H. and Kahnert, F. (1967) the radio services in 1960s were uncoordinated even though radio can be used in multiplying and distributing the systems own resources. As a matter of fact everything must be done to reactivate the radio programme for it is very effective in enriching the teachers and students because it also "couch information in terms that enable learners to help themselves" (Percy 1994) thus enhancing participation.

The record and record player like the radio help in enhancing participatory learning. This is more so as they can be used in reproducing pre-recorded material. It can also be used in individualized learning to enhance performance. Slow learners can

benefit from record and record player as they can learn at their own pace. This is the argument put by Elliant (1962) when he argues that lower IQ students gained relatively more using tape recorder. In addition the teacher needs the recorder to help in "reducing the drudgery involved in repeating a representation to a succession of classes" (Encyclopedia Vol. 9 123)

However like the radio, in using the record and record player to enrich the human resources lots of problems are faced. There is lack of good will to supply them, maintain them and make optimum use of them particularly with regards to individualized learning in relation to the ratio of teacher to students in many of the schools. This should however not deter teachers from making the best out of the little that may be available. This is essential because as in the opinion of Gordon cited in Adekunle (1999) "by using tape recorders students see themselves as they are actually seen by other students and could gain realistic insights into their own personalities and idiosyncrasies"

2.9 Print Materials

The role of print materials is enormous as they equip the teacher to become versatile in the teaching and learning activities. This is particularly so as a result of the fact that the information

technology in Nigeria is slow in its impact to diminish the relevance of print materials.

The print materials which are books, newspapers, magazines and journals are indeed invaluable educational resources for primary and secondary school teachers and students alike (Edeghere 2001). Considering the state of our economy and the extent to which the stakeholders in Nigerian education are willing to invest in education it is not out of place to agree with Unlig (1999) that education can succeed, at least for Nigeria as at now, only if it is ensured that books are regularly supplied. This is necessary because for the foreseeable future print materials will continue to provide an important source of intellectual empowerment of the teacher and the learners without which their roles as resources will be impaired. This is how as Halilu (2000) suggested that a large proportion of instructional materials found in most schools are printed materials. This is to show how Nigerian schools rely on books, but the books are in short supply.

To ensure that the problems of books are tackled libraries must be rejuvenated. The significance of libraries is very much in conformity with the enrichment of the two most important element in teaching and learning process, the teachers and learners. This is

as Edeghere (2000) pointed out; libraries are fundamental in stimulating learning skills, creative and reflective thinking and independent self-learning. However the problem is that the libraries are not to be found and where they are found the books; magazines and journals are not there. Even with the UBE intervention the libraries are mostly empty rooms, being turned into mere reading rooms. The portable library scheme in Abuja is not a solution to the library problem in Nigeria (Edeghere 2000) because Abuja is not where Nigeria starts and ends.

Another dimension to the book problem is the revelation by Nnoli (1999) citing Onyejemezi that "most of the textbooks presently recommended for the various levels of the educational systems are either unsuitable, inadequate or expensive". This is where the libraries can come to the rescue. However like observed earlier the libraries available are not stocked. The libraries in Nigerian secondary schools and even in tertiary institutions are only a shell of what they are meant to be. In secondary schools that have them as well as in many tertiary Institutions are in reality mere reading rooms.

2.10 Improvising Material Resource

The teacher cannot stand idle and expect to be empowered intellectually by government or other stakeholders in education. Some of the problems highlighted in the students and teachers' ability to benefit from other information yielding sources will necessitate them to look elsewhere. The idea behind improvisation becomes a must for the teacher not only when he cannot get other aids to boost his lessons, but also to utilize the resources in the learner by promoting students participation, by improvising, particularly in an inquiry class.

The National Teachers Institute, NTI (1990) sees improvisation as making a suitable substitute for the real thing. In his remark Adewole (2004) sees improvisation as to "create, imitate or innovate certain materials to portray a situation or event or even to manipulate pictures to come up with a concept that gives meaningful learning". For Balogun in Johnson (2004) "improvised equipment is that which is designed and made by the teacher" and of course by t he learners.

It is argued that improvisation becomes necessary because proprietors of schools cannot provide adequate and up to date materials. Umar (2004) is of the view that teachers be encouraged

to improvise from local resources because according to him government cannot adequately satisfactorily provide all the teaching aids a teacher may need. However the issue of improvisation ought to go beyond whether the government supply is adequate or inadequate. The issue is even if they are adequate, as part of human resource utilization there may be the need from time to time for the teacher and students to improvise. This is particularly so with regards to models improvised which increase performance in social studies. The improvised models in the form of paper models clay and sand models, cardboard cut outs that stand up, simple dioramas in moral instruction, of large dioramas in museum and historical displays will appeal to sense other than sight and sound (Cable 1970).

In fact there are instances in which real things such as birds, fish, snake, specimens are not available or too large to bring to the class or too small for the naked eye or too dangerous for the learner to handle. Under these circumstances there is no alternative to the use of improvised models.

The improvised materials will include dioramas, graphic materials that can be used on board, bulletin and flannel boards, maps, globes, posters and collages. These involve both teachers

and learners. They can be made from materials in the environment. These include clay, sand, cornstalk, cardboard and papers etc. There are other pictorial materials that may not be available for the teacher. A lot of them can be improvised and is particularly important in this case because the teacher will determine what he wants and can be assisted by his students. According to Haivill (1992) "these posters produced by the teacher and students participation can be more effective than posters secured from travel or advertising agencies".

In the absence of materials needed to improvise the chalkboard can be a useful instrument of improvisation in the classroom. There is the view that in some schools across the country "such basic tools like chalk cannot be found in required quantity (Suleiman 2003). The fact however is that in almost all the schools in Katsina state they are available in most classes. The board can be utilized using the chalk to create graphic materials, for example diagrams, pictures, graphs, charts and maps.

The issue of improvisation is therefore not whether resources are adequate or inadequate. The issue is that improvisation should be seen as part of the effective utilization of resources. Improvisation, therefore, becomes necessary because "improvisation

by both staff and students will promote creativity and so can learn a lot from home and play creativity will allow the teachers to give "vent" to individual differences and talents among the children in the classroom" (Dubey et. al. 1980).

2.11 Constraints in Resource Utilization

In utilizing resources lots of constraints are faced. Some of these problems could be that some of the aids needed by the teacher to be effective may not be available or may be scarce or in bad shape. Other problems are time, financial resources and space which could be against the effective involvement of students. For example in organizing simulation games funds may not be available in addition to limited time and space.

This inadequate utilization of materials is lamented by Harcelroad (1991) who asserts that acceptance and use of films by teachers have fallen drastically. Hacrelroad explains this teachers attitude on the ill-preparedness of the teachers. This ill-preparedness had to do with the fact that they may not be professionally trained to use them while a good number of the schools don't have them.

In a survey conducted by Fakomogbor (1980) it is revealed that over ½ of the respondents claimed that each of the 22 items

listed in the survey were not available, out of the 85 teachers only 25 use 16mm motion picture, 27 use overhead transparencies. Therefore the problem may not be limited to inadequacy of supply but even the few available ones are not being made use of.

In his study, Ike (1990) found out that among the factors affecting the use of materials is finance, maintenance,, non provision of the materials by the authorities concerned and the negative attitude of teachers. Hercel (1959) expressed similar concern on the under utilization of resources especially film. The reason is the ill-preparedness of teachers to use them and some are poorly equipped with them.

The ill-preparedness of teachers in human capacity building for competent teaching and effective learning is more glaring in the use of the computer. In this area the teacher is faced by serious limitation. The fact that the majority of Nigerian teachers are computer illiterate means the teachers are limited in their capacity to avail themselves of the opportunity provided by the computer through the global computer network, the internet. This fact which is as a result of primitive level of Nigerian infrastructure (Suleiman 2003) makes it impossible or at least extremely difficult for information technology to make meaningful impact on education.

Other constraints faced by the teacher is lack of funds to finance student activities such as educational visits, improvising in structural materials or even invite resource persons. Other activities like simulation games require money which may not be available. There could also be problems of lack of space and over crowdedness and time to organize activities like quiz, debates. In a country where even paper is in short supply in many schools it is difficult to see how teachers can make effective use of these materials needed in human capacity building. This is why "the instructional materials with which graduates left teacher colleges were usually lecture notes taken from the course" (Shiundu and Mohammed www.ncesu.edu). This trend continues up to the tertiary institutions in the country where teachers graduate without adequate idea on the use of instructional materials that can boost their capacity as human resources.

2.12 Review of Empirical Studies

The significance of material resources as highlighted above in bringing about teaching efficiency has prompted a number of studies from students and scholars determined to go to the field to have a specific assessment of the contribution of material resources in

teaching and learning process and the assistance given in realizing the objective of social studies education.

In his study Liman (1984) focused on print and non print materials in teaching and vocational schools in Sokoto State. He found out the need for more senses to be involved in teaching and learning process. This underlined the importance of resources as the means through which all senses can be involved in teaching and learning process.

Ike (1980) in his study on the other hand tried to find out the factors that affected the utilization of instructional materials in schools and colleges of Imo State. He was able to find out, among other factors, inadequate funds as obstacle to purchasing of instructional materials, the failure of teachers to utilize the materials even when available because of nonchalant attitude of teachers. On the whole he concluded that there were inadequate instructional materials in the state for teachers to be able to optimally utilize the resources in teaching.

Fakomogbor (1980 sought to find out availability, frequency and proficiency of the use of audio-visual aids in post-primary schools in Bida. The findings showed that about 70% of the respondents did not have aids to utilize. Over half of them said

most of the aids in the study were not available, only very few of them used projecting materials.

Writing in the same vein Halilu (2000) whose findings were on the effects of instructional materials on performance of primary school pupils in social studies in Katsina was able to establish that instructional materials had significant effect on the performance of pupils. Similarly the study concluded that non-utilization of instructional materials can have negative impact on the performance of pupils in primary schools.

Adeyomo (1993) studied the utilization of instructional media in teaching of literary classes in Kwara state found out that such materials as projecting material, radio and television contributed to real understanding but unfortunately not available.

Yakubu (1988) conducted a study on the availability and utilization of instructional materials for science teaching in some selected post primary institutions in Jema'a local government area of Kaduna state. In the findings of the study the inadequacy of the materials was established. The few instructional materials available were not utilized by all the teaching due to ill preparedness of teachers, lack of appropriate materials and erratic power supply.

These studies have made useful contribution in raising awareness on the need for optimum utilization of resources in teaching and learning process for the purpose of achieving the aims of social studies in particular and education in general..

However much as they touched on several aspects of resources, their work could not be exhaustible. This is why all the studies have their delimitations. In fact the studies dealt with specific areas and with different problems which were of interest to the researchers concerned. In view of the fact that the area of any research cannot be exhausted this study is undertaken with a view to complementing the works already done and fill in any gaps that might have been left. This was why the study of this nature was undertaken on an entirely different area of Katsina state and though concerned with resources its focus was on the performance of JSS students in social studies. This means in essence the study dealt with an entirely different problem, which though may have some relationships with previous work already done its focus was on an entirely different scope and problem. In fact it was based on the belief that the topic of this study has not been presented anywhere and coupled with the desire to make own contribution to knowledge that the study was undertaken.

2.13 Summary

In this chapter the central role played by resources in increasing teaching efficiency and hence good performance on the parts of the learner has been highlighted. A number of writers have written on one or more of the resource and in all cases have pointed out how optimum utilization of resources can increase teaching efficiency and performance in social studies in particular and indeed in all other disciplines. They have shown in their different writings the need to have adequate material resources and also the need for the teacher to optimally utilize them.

These resources when used optimally have been shown to increase teaching efficiency. Community resources, projected materials, television, computer, radio, record player, print materials etc, have all been shown to impact on teaching and learning process. The teacher must plan his material resources so that he used them appropriately to have the desired impact.

Despite the positive impact the resource can have the study also showed series of constraints that could have negative impact on teachers capacity to optimally utilize the resources. This could be non-availability, bad shape, lack of finance, time and space and also

the ill-preparedness of the teacher to utilize the available material resources.

The important contributions to knowledge the study sought to make was to find out the root problem of under utilization of material resources by teachers of social studies which have been found to increase performance. It was also intended to raise awareness to teachers that it is diversification of teaching strategy that will allow for the use of materials resources. It also hoped to establish that resources if optimally utilized can increase students performance not only in social studies but also in other areas.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURE

3.0 Introduction

The chapter examines the methodology adopted for the study. The methodology included the research design and population of the study. The chapter also highlights the sampling procedure and the size of the population. The instrument used for data collection is described. A pilot study to ensure the validity and reliability of the instrument was carried out. The method of statistical data analysis is also described.

3.1 Research Design

The researcher used a survey design. The survey design was opted for because the research dealt with a large population. As the population was large a sampling survey research was followed. It was aimed that the findings from the sample will be generalized to the entire population. A survey design employs a number of data gathering techniques. This includes the questionnaire, interview, and observation. This study, because of the size of the population and the objective of the study, used the questionnaire and observation method of data gathering.

3.2 The Population of the Study

The population of the study was all the social studies teachers of post primary schools of Katsina sate. From information gathered from an official of the Ministry of Education there were about 192 government post primary schools in Katsina state. These schools cut across the seven educational zones in the state and spread in both the rural and urban areas of the state.

3.3 The Sample and Sampling Procedure

In studying the population a procedure was adopted to get as near as possible a fair representation of the population all of which could not be studied, considering the number of teachers and their spread across the state.

In selecting the sample size to use the study considered a number of authorities. The study however decided to use simple random sampling using Krejcie and Morgan table (1970). This was preferred because there was a sample provision of population as low as 10. In using the sample the total number of schools was sampled. The total number of teachers of social studies in the sampled schools provided the sample size of social studies teachers to be studied. In all 127 schools provided the sample size.

3.4 Research Instrument

Questionnaire and Observation

The questionnaire and observation were the instrumentation decided for the study. By using this instrumentation it was hoped to provide the necessary information essential in solving the problem of the study. The questionnaire was opted because of the wide spread of teachers across the state. Observation was also used to confirm and validate the information gathered from the questionnaire.

In considering the questionnaire it was made up of two parts. One part covered the personal information of the respondents and location of the school. The second part covered the main theme of the study in which there were questions with alternative answers to choose from. The questionnaire covered all the variables used in this study. With the support of the supervisor and an expert the number of items on the questionnaire were reduced to a minimum in order to encourage prompt responses from the respondents.

To ensure authenticity and reliability of the questionnaire random observation of the teachers in action were made. A checklist was prepared and designed to have first hand information of teachers teaching in the class to determine utilization of human

and other resources. The checklist covered all the variables used in the study.

Pilot Study

To ensure the validity of the instruments used the questionnaire and checklist used were presented to some social studies teachers in the Federal College of Education Katsina and Isa Kaita College of Education Dutsinma and also officials of the Ministry of Education involved in regular inspection of teachers. The questionnaire and checklist in their present form had therefore taken into consideration the observations and suggestions made by the teachers and officials of Ministry of Education consulted.

3.5 Administration of Instruments

The questionnaires were administered to teachers of 127 Junior Secondary Schools of Katsina State sampled from 192 schools. In administering the instruments the researcher personally administered the instruments. In some cases the assistance of research assistants were used because of the spread of schools across the length and breadth of the state. In all 72 questionnaires were retrieved which is a satisfactory number.

In addition a checklist was used to observe teachers in action in the class, with a view to have first had information on teachers utilization of resources.

3.6 Statistical Technique of the Data Analysis

The statistical analysis used for the study was simple correlational technique (Spearman Rank Order) and analysis of variance (ANOVA). These were used to explain relationships and differences in the study.

3.7 Summary

The chapter spelt out the methodology and procedure used in the research. This involved the use of questionnaire and observation as instruments of collecting data and the use of Spearman Rank Order statistic and analysis of variance (ANOVA) were used in testing the hypotheses.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The chapter covers analysis of the data collected. The hypotheses put forward were itemized and were followed by the tabulated findings. The research was based on the assumptions that the respondents were sincere and honest in their responses to the questionnaire administered on them. This was especially so bearing in mind that no personal information was required and all information would be treated in confidence. Moreover to support the questionnaire, observations were carried out in fourteen Junior Secondary Schools, out of the sample of the research population, with two from each of the seven educational zones. The results of the observations added to the reliability of the data.

For this study a random sampling of 127 Junior Secondary schools of Katsina state were selected from a population of 192 schools based on Krejcie and Morgan S. suggestion (1970).

Out of these schools sampled, 72 questionnaires were retrieved. This appeared a satisfactory number in view of the fact that out of the schools sampled many did not have social studies teachers while in some only one teacher was found. Out of those

schools with the social studies teachers not all the questionnaires were retrieved.

For the purpose of increasing reliability of the findings, fourteen schools were selected, two from each of the seven zones constituting the educational zones of the state. The observations were carried out as part of the data gathering method. This was necessary to check the reliability of the administered questionnaire. It was a tasking exercise because not all teachers enjoyed being observed. This was why it was limited to only fourteen schools. Even with this fourteen, it was not easy but somehow it was done, sometimes with the pre-knowledge of the teacher and sometimes it was unexpected visit.

4.2 Description of Data

4.2.1 Data from Utilization of Resources

Table 4.01 shows the different responses got from teachers of social studies in post primary schools of Katsina State. The percentages of available resources for the teacher were reflected.

The responses from all the schools were satisfactory. In some cases it was difficult to retrieve the administered questionnaire. In some of the schools the social studies teachers were not available

while in some cases it was just that the questionnaire was not returned. These were however within tolerable limit.

One significant finding revealed in the Table was that the schools were in short supply of material resources that the social studies teacher needed to build his capacity and teach effectively as a human resource.

From the table it is glaring that only chalk, chalk board were 100% available. The materials needed for capacity building were just not available. 67% sajd models were not available. 78% said radio was not available, television 84%, internet 76% while relics 96%. As for the projecting materials about 100% of those questioned said these were not available.

Table 4.01: Available resources for teacher's utilization

S/N	Materials	Available		Not available		Available in good condition		Available and not in good condition	
		Score	%	Score	%	Score	%	Sore	%
1	Chalk	68	100						
2	Chalkboard	68	100						
3	Cine Projector	62	93					5	7
4	Transparent still projector			63	95			3	5
5	Opaque projector			63	95			3	5
6	Models	17	28	43	67			2	3
7	Radio	10	15	51	79			4	2
8	Television	18	13	54	84			2	3

9	Internet/ Computer	16	24	50	76				
10	Charts	46	71	17	27			2	3
11	Maps	35	69	123	26			3	6
12	Bulletin boards	13	22	41	71			3	6
13	Relics	2	3.9	49	96				

Table 4.02: Utilization of resources

S/N	Materials	Always		Occasionally		Rarely		Never	
		Score	%	Score	%	Score	%	Score	%
1	Chalk	70	100						
2	Chalkboard	70	100						
3	Projector	63	90	7	10				
4	Resource person	7	10	25	36	5	7	32	46
5	Resource visits	3	5	18	28	9	14	35	54
6	Student resources	24	38	20	31	9	14	11	17
7	Television							70	100
8	Internet			13	21			50	79
9	Radio			17	27			47	73
10	Print materials	20	29	27	39	4	6	19	27
11	Charts	30	44	26	38			12	18
12	Maps	28	42	23	34	7	10	9	13
13	Bulletin boards	9	15	5	8			46	77
14	Relics	4	7	3	5			49	88

Table 4.02 was an attempt to show the picture of resources' utilization in teaching social studies. The table seemed to indicate that most of those materials not available in Table 4.01 were in fact not utilized. For example only 7% of the respondents did claim to

use projected materials, occasionally, may be through borrowing. Human resources essential in teaching social studies were virtually not being utilized. 46% said they never invite resource persons, 36% said they did occasionally, but how often it was not clear; 7% said they rarely use resource persons with only 10% claiming to invite resource persons. As for resource visits 54% said they never went on resource visits with 14% hardly going while only 5% did claim to go on resource visits and 28% going occasionally. In using other resources for teachers capacity building the picture appeared not encouraging. In using students there appeared a fifty-fifty distribution between those who made effective use of student resources and those who used it occasionally. About 31% either rarely used student resources or never used it at all. In utilizing audio visual materials 100% said they never use the television, 79% did not use the internet and 73% did not use the radio with 27% claiming to use it. Most of the teachers between 77% to 88% never use bulletin boards or relics. It was only in print materials, charts and maps was there a significant number claiming to utilize them. Even in these materials the number was not up to 50%.

Table 4.03: Student centred activities in teaching social studies.

S/N	Materials	Always		Occasionally		Rarely		Never	
		Score	%	Score	%	Score	%	Sore	%
1	Drama	3	5	42	67	5	8	13	21
2	Simulation games	8	13	18	29			36	57
3	Debates	6	9	17	26			43	65
4	Quizzes	6	10	9	15	7	12	38	63
5	Field trips	2	3	20	33	9	15	30	49
6	Cartoon	3	5	10	17	10	17	35	60
7	Survey games	3	6	10	19	13	25	27	51
8	Demonstrations	29	45	17	27	7	11	11	17
9	Role playing	17	28	26	43	8	13	9	15
10	Story telling	23	37	32	52	2	3	5	8
11	Home work	45	70	18	28			1	2

Table 4.03 showed responses to the segment of the questionnaire which sought to find out how much of students involvement there was in teaching and learning in the school. This is in view of the central role students play as human resources where investigation of human activity begins. The table addressed the question which sought to establish the extent of students involvement in teaching social studies

From the Table it appeared that most of the activity to which the students were supposed to be involved and play a significant role in teaching social studies they were relegated. Only on occasions were they involved in activities such as drama, debates, field trips and simulation games. Even with these those who did not involve the students were greater in number. 57% did not involve students in simulation games, 65% not involved in debates, 63% said no quizzes, 49% said their students were not involved in field trips.

In other student centred activities the non involvement of students was more glaring. In cartoon 77% said they rarely or never engage students. In survey game 75% rarely or never engage their students. It was only in demonstration, role playing, story telling and homework that a significant percentage of teachers got their students involved.

Table 4.04: Constraints faced by social studies teachers in utilizing material resources.

S/N	Materials	Non availability		Bad shape		Lack of financial support		Inability to use	
		Score	%	Score	%	Score	%	Score	%
1	Projected materials	54	89			6	10	1	2
2	Television	54	81			7	10	6	9
3	Computer/ Internet	46	72			5	8	13	20
4	Radio	57	81			8	11	5	6
5	Resource visits					51	81	12	19
6	Resource persons	8	16			50	84		
7	Charts	29	56	8	15	15	29		
8	Maps	75	48	12	23	15	29		
9	Print materials	36	62	8	14	11	19	3	5
10	Bulletin board	41	68	4	7	11	18	4	7
11	Relics	45	74			9	15	7	12

The Table 4.04 gave a picture of what appeared to be incapacitating the social studies teacher to utilize material resources to enable him build his capacity so as to teach effectively as a social studies teacher.

From the table of the 11 items listed and essential in building the capacity of the social studies teacher, virtually all appeared not

to be within easy reach of the teacher. The projected and other audio-visual materials were virtually not available. The teacher could not go for resource visits or invite resource persons because of financial constraints according to over 80% of the respondents. Some of the respondents could not use the charts, maps, print materials, bulletin boards and relics because 60% of them on the average said these materials were not available.

Table 4.05: Teachers improvisation in teaching social studies

S/N	Materials	Regularly improvised		Occasionally improvised		Don't improvise		Cant improvise	
		Score	%	Score	%	Score	%	Score	%
1	Charts	46	64	17	24	6	8	3	4
2	Maps	40	60	20	30	5	8	2	3
3	Graphs	30	46	22	34	9	14	4	6
4	Globes	19	29	10	15	19	29	17	26
5	Adhesives	6	10	6	10	25	43	21	36
6	Flannel board	6	10	6	10	23	40	23	40
7	Posters	32	49	22	34	8	12	3	5
8	Collages	7	12	16	27	22	37	14	24

Table 4.06: Students improvisation in teaching social studies

S/N	Materials	Improvise regularly		Occasionally improvise		Rarely improvise		Never improvise	
		Score	%	Score	%	Score	%	Score	%
1	Charts	17	26	27	42	6	9	15	23
2	Maps	23	35	26	39	3	5	14	21
3	Graphs	17	27	20	31	5	8	22	34
4	Globes	7	12	5	9	4	7	42	72
5	Adhesives	5	8	9	15	5	8	42	69
6	Models	5	8	16	25	10	16	27	43
7	Posters	10	16	20	30	11	17	22	33
8	Collages	13	20	8	12	8	12	41	67

The Table 4.05 gave a picture of teachers effort to become effective human resources in the teaching learning process. The table indicated what the teacher was able to improvise. An average of about 50% of the respondents claimed to improvise charts, maps, graphs and posters on regular basis. However, the table also showed that 54% either did not improvise or could not improvise globes. 79% could not improvise adhesives, 79% did not or could not improvise flannel boards while 61% did not or could not improvise collages.

In Table 4.06 a larger percentage of the respondents said their students hardly improvise. Over 60% of respondents said that the students did not improvise graphs, globes, adhesives, models, posters and collages. Even for charts, maps, these were not on regular basis but only occasionally improvised.

Table 4.07: Performance of social studies teachers in the class

	School 1 Mark score	School 2 Mark score	School 3 Mark score	School 4 Mark score	School 5 Mark score	School 6 Mark score	School 7 Mark score	School 8 Mark score	School 9 Mark score	School 10 Mark score	School 11 Mark score	School 12 Mark score	School 13 Mark score	School 14 Mark score
Teaching Procedure	21	19	25	25	18	19	22	18	24	19	18	24	25	20
Class Management	01	01	02	03	02	02	01	01	01	01	01	01	01	01
Student Resources		03	02	03	04	03	03	03	03	03	02	03	03	03
Community Resources	00	00	00	00	00	00	00	00	00	00	00	00	00	00
Classroom Facilities	04	03	04	04	03	04	04	02	04	04	02	02	02	04
Evaluation of Previous Work	01	01	02	02	02	01	02	01	01	01	02	01	01	02
Teachers Personality	03	03	04	03	02	03	02	02	03	03	03	03	03	03
Total	**33%**	**29%**	**40%**	**41%**	**30%**	**31%**	**35%**	**27%**	**36%**	**31%**	**28%**	**34%**	**35%**	**32%**

Table 4.07 was the outcome of observations made in respect of fourteen schools spread across the seven educational zones of the state. It was a follow up of the questionnaire administered.

The objective was to diversify the data and increase the reliability of the data gathered from the questionnaire so that the result of the findings would be as near the truth as possible.

The data from the observations in the schools observed showed that only in two schools were the observed able to score 40% base line which would indicate the teachers ability to utilize most of the resources available for utilization. In utilizing student resources none of the respondents had scored 1/3 of the marks allotted for students utilization. As for community resources the data indicated non-utilization.

4.2.2 Data On Students Performance

The performance scores were obtained by summing up the two letter grades A and C as shown below on table 4.08. This is because a candidate could only be described as successful if and only if he or she scores a minimum of C grade. It could be observed from Appendix IV that letter B. is absent in the grading system of JSS examination in Katsina state.

With regards to the scores on resource utilization the scale of use was the determining factor of the extent of utilization and this was what was recorded for each respondent to determine utilization. This was reflected in Table 4.02

Table 4.08: Nature of performance in JSCE social studies across 7 educational zones of Katsina state 2006 - 2008

Zones	Students performance			Number of successful	Level of utilization of chalk	Chalk board	Projector	Resource person	Resource visits	Student resource	Television	Internet	Radio	Print materials	Chart	Maps	Bulletin boards	Relics
	2006	2007	2008															
1	365	638	303	638	70	70	63	7	3	24	0	0	0	20	30	28	9	4
2	633	691	2079	691	70	70	63	7	3	24	0	0	0	20	30	28	9	4
3	379	688	942	688	70	70	63	7	3	24	0	0	0	20	30	28	9	4
4	490	892	680	892	70	70	63	7	3	24	0	0	0	20	30	28	9	4
5	247	665	382	665	70	70	63	7	3	24	0	0	0	20	30	28	9	4
6	624	993	1065	993	70	70	63	7	3	24	0	0	0	20	30	28	9	4
7	419	673	544	673	70	70	63	7	3	24	0	0	0	20	30	28	9	4

The table above showed the students performance in relation to the materials utilized. On top of the table the type of resources utilized were shown and under each of the resources the number of social studies teachers utilizing the resources were indicated. This was reflected for each of the 7 educational zones of the state. The second column from the left showed the number of successful candidates for each of the zones. This was the sum of the letter A and C grades for each zone. This was as earlier indicated a successful candidate was the one who scored a minimum of C grade. In this case it is important to emphasize that in the grading

system of JSCE there is no letter B and so A and C were considered to be the grades of achievers.

4.3 Hypotheses Testing

In this section 4 hypotheses were formulated and tested as follows:

Hypothesis 1:

There is no significant relationships between the performance of students in social studies and utilization of resources. To test this hypothesis Spearman Rank Order Statistic was used because Likert scale was used in scoring the respondents. This was why SPSS statistic correlational techniques were used and the summary of the computation was contained in table 4.09.

Table 4.09: Relationships between performance and resources utilization

S/N	Achievement and resource utilization	Level of relationships	S/N	Achievement and resource utilization	Level of relationships
1	Achievement versus chalk	r = 0.2422	8	Achievement versus internet	r = 0.00
2	Achievement versus calk board	r = 0.242	9	Achievement versus radio	r = 0.00
3	Achievement versus projector	r = 0.3565	10	Achievement versus print materials	r = 0.2411
4	Achievement versus resource persons	r = 0.2960	11	Achievement versus charts	r = 0.500
5	Achievement versus resource visits	r = 0.1167	12	Achievement versus maps	r = 0.2960
6	Achievement versus student resources	r = 0.1245	13	Achievement versus bulletin boards	r = 0.1056
7	Achievement versus television	r = 0.00	14	Achievement versus relics	r = 0.4588

From the table it showed that in utilizing the resources there exited significant relationships in utilizing some of the resources because the calculated values of the chalk, chalkboard, projectors,

resource persons, print materials, charts and maps calculated at 0.05 level of significance were greater than the critical value of 0.196. This means the hypothesis is rejected.

In addition from Table 4.09 in utilizing resource visits, student resources, bulletin boards, television, internet and radio it showed no significant relationships existed. This was because the calculated value of 0.05 level of significance is smaller than the critical value of 0.196. This means the hypothesis for these materials were retained.

Hypothesis 2:

There is no significant differences in the performance of students in social studies over three years. To test this hypothesis ANOVA was used. It was developed from the 3 years performance of students in social studies as contained on Table 4.08. the result of the analysis was contained in Table 4.10.

Table 4.10: Summary of ANOVA by Number of years

Source of variation	Sum of squares	Degrees of freedom	Mean of square	Fcal
Between	6029393.43	2	301196.715	1.5578
Within	5220275.58	127	193343.54	
Total	5822669.01	129		

From the table the value for the three years performance calculated at 0.05 level of significance is less than the table value at 3.89. This means there is no significant difference in the performance over the 3 years. The null hypothesis was therefore retained.

Hypothesis 3:

There is no significant differences in the performance of students in social studies among the educational zones of Katsina state. To test this hypothesis ANOVA was used. It was developed from the results in social studies for the 7 zones for 3 years as contained on Table 4.08. The results of the analysis is contained in Table 4.11

Table 4.11: Summary of ANOVA by zones

Source of variation	Sum of squares	Degrees of freedom	Mean of square	Fcal
Between	1160061.24	6	193343.54	1.8335
Within	14024694.39	127	105448.83	
Total	15184755.63	133		

The Table 4.11 showed that the value calculated was 1.835. At 0.05 level of significance, the value (f = 1.8335) is less than the Table value of 3.00. This means the null hypothesis was retained.

Hypothesis 4:

There is no significant differences in the performance of schools in terms of strategy used in teaching social studies. To test this hypothesis ANOVA was used. It was developed from table 4.07 which showed scores obtained from teachers during classroom teaching. The result of the analysis is contained in Table 4.12 below.

Table 4.12: Summary of ANOVA, schools performance

Source of variation	Sum of squares	Degrees of freedom	Mean of square	Fcal
Schools	45.2	13	3.48	0.95
Error	204.6	56	3.65	
Total	249.8	69		

From the Table the calculated value at 0.05 level of significance is less than the table value of 1.92. This indicated no significant difference among the schools in the utilization of resources. This means the null hypothesis was retained.

4.4 Discussion of Findings

The study was an attempt to establish the extent of resources utilization in the teaching of social studies and its impact on the achievement of JSS students in Katsina state. In order to do this the study had to identify the material and human resources essential for social studies teaching. After identifying the resources available the study continued to draw up a method of how these resources were utilized, how they impacted on the achievement of JSS students, constraints faced, and improvisation if any. In order to be able to do this a questionnaire was drawn which attempted to cover the variables in the topic of research. In addition an observation schedule was drawn up for the purpose of diversifying the data gathering method. In addition results of JSE examination in social studies for 2007 was collected so as to establish the relationships between resources utilization and achievement.

After collecting the data from both the questionnaire and the observations tables were drawn up and analysis of the findings to test the hypotheses made. On examining the data on table 4.01 it appeared that there was dearth of material resources needed by the teacher to build his capacity to become an effective teacher. Chalk, chalk board which were readily available and to some extent charts

and maps were not really enough for the social studies teacher to build up his capacity. This is pathetic in the contemporary world of today where the teacher is expected to be the "guide on the side". This may not be possible because those resources needed to make the teacher guide on the side were not available. Over 95% of the teachers, as the table showed said projected materials were not available. Over 70% of the teachers said television and radio were not available.

This was why, it appeared, when it came to utilizing the material resources in teaching as shown on Table 4.02 the teacher appeared to rely more on chalk, chalkboard, maps and charts. This meant the teacher relied more on his own individual effort in his teaching, leaving the students as mere listeners and consumers of facts. In fact in the observations carried out it really confirmed this as students were essentially passive onlookers.

In the absence of adequate resources it would have been expected that the teacher could have made the best use of student resources. This was however not to be the case. The table as shown was an indication that students' activity was minimal. This was especially so when viewed from the fact that the simplest of the

student centred activity such as drama, debates, field trips were only occasionally utilized.

From the foregoing it appeared the teachers capacity was limited and his ability to employ the use of other resources obstructed. Tables 4.04 showed what was incapacitating the teacher to be effective and the obstacles on his way to being effective.

A situation in which a teacher could not get projected materials, television, internet in his teaching, his capacity was limited. To worsen the flight of the teacher, it became almost impossible for him to invite resource persons or undertake resource visits, largely as a result of financial constraints and large student population.

The difficulties faced by the teacher were enormous. The inability of the teacher could have been partly remedied by proper utilization of students. This was however a problem. The large number of students, an average of 60 per class, made it difficult for proper utilization of students. Indeed lack of time, space and facilities would certainly be an obstacle to student centred activities in a class with large student population. The fact was in the absence of financial support, coupled with large student population

it would not be an easy task to carry activities like simulation games, cartoon and field trips. Even ordinary homework was not an easy task because Table 4.03 showed most of the respondents were of the view that lack of time was an obstacle to giving homework. This was particularly so when the teachers handled many streams with each of the streams having large student population.

The teachers role as the guiding light in resource utilization was not helped by inadequate improvisation of resources. With improvisation the capacity of the teacher would have been improved.

In improvising materials the findings had shown the teachers attempt was not satisfactory. The Table 4.05 showed the apparent lack of commitment by teachers to improvise. A good number of teachers were shown not to improvise or could not even improvise. About 50% of the items listed were either not improvised or could not be improvised. This was certainly not comfortable to have as many as 50% admitting not to improvise 4 of the 8 items listed.

Table 4.06 showed the dilemma in teaching social studies. Social studies is centred on man and his activity and it emphasizes active student involvement. But the table showed a gloomy picture where more than 60% of teachers admitted that the students never

improvise globes, adhesives, models, posters and collages. Those claiming to students improvisation of charts, maps and graphs were not even as regular as they should be. This was to show that one of the purposes of social studies which is to use the environment to teach the subject is defeated by the attitude of the teachers and students who virtually failed to improvise.

The outcome of observations carried out in fourteen schools of the seven educational zones was quite revealing. The observations were carried out to diversify the data and increase the reliability of the findings.

The findings as shown on Table 4.07 showed that out of the fourteen teachers observed only two were able to score 40% pass which was the result of different skills of the teachers measured in classroom situation. The outcome of the observation was a clear indication of the ill-preparedness of teachers for the task of delivering result. The factors responsible may be as a result of the several factors above.

The ill-preparedness of the teachers became apparent from the breakdown of the scores in the observations. In using student resources none of the respondents were able to score 1/3 of the marks allotted for student resources. For community resources the

findings revealed 100% non utilization. The findings of the observation therefore supported the findings from the questionnaire which indicated teachers domination of teaching and learning process in which other resources played little or no role in the teaching and learning process.

The findings from the questionnaire and observations therefore indicated that the teacher more than anything else was at the centre of teaching learning activities in teaching social studies. In fact the findings in the observation clearly showed that the number of students per class was beyond the capacity of the teacher. The large number of students in the class made it difficult for the teacher to move freely and teach with relative degree of freedom and attend to individual differences. Little wonder that the scores from the observation were not satisfactory.

From the findings it can be deduced that some of the problems faced in utilizing other essential resources was the crowded classroom with over stretched facilities. A classroom meant for 30 – 40 students accommodating 60 – 70 students was not attractive for a student centred teaching. This makes class management where individual differences should be attended to difficult. It indeed made it difficult task getting involved in some

student centred activity requiring supervision and assessment. Even home work which is supposed to be the convention, the number of students may scare away the teachers. This was more serious when a teacher had to attend to a class of up to 8 streams with a population of 60 to 70 students per class. As for community services the large student population may have made it a difficult task to undertake field trips. This was confounded by financial constraints of many of these schools who in many cases relied on PTA charges and other charges to handle some day-to-day activities of the schools.

All these, therefore, contributed in making the social studies teacher the centre of the teaching process. Lack of material resources, financial resources, facilities and overcrowded students had made it difficult for the optimum utilization of other resources. Even for the teacher to be effective as a resource the teacher was incapacitated by these factors. He was also incapacitated by his inexperience. The personal data of our respondents clearly indicated lots of inadequacies on the part of the teachers. Out of the 72 of the respondents 43 of them, about 60% were NCE holders. 11 were either B.A Ed, 5 B.Ed, 2 masters while 11 were holders of various diplomas in administration and adult education.

Out of this number 21 of them had below 2 years experience and 25 of them had between 2 – 5 years experience. 12 had 6 – 10 years and 11 had 10 years and above. It was not this seeming inexperience of the majority of teachers that was revealing of the teachers preparedness. Only 48% had studied social studies. 52% of the teachers had measured in either history, geography, political science, sociology, economics and even public and business administration.

With this picture of the social studies teachers where majority of them did not study social studies it means it was being handled by teachers who had limited knowledge of what integrated social studies is all about. These limited skills of the social studies teacher could be another important factor in the teachers inability to be the guide on the side. Little wonder his ability to improvise or ask students to improvise in the face of limited resources and desire to involve students was limited. This was why the teachers and students could not use the local environment as a major source of teaching and learning social studies. This could be why cramming of facts and book learning are still dominant in our schools.

The inability of social studies teacher to properly utilize resources could be partly responsible for the results recorded in the

tested hypotheses. The tested results of the hypothesis did indicate that resource utilization can have a positive or negative impact on the achievement of students. If optimally utilized, our findings suggested resources can enhance teaching efficiency and thus have a positive bearing on the performances of students. However, if resources are not optimally utilized it means it can affect teaching efficiency and thus affect students performance.

This was why the results of the tested four hypothesis did indicate the need for the teacher to be resourceful. In all, the four hypotheses were virtually all retained with insignificant exception. This meant the performance of the students over the years and across the 7 educational zones were not significantly different. This could be as a result of the inadequate utilization of resources. As to the factors responsible for almost the same picture of results over the years and in all the zones it could probably be as a result of the fact that the level of utilization of resources over the years of study was not very much different. This is to say there was under utilization of resources in almost all the schools and for the years under study.

Therefore from the results of the tested hypotheses there was a clear message that the teachers of social studies need to make optimal utilization of resources for better performance of their students.

CHAPTER FIVE

5.0 Summary, Conclusion and Recommendation

5.1 Summary

In the study the attempt had been made to establish the form, nature and extent of resource utilization in the teaching of social studies and the impact resources utilization had on the achievement of JSS students in social studies..

The study was based on four null hypotheses as contained on page 5 of the study after administering questionnaire on social studies teachers of post-primary schools in Katsina State and observing some selected teachers in action and testing the hypotheses the study was able to come up with the following findings.

1. That teachers of post-primary schools in Katsina were limited in their ability to build their capacity in order to be effective teachers because of inadequate material resources.
2. As a result of inadequate resources the teachers of social studies could only utilize very few resources available.
3. The teachers of social studies because of limitations faced in utilizing other resources, both material and human,

concentrate more on expository method of teaching social studies.

4. The teachers of social studies were found to face lots of constraints in their attempt to utilize resources for effective teaching.

5. In spite of the limitations of the social studies teacher and the constraints he faced improvisation as a form of resource utilization was not pursued by the teachers of social studies.

6. The hypotheses tested on 14 component of resources utilized was found to have significant relationships on only 7 components of the resources utilized and no significant or any relationships on the remaining 7 components.

7. In addition the other three hypotheses designed to test significant differences in the performance of students and schools over the years and across the 7 educational zones of the state were all retained because the observed values at 0.05% were not significant.

8. Finally, therefore, based on the above and supported by observations made the study had found out that the teachers of social studies were ill-prepared for the task of teaching delivery. This was more serious in view of the fact that

majority of the teachers were those not trained to teach social studies and a good number of them had limited years of teaching experience.

5.2 Conclusion

Based on the findings of the study it could be seen that utilizing resources in teaching social studies faced lot of problems. Much as the teacher would want to be effective utilizing resources, he was incapacitated by lots of problems such as inadequate material resources and other constraints that affected his performance. The teaching of social studies seemed to be affected by limited resources. This tended to make the teacher a sage on the stage.

From the findings the teacher could not integrate technology in his teaching which limited his capacity. As a result he could not function effectively, and other resources had therefore limited contribution in teaching and learning process. The large number of students population coupled with limited facilities and limited competence of the teacher, the teacher found it difficult to involve his students in teaching process where he was expected to be on the move, checking over shoulders, asking questions and teaching mini-lessons for individuals and groups who needed a particular skill.

Therefore what the findings showed was the students dependence on teachers through predominant use of lecture notes and dictation. As a result of dominance on lecture method which focused on factual delivery the students were deprived of opportunity to use the local environment as a main source of teaching and learning social studies. The teachers and students inability to improvise or use community resources was a case in point.

This over dependence on the teacher was confounded by overcrowded classrooms as revealed by observed findings in the study. A classroom meant for a maximum of 40 students was forced to accommodate 60 – 80 students and in some cases more. This meant no adequate space was left for the teachers to deliver their lessons properly, let alone to move around and coach each and every student or organize other participatory activities such as drama, games, debates, and resource visits etc.

From the foregoing it is obvious that social studies teaching is faced by a number of problems. To solve it the nature and complexity of the problems facing it which was partly highlighted in the study need be appreciated and appropriate measures taken by all stakeholders in education.

5.3 Recommendations

1. It has been found that teaching social studies in our post-primary schools faced a lot of problems. One important recommendations and a solution towards solving it is to change the attitude of stakeholders in education. This is particularly to the political authorities in the government, senior officials in the ministries of education, inspectors, education officers, school administrators so that goodwill is established and there is a commitment towards appreciating problems afflicting teaching of social studies and indeed other subjects in the education process. Without the goodwill and commitment of the political authorities and education administrators it would be very difficult to find lasting solutions to problems facing the teaching of social studies and other subjects in our schools.

2. A step forward in finding solutions is for the teachers of social studies to appreciate the fact that as professionals they must have the interest of their students. They must therefore be willing and committed. As a result they should be prepared to find solutions in their own way to problems of teaching social studies. This is why individual effort is required by attempting

to make the best of the local environment which social studies is all about. Improvisation is one way of utilizing the local environment which only personal commitment is required.

3. An important way of improving the teaching of social studies is for our universities and other tertiary institutions concerned with training social studies teachers to ensure that only candidates who have interest in teaching social studies and teaching in general are enrolled. A situation in which candidates are forced to study the subject is not helpful. This could be partly responsible for the lack of commitment of some teachers to handle teaching the subject professionally.

4. In addition the parent teachers association in our schools should as a matter of fact look into the issue of who goes into the teaching business. A situation in which in our schools teachers who measured in Business Administration, Advanced Diploma in Public Administration, Economics etc are teaching social studies does not help the education sector. The PTA is better placed to sensitize the political authorities and the education administrators to have the commitment and goodwill to address the problems of teaching and learning in the education process particularly as highlighted in the findings of this study.

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APPENDIX I

QUESTIONNAIRE FOR SOCIAL STUDIES TEACHERS OF KATSINA STATE POST PRIMARY SCHOOLS

INTRODUCTION

The purpose of this questionnaire is to determine the extent of resource utilization and its impact on the achievement of J.S.S students in Social Studies in Katsina State. Resources are here meant to be all the people, places and things that are used to provide necessary support and aid in the teaching of social studies. These include the teacher, students and members of the community and material resources.

It is an exercise with the objective of meeting part of the requirement of a Postgraduate Study at Ahmadu Bello University, Zaria.

The aim of the exercise is to find out where we stand in our utilization of resources in the teaching of social studies so that we can be in a position to make informed conclusion and recommendation so that the social studies teacher and the school will be better off.

All information given will be treated in confidence. This is why we don't even require the names of our respondents.

SECTION A: Personal Data

1. Name of the school in which you are teaching.

   .....

2. Your educational qualifications.

   NCE [ ] BA (ed) [ ] BED [ ]
   MA/MEd [ ] Others [ ]

3. What is your area of specialization?

   i) Social Studies [ ] iv) Political Science [ ]
   ii) History [ ] v) Sociology [ ]
   iii) Geography [ ] vi) Any other [ ]

4. What class do you teach social studies?

   .....

5. For how long have you been teaching social studies?

   i) Below 2 years [ ] iii) 6 – 10 years [ ]
   ii) 2 – 5 years [ ] iv) 10 years [ ]

SECTION B: Resources essential for human capacity building.

1. Read carefully and tick which of the following resource are readily available in your school in assisting you as a human resource in teaching Social Studies.

S/N	Materials	Available	Not available	Available in good condition	Available and not in good condition
1	Chalk				
2	Chalkboard				
3	Cine projector				
4	Transparent still projector				
5	Opaque projector				
6	Models				
7	Radio				
8	Television				
9	Internet/computer				
10	Charts				
11	Maps				
12	Bulletin boards				
13	Relics				

2. How do you utilize the following in teachirg Social Studies?

S/N	Materials	Always	Occasionally	Rarely	Never
1	Chalk				
2	Chalkboard				
3	Projector				
4	Resource person				
5	Resource visits				
6	Student resources				
7	Television				
8	Computer/internet				
9	Radio				
10	Print materials				
11	Charts				
12	Maps				
13	Bulletin boards				
14	Relics				

3. How are your students utilized in the following?

S/N	Materials	Always	Occasionally	Rarely	Never
1	Drama				
2	Simulation games				
3	Debates				
4	Quizzes				
5	Field trips				
6	Cartoon				
7	Survey games				
8	Demonstrations				
9	Role playing				
10	Storey telling				
11	Home work				

SECTION C:

4. What are your constraints in utilizing the following?

S/N	Materials	Non-availability	Bad shape	Lack of financial support	Inability to use
1	Projected materials				
2	Television				
3	Computer/Internet				
4	Radio				
5	Resource visits				
6	Resource persons				
7	Charts				
8	Maps				
9	Print materials				
10	Bulletin board				
11	Relics				

SECTION D:

5. What are your constraints in utilizing your students in the following?

S/N	Materials	Lack of funds	Lack of time	Lack of space	Lack of facilities
1	Drama				
2	Simulation games				
3	Debates				
4	Quizzes				
5	Modeling				
6	Field trips				
7	Cartoon				
8	Survey games				
9	Demonstrations				
10	Role playing				
11	Storey telling				
12	Home work				

SECTION E: Improvisation by teachers.

6. Which of the following do you improvise?

S/N	Materials	Improvise	Occasionally	Don't improvise	Can't improvise
1	Charts				
2	Maps				
3	Graphs				
4	Globes				
5	Adhesives				
6	Flannel board				
7	Posters				
8	Collages				

SECTION F: Improvisation by students.

7. Which of the following are being improvised by your students?

S/N	Materials	Always	Occasionally	Rarely	Never
1	Charts				
2	Maps				
3	Graphs				
4	Globes				
5	Adhesives				
6	Models				
7	Posters				
8	Collages				

APPENDIX II

Checklist for teachers of Social Studies in Post Primary Schools of Katsina State

School:.....

Class:.....

No. in Class:.....

Topic:.....

A] TEACHING PROCEDURE

	RATINGS					
	0	1	2	3	4	5
1. Introduction (degree of motivation)						
2. Mastery of subject content (adequate and accurate)						
3. Presentation of lesson content (logical and sequence)						
4. Use of chalkboard (appropriate, legible and orderly)						
5. Questioning Technique (relevant, appropriate distributive)						
6. Use of Teaching aids (effective and efficient)						
7. Variety of teaching aids (effective and efficient)						
8. Command of language (simple, clear, accurate)						
9. Evaluation of lesson taught (quantity and quality)						
10. Conclusion of lesson (smoothness and briskness)						

B] CLASS MANAGEMENT

	RATINGS					
1. Attention to individual differences						

C] STUDENT RESOURCES

	RATINGS					
1. Actively involved or passively involved						
2. Students activity (adequate and relevant)						
3. Students improvisation						

D] COMMUNITY RESOURCES

	RATINGS					
1. Resource persons (utilized and utilized)						
2. Resource visits						

E] CLASSROOM FACILITIES

	RATINGS					
1. Adequate and in-adequate						
2. Class spacing (conducive or congested)						

F] EVALUATION OF PREVIOUS WORK

	RATINGS					
1. Quantity and quality of correction						

G] TEACHERS PERSONALITY

	RATINGS					
1. Appearance and smartness						

APPENDIX III

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	327
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	333
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	800	269	40000	380
190	127	950	274	50000	382
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Culled from Morgan and Kreyde (1971)

Note: N is population size
S is sample size

APPENDIX IV

SUMMARY OF J.S.C.E. EXAMINATION IN SOCIAL STUDIES IN SOME SCHOOLS IN KATSINA STATE

2006

DAURA ZONE

Schools	A	C	P	F
GJSS Mai'adua	15	30	104	5
GJSS Baure	26	56	20	10
GJSS Babban Mutum	1	30	25	4
GJSS Sandamu	22	65	13	3
GGJSS Rogogo	0	120	14	2

KATSINA ZONE

Schools	A	C	P	F
GRBSS Batagarawa	122	40	10	10
SUNCAIS Katsina	10	110	46	19
GGSS Ajiwa	50	95	4	10
GGJSS Jibiya	18	68	20	5
Katsina College, Katsina	20	100	235	170

FUNTUA ZONE

Schools	A	C	P	F
GJSS Mairua	1	50	70	16
CDSS Jargaba	1	10	12	4
JGSS Tsiga	2	42	180	20
GJSS Funtua	23	120	130	52
GJSS Faskari	10	120	1	7

KANKIA ZONE

Schools	A	C	P	F
GJSS Ladan	4	10	8	7
GJSS Kafin Soli	1	30	45	8
GJSS Rimaye	22	30	20	5
GGDSS Matazu	2	13	5	1
GGJSS Kankia	5	204	20	13
GJSS Musawa	50	120	20	10

DUTSIN-MA ZONE

Schools	A	C	P	F
GGAJSS Dutsinma	20	115	60	10
GJSS Damusa	2	26	50	9
GJSS Ruma	1	40	07	02
Jamu School Foundation	10	15	07	02
GJDSS Babban Duhu	15	35	15	03

MALUMFASHI ZONE

Schools	A	C	P	F
GGJDSS Malumfashi	116	200	58	08
GDSS Burdugau	10	96	84	10
GJSSS Mahuta	05	75	22	05
GJSSS Zango Funtua	0	02	52	05
GGJSS Dayi	05	115	52	06

MANI ZONE

Schools	A	C	P	F
GGJSS Shargalle	03	45	110	38
GJSS Mashi	50	92	10	07
GJSS Doguru	05	08	03	01
GJSS Muduru	20	40	12	09
GGJSS Mani	75	81	42	08

Source: Katsina State Ministry of Education
Education Resource Centre Dutsin-ma

DAURA ZONE

Schools	A	C	P	F
GJSS Mai'adua	21	76	212	1
GJSS Baure	63	117	21	8
GJSS Babban Mutum	0	31	37	4
GJSS Sandamu	52	78	15	1
GGJSS Rogogo	1	199	19	1

KATSINA ZONE

Schools	A	C	P	F
GRBSS Batagarawa	143	56	4	5
SUNCAIS Katsina	1	21	135	22
GGSS Ajiwa	104	107	8	1
GGJSS Jibiya	21	136	27	0
Katsina College, Katsina	29	73	437	278

FUNTUA ZONE

Schools	A	C	P	F
GJSS Mairua	7	71	188	14
CDSS Jargaba	0	14	19	1
JGSS Tsiga	2	58	405	11
GJSS Funtua	29	218	145	67
GJSS Faskari	125	164	3	13

KANKIA ZONE

Schools	A	C	P	F
GJSS Ladan	10	24	1	10
GJSS Kafin Soli	0	56	41	6
GJSS Rimaye	44	49	14	6
GGDSS Matazu	9	12	0	0
GGJSS Kankia	13	367	21	21
GJSS Musawa	109	145	8	0

DUTSIN-MA ZONE

Schools	A	C	P	F
GGAJSS Dutsinma	50	193	48	3
GJSS Damusa	113	255	16	11
GJSS Ruma	06	45	5	0
Jamu School Foundation	15	12	3	0
GJDSS Babban Duhu	23	30	13	0

MALUMFASHI ZONE

Schools	A	C	P	F
GGJDSS Malumfashi	309	238	30	4
GDSS Burdugau	16	118	113	8
GJSSS Mahuta	10	87	14	4
GJSSS Zango Funtua	0	0	74	3
GGJSS Dayi	10	205	39	2

MANI ZONE

Schools	A	C	P	F
GGJSS Shargalle	4	35	182	32
GJSS Mashi	121	119	-	5
GJSS Doguru	07	08	04	-
GJSS Muduru	38	41	05	14
GGJSS Mani	109	191	16	3

Source: Katsina State Ministry of Education
Education Resource Centre Dutsin-ma

DAURA ZONE

Schools	A	C	P	F
GJSS Mai'adua	24	38	07	23
GJSS Baure	-	120	76	06
GJSS Babban Mutum	-	08	150	10
GJSS Sandamu	-	42	89	03
GGJSS Rogogo	-	71	101	15

KATSINA ZONE

Schools	A	C	P	F
GRBSS Batagarawa	10	74	152	15
SUNCAIS Katsina	11	176	671	51
GGSS Ajiwa	208	51	17	04
GGJSS Jibiya	21	510	111	18
Katsina College, Katsina	60	958	401	105

FUNTUA ZONE

Schools	A	C	P	F
GJSS Mairua	22	123	157	15
CDSS Jargaba	09	50	41	19
JGSS Tsiga	01	300	174	27
GJSS Funtua	39	255	273	02
GJSS Faskari	121	22	02	02

KANKIA ZONE

Schools	A	C	P	F
GJSS Ladan	12	10	09	09
GJSS Kafin Soli	02	18	121	19
GJSS Rimaye	24	96	104	03
GGDSS Matazu	-	16	29	-
GGJSS Kankia	306	152	09	25
GJSS Musawa	06	38	78	01

DUTSIN-MA ZONE

Schools	A	C	P	F
GGAJSS Dutsinma	12	47	165	75
GJSS Damusa	182	88	20	47
GJSS Ruma	02	26	50	09
Jamu School Foundation	13	-	01	-
GJDSS Babban Duhu	-	17	63	10

MALUMFASHI ZONE

Schools	A	C	P	F
GGJDSS Malumfashi	08	185	285	43
GDSS Burdugau	46	244	55	69
GJSSS Mahuta	06	85	41	17
GJSSS Zango Funtua	02	58	42	15
GGJSS Dayi	276	155	86	60

MANI ZONE

Schools	A	C	P	F
GGJSS Shargalle	01	55	184	21
GJSS Mashi	-	243	124	39
GJSS Doguru	-	10	10	07
GJSS Muduru	-	52	52	36
GJSS Mani	29	154	170	34

rce: Katsina State Ministry of Education
Education Resource Centre Dutsin-ma