IMPACT OF INSTRUCTIONAL RESOURCES ON THE ACADEMIC PERFORMANCE IN SOCIAL STUDIES AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN KATSINA STATE, NIGERIA

BY

Auwalu ISHIYE NCE (F.C.E KATSINA), B.Ed (A.B.U ZARIA)
M.ED/EDUC/28636/2012 – 2013

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

OCTOBER, 2015

IMPACT OF INSTRUCTIONAL RESOURCES ON THE ACADEMIC PERFORMANCE IN SOCIAL STUDIES AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN KATSINA STATE, NIGERIA

BY

Auwalu ISHIYE NCE (F.C.E KATSINA), B.Ed (A.B.U ZARIA)

M.ED/EDUC/28636/2012 – 2013

A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA NIGERIAIN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN SOCIAL STUDIES EDUCATION

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

OCTOBER, 2015

DECLARATION

I declared that this thesis entitled “Impact of Instructional Resources on the Academic Performance in Social Studies among Junior Secondary School Students in Katsina state, Nigeria” has been carried out by me in the department of Arts and social sciences, faculty of education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any university.

_____	_____	_____
Name of Student	Signature	Date

CERTIFICATION

This thesis entitled “Impact of Instructional Resources on the Academic Performance in Social Studies among Junior Secondary School Students in Katsina state, Nigeria” by AuwaluIshiye meets the regulations governing the award of the degree of masters of education of Ahmadu Bello University, Zaria and its approved for its contribution to knowledge and literacy presentation.

_____ _____

Dr. M.C UBAH Date
Chairman Supervisory committee

_____ _____

Dr.H.I Bayero Date
Member Supervisory committee

_____ _____

Prof. F.S.M Koya Date
Head Department of Arts and Social Sciences

_____ _____

Prof K. Bala Date
Dean of the school of Postgraduate Studies

ACKNOLEDGEMENTS

It would have amounted to an exercise in futility and a mission unfulfilled, if i had relied on my instinct and strength to compile this work. Thus, I am grateful to the all – knowing God, for His love, care and spiritual guidance throughout the experiment. I am grateful to my major supervisor, Dr.M.C.Ubah and my minor Supervisor, Dr.H.I.Bayero, for their patience, advice and commitment as to seeing me through this research. I equally acknowledge the frantic effort of my humble lecturer Prof. Y. Kajuruand Mal. Umar AliyuGingafor their contributions by teaching me proper statistical tools in the analysis of this research. To Dr. I.D. Abubakar and Dr. Mrs R.P. Khan, I really appreciate you for motivating me in the pursuit of this experiment. Only God will reward you abundantly. I sincerely appreciate the Katsina State Ministry of Education, staff and students of junior secondary school, in Katsina state for their cooperation and understanding. Finally, I utmostly uphold a deep sense of appreciation to my Mother,Sa'adatuIsyaku, my father IsyakuHarunaDaddara and my brother Ibrahim IshiyeDaddara for their financial and moral supports.May God Almighty reward you all, abundantly. I also thank my Elder Hon. Alh. IdrisYakubuDanchafa Ex-deputy Speaker Katsina State House of Assembly for the financial support and good advices that gave to me always and also Alh.JamiluMa'arufKatsina Centre Manager NTI KCK Centre who always advised me and provide me with financial support. Finally, I appreciate the effort made by DanmadaminKatsina District Head of DaddaraAlh. UsmanUsmanNagogo on his advice.

DEDICATION

I dedicate this thesis to my lovely children Fatima Auwal, ZaharaddeenAuwal, Umar Auwal, Sa'adatuAuwal, AishatuAuwaland also to my lovely wives Samira AuwalDaddara and BilkisuGamboJibia and to all social studies methodologists in Nigeria.

ABSTRACT

Instructional resources in contemporary education has the potentials to accelerate, enrich, and deepen skills, and provide opportunities for concentration on the lesson and arouse the interest of learners by enabling them to actively participate in the lesson. It has been observed that since the introduction of electronic instructional resources in teaching and learning processes, Social Studies Education is yet to comply adequately with this trend of teaching, this is due to the fact that most of teachers and students in social studies are not computer literate. Even in cases where the teachers are literate, they find it challenging to alter the traditional techniques of teaching in favour of using instructional resources. Basically, the thrust of this experiment centred on the impact of instructional resources on the academic performance of JSS learners of Social Studies in Katsina State. Thus, the quasi-experimental design was adopted for the study and a sample of 400 was selected through the simple random sampling. The SPSS version 16 was used to analyse the t-test statistic, and the level of significance for determining the statistical significance of the study was placed at 0.05 with degree of freedom 118 for hypothesis one and 58 for hypotheses two, three and four. The result showed among other findings that there is significant difference between academic performance of male and female social studies learners when using instructional resources in teaching them. The result of findings revealed further that there is significance difference between rural and urban Social Studies learners when using instructional resources in teaching Social Studies. Also the experiment affirmed that there is significant difference between the academic performance of private and public social studies learners. When using instructional resources in teaching social studies. The findings also indicated that there is significant difference between academic performance of JSS II and JSS III Social Studies learners when using instructional resources in teaching of social studies. Finally the study encouraged using ofresources in teachingSocial Studies and also called for the training and retraining of Social Studies teachers in the use of instructional resources in teaching of Social Studies.

TABLE OF CONTENTS Page

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

DECLARATION----------ii

CERTIFICATION----------iii

ACKNOWLEDGEMENT----------iv

DEDICATION----------v

ABSTRACT----------vi

TABLE OF CONTENTS----------vii

LIST OF TABLES----------x

LIST OF APPENDICES----------xi

LIST OF ABBREVIATION----------xii

OPERATIONAL DEFINITION OF TERMS----------xiv

CHAPTER ONE: INTRODUCTION

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

1.2 Statement of the Problem ---------- 5

1.3 Objectives of the Study ---------- 6

1.4 Research Questions ---------- 7

1.5 Research Hypothesis ---------- 8

1.6 Significance of the Study ---------- 8

1.7 Scope of the Study ---------- 9

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction ----------11

2.2 Theoretical Frame Work ----------12

2.3Concept of Instructional Resources ----------15

2.4Classification of Instructional Resources ----------17

2.5 Utilization of Instructional Resources ----------19

2.5.1 Print Resources ----------20

2.5.2 Non-Print Resources (Chalkboard and Chart)----------21
2.5.3 Charts----------22
2.6 Electrical Operated Instructional Resources ----------23
2.7Impact of Effective Utilization of Instructional Resources----------24
2.8 Challenges of Using Instructional Resources in Teaching Social Studies----------25
2.9 Solution to the Challenges of Using Instructional Resources in Social Studies in Katsina state----------27
2.10 Guideline for Selection of Instructional Resources ----------28
2.11 Historical Development of Social Studies. ----------30
2.12 The Scope of Social Studies ----------32
2.13 Historical Development of Social Studies in Nigeria. ----------37
2.14 How information technologies help in achieving SOS objectives ----------44
2.15 Impact of Instructional Resources on learners' performance in Social Studies. ----------49
2.16 Review of Related empirical studies ----------51

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction----------58
3.2 Validity and Reliability of Instrument ----------58
3.3 Research Design ----------59
3.4 Population of the Study ----------60
3.5 Sample and Sampling Procedure ----------62
3.6 Instruments for Data Collection ----------63
3.7 Procedure for Data Collection ----------64
3.8 Procedure for Data Analysis ----------65

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Introduction ----------66

4.2 Answering Research Questions----------
-66

4.3 Testing For Hypothesis----------70

4.3 Discussion of Findings ----------76

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary ----------80

5.2 Conclusion ----------81

5.3 Recommendations ----------82

5.4 Limitations of the study. ----------83

5.5Contributions to Knowledge. ----------84

5.6Suggestion for further studies:----------85

References ----------86

Appendixes ----------91

LIST OF TABLES **Page**

Table 3.1: Population of JSS Social Studies Learners in Katsina State----------60

Table 3.2: Table of Sampled Learners of Social Studies----------62

Table 3.3: Bloom Taxonomy---------- 63

Table 4.1: Testing for Hypothesis one table----------69

Table 4.2: Testing for Hypothesis two table----------71

Table 4.3: Testing of Hypothesis three table----------72

Table 4.4: Testing of Hypothesis four table----------74

LIST OF APPENDICES **Page**

A. Social studies instructional resources performance test (SSSIMP)----------90
B. Testing for hypotheses----------108
C. Raw scores of Social Studies Learners that constituted the experiment and control110
D. Raw scores of pilot test of----------113
E. Request for collecting data----------116
F. Krejcie and morgan sampled table----------121
G. List of school sampled----------122

LIST OF ABBREVIATIONS

ICTS	-	Information and Communication Technologies
TV	-	Television
FOA	-	Food and Agricultural Organization
JSS I	-	Junior Secondary School One
JSS II	-	Junior Secondary School Two
JSS III	-	Junior Secondary School Three
NPE	-	National Policy on Education
IMAA	-	Instructional Resources Accessibility Act
ETF	-	Education Trust Fund
PTA	-	Parents Teachers Association
NGO'S	-	Non Governmental Organizations
USA	-	United States of America
USAID	-	United State Agency for International Development
CESAC	-	Comparative Education Study and Adaption Centre
SOSAN	-	Social Studies Association of Nigeria
NERC	-	Nigerian Educational Research Council
NNTEP	-	Northern Nigerian Teachers Education Project
E.G	-	Example
SSSIMP Test	-	Social Studies Students Instructional Resources Programme
ANOVA	-	Analysis of Variance

SSPT	-	Social Studies Performance Test
GGJSS	-	Government Girls Junior Secondary School
GDJSS	-	Government Day Junior Secondary School
GSTC	-	Government Science Technical College
ABU	-	Ahmadu Bello University
NTI	-	National Teacher's Institute
AEWC	-	Association for Education in World Citizenship
SPUTNIC in	-	Nigeria's Positive Response to the Curriculum reform trends world Community
FME	-	Federal Ministry of Education

OPERATIONAL DEFINITION OF TERMS

For simple understanding and further elaboration to the study the following unfamiliar words are defined as they affected the study.

Instructional Resources: In this study, this term refers to all kinds of resources for instructional purposes. It will also be taken to include are kinds of instructional media.

Instructional Media: This refers to all the various media that are employed in teaching. These include; Television, radio, Textbooks, Magnetic, boards, Maps, Globes, slides, Filmstrips, motion pictures, transparencies, projectors, record players, tape recorders, cassette player, videos and recorders among others.

Media: The term media is used to refer to printed and audiovisual forms of communication and their accompanying technology. It is also used to denote resources and equipment in this study.

Resources: It refers to a concentration system or body of content of potential value when put to work. It includes maps, overhead transparencies, computers, posters 16mm film and rest.

Equipment: This is used to refer to those instructional media which are used in presenting the resources. These include bulletin boards, check board, tape recorders, slides, filmstrips, motion pictures, projectors, and other form of projector.

Audio Visual Material: It refers to those instructional resources that may be used to convey meaning without complete dependence on verbal symbols or language. It does not include printed resources like textbooks and reference books, example; television, cassette and video tapes.

Performance: Is an accomplishment of a given task measured against present standard of accuracy, completeness, cost and speed.

Locally Made Resources: These include all instructional resources which are made the teachers or students or jointly by both teacher and student using resources from the school environment or raw resources which are imported from outside school environment examples; maps, pictures and slides.

Information Technology: refers to the utilization of electronic equipment such as computers, digital projectors and internet facilities for storing, analyzing and distributing educational information for the transmission of functional instructions to learners in a systematic way.

Education: Connects the process of inculcating and acquiring the right type of knowledge, through information technology-based instruction to enable the child become relevant in this era of globalization.

Projector: This is information technology based equipment used for transmitting learning experiences to learners by making the image appear conspicuously with graphical effects on a white surface or board.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The relevance of instructional resources in the teaching and learning of Social Studies needs not be over emphasized, considering the enormous positive influence they exert on the general performance of Students. No matter, Mezieobi, Fabura&Mezieobi (2008:159) argue that when any act of teaching is done without instructional resources, some learning may take place depending on what is taught and the setting in which it is taught. But when teaching is effectuated with instructional resources much learning take place and content retention is enhanced.

According to Bolick (2003) there is a good relationship between instructional resources and the teaching of Social Studies. He argued that ".....while some educators have been fascinated by potential of instructional resources to enhance teaching and learning, teachers lagged behind in using instructional resources will ever incite teaching reform in Social Studies".

Effective use of instructional resources in teaching Social Studieschange the academic performance of student positively because Orakwe (2000) said "Social Studiesclassroom teaching without any use of teaching aids is not worth consideration at all. Because, the primary needsfor Social Studies teacher have to affect posibehavioralchanges with minimal efforts that would have been a sweating efforts that would have aided in increasing pupils boredom now turns out a very interesting and successful lesson". Instructional resources change the academic performances of student both social, moral, physical, emotional because it encourages students and teacher to participate fully on the lesson, arouse the interest of studentsand teachers and also help students to participate

actively in the lesson. Since instructional resources correct wrong impressions in Social Studiesconcepts to the students and aid the teacher to teach effectively with less stress.

Ndak (2003), observes that Social Studieslike other subject can be effectively taught by employing of instructional resources that appeal to the three sense; sight, sound and hearing.

In view of Yusuf (2012), instructional resources are those things that the teacher uses to enhance student learning such as books, charts audio-visual aids resource person and so on. In their views, Mezieobi, Fabura&Mezieobi (2008) instructional resources are teaching facilities which facilitate teaching and learning. Also commenting on the positive influence of instructional resources on the academic performances of Students in Social Studies, Tahir (2008) asserts that; clearly if a pupil does not understand what is said by the teacher or what is written in a text book, the pupils are not going to learn the subject matter. But if the pupils are allowed to see and feel what is said or written by means of concrete objects, his chances of understanding what has been said is guaranteed.

The use of newer terms Educational Technology is primarily due to dynamic expansion of programmed learning, computer assisted instruction in the field of education electronics devices these involve radio, tape recorder and computer. Instructional resources provide teachers and students with vast qualities of information in an easily accessible now-sequential format that can be used as teaching tools. Tahir (2008) opines that to obtain an optimal result in teaching of Social Studies, the use of teaching aids is unavoidable.ExamplesMuseum, Historical restoration sites, books and art supply stores, customs; shops, lumber yards, travel agent ‘for posters, senior citizen centres and business and community organization. The committee of the Hofstra also encourages all teachers to explore their local communities, some of

the instruction a resources used in the developed countries apart from the ones found in their local communities are video, movies, documentaries, computers, world wide web, internet, E-mail etc.

Also Mbakwe, (2001) was of the view that in addition to the use of computer and other technological devices to deliver data in the text or picture form with sound, and at the same time provides interactive capability in an enormous boots to the teaching power and field of education. The world is increasingly became a global village through the internet and other information network.

In Nigeria there is basic need for computer knowledge because technological advancement. The search for an effective strategy for Social Studies programme development called need for adequate use and application of Information and Communication Technologies (ICTs) specifically computers and internet which are considered among the principal drivers of economic growth, peace keeping, current information and development worldwide Harris (2002) observed that information and communication technologies have been considered not only computer and internet (often referred to as new ICTs) but also traditional media like radios, TVs, Public address systems and even newspaper Bie, (2002). Globally, the immense contribution of computer and internet technologies to development is quite remarkable. This includes applications in all aspects of life which leads to breakthrough in areas of medicine, Engineering, Agriculture; Socio-economic development can be linked to the level of ICT utilization within the social organization, (FAO, 2008).

Although the developing countries including Nigeria have become aware of the invaluable role of technology in effective teaching and learning, they have not been able to make significant progress in improving education through this medium. In Africa, concerted efforts have been made by many governments including Nigeria to initiate internet connectivity and technology training

programmes. Such programmes are expected to link schools and libraries around the world to improve education; develops vital skills of creativity, problems-solving and independent thinking which the youth need for survival in the global setting. Aduwa &Iyamu (2004) reported on the progress made in Uganda, Senegal and Nigeria to institutionalized educational technology as part of teaching resources. Efforts are gradually being made to provide educational institutions with computers and to encourage ICT as integral component of the education process so as to meet the demands and challenges of globalization. Computer as educational technology provides productive teaching and learning in order to increase people's creative and intellectual resources especially in today information society.Consequently there is emphasis on the intensive use of ICT for teaching and learning in the developed world as a potent means of equipping students for successful and productive living in a technologically developed world (Roblyer, 2003).

In line with instructional resources, one of the primary tools in the hands of the Social Studies teachers for effective teaching and learning in the classroom are lists of theresources. Therefore, for the objectives Social Studies to be achieved through proper utilization of instructional resources, there must be sound preparation on the part of the teachers before each lesson at every level of education.Teaching resources are perceived as a vehicle for curriculum enhancement. Teaching resources has the potential for enhancing students learning. These teaching resources provide teachers and students with vast qualities of information in an easily accessible, non-sequential format that can be used as teaching tools.

Nnaji&Okorie (2002) instructional materials offer teachers and the learner good opportunity to relate theoretical knowledge to practical experiences. Some of the benefits of instructional resources include:-

1. Stimulate interest.

2. Instructional resources supply a concrete basis for conceptual thinking
3. They have a high degree of interest for students
4. They make learning more lasting and permanent
5. They offer a reality of experience which stimulates
6. They contribute to the understanding of words and hence vocabulary development.
7. They afford the teachers opportunity of talking less in the class when teaching Social Studies.

Instructional resources are variously referred to as educational media, instructional media or aids, resources, instructional technology or education technology. Ololobou (2004) opined that instructional resources are all the resources used to promote teaching and learning. They could be people objects things and places, she stressed that the instructional should appeal to the varied senses of Students. They are essentially tools and devices through which stimuli can be passed on or obtained. Instructional resources which help in carrying information or instructional content for better teaching and learning are seen inform of Software and Hardware. Software and hardware are to be differentiated. Software is the learning and teaching resources that carry information or instructional content. They are the consumables or the disposables which wear and tear as they are used. Hardware are the equipment or devices which are used for presenting resources. They include machines equipment, tools, gadgets with which the software will be transmitted.

1.2 Statement of the Problems

A plethora of research had indicated that there are many factors that determine the effectiveness of using instructional resources in teaching of Social Studies in secondary school in Nigeria. Also educationists and psychologists have provided the frame work for the understanding of the influence of utilization of instructional resources in teaching. Instructional resources

madeteaching effective if adequate instructional resources are used. Teaching becomes more realistic and lasting because the Students take part in teaching-learning situation. Considering the fact that instructional materials in teaching play vital roles in student's classrooms performance and development of any child as a result,it goes a long way to determine student's achievement.

There has been low performance in Social Studies education in schools.Mamman I.B (2011) reported that: In Katsina state, there is poor performance of Social Studies students in Junior Secondary School. The researcher experience has shown that emphasis is laid more on provision and utilization of instructional resources in science subject than those of subjects like Social Studies. Also majority of the Social Studies teachers at all levels of education system at present lack knowledge of computer and its application. He further said: This serious problem lead to teachers backward because they don't have adequate knowledge on operating electrical instructional resources and computer at large. Also most of instructional resources used by Social Studies teachers are not relevant to the Social Studies, completely this also lead to the poor performance of Students in JSS level in Social Studies which deal with man and his environment is expected to be taught and understood better with proper utilization of instructional resources which should lead to better performance. Hence, it has become very imperative to conduct this research to ascertain the performance of students in some selected junior secondary schools and thus proffer positive solutions.

1.3 Objectives of the Study

The general objective for the study is to determine the impact of instructional resources on the academic performance of Junior Secondary School Students in Katsina state.

The specific objectives are to;

i. Find out the impact of instructional resources on the academic performances in Social Studies among Male and Female junior secondary school Students in Katsina State.
ii. Find out the impact of instructional resources on the academic performances in Social Studies among Urban and Rural junior secondary school Students in Katsina State.
iii. Find out the impact of instructional resources on the academic performance in Social Studies Public and Private junior secondary school Students in Katsina State.
iv. Find out the impact of instructional resources on the academic performance in Social Studiesamong Students taught with Instructional Resources and those taught without Instructional Resources in Katsina State.

1.4 Research Questions

This research will only be successful by using four good questions. The questions are follows:

i. What will be the difference in the mean academic performance scores of male and femaleStudentswhen taughtSocial Studiesusing instructional resources in junior secondary school in Katsina state?
ii. What will be the difference in the mean academic performance scores of urban and ruralStudentswhen taughtSocial Studiesusing instructional resources in junior secondary school in Katsina state?
iii. What will be the difference in the mean academic performance scores of public and privateStudentswhen taughtSocial Studiesusing instructional resources in junior secondary school in Katsina state?
iv. What will be the difference in the mean academic performance scores of Social Studies Students taught using instructional resources and those

taught without instructional resources in junior secondary school, in Katsina state?

1.5 Research Hypotheses

The research formulates the following four null hypotheses which are to be tested:

HO_1 – There is no significant difference in the mean academic performance scores of male and female students when taught Social Studies using instructional resources in junior secondary school in Katsina state.

HO_2 – There is no significant difference in the mean academic performance scores of Rural and Urban Students when taught Social Studies using instructional resources in junior secondary school in Katsina state

HO_3 – There is no significant difference in the mean academic performance scores of public and private students when taught Social Studies using instructional resources in junior secondary school in Katsina state.

HO_4 – There is no significant difference in the mean academic performance scores of Social Studies Students when taught using instructional resources and those taught without instructional resources in junior secondary school in Katsina state.

1.6 Significance of the Study

The relevance of instructional resources in the academic performance of Students need not be over emphasized, considering the enormous positive influence they exert on the general performance of Students. This encourages the research to come out with significance of the study stated below:

i. The study will help the Katsina state Government to effectively provide the required instructional resources that are relevant to the Social Studies for the successful teaching of Social Studies

ii. To the principal and proprietors, the study provided valuable information on proper utilization of instructional resources, where there is no available instructional resources provision should be made and appropriate usage of the available ones for better performance.

iii. To the teachers that teach Social Studies they must be creative enough to improvised instructional resources by exploring their environment where cheaper instructional resources are gotten easily.

iv. This studywill helped Katsina state educational zones to know that some public schools do not have enough instructional resources and where available they are not been utilized.

v. The study has revealed the importance of instructional resources in student's performance.

vi. The study also encourages Social Studies teachers at all level to be using instructional resources when teaching Social Studies.

vii. The Study encourage Government and NGO's for training and retraining more Social Studies teachers on computer education particularly in secondary schools in Katsina state that will help teachers to be operating computer as instructional resources easily.

1.7 Scope of the Study

The scope of the study is confined to the application of instructional resources in teaching Social Studies classroom. The rational for this scope is cumulatively built upon the fact that the study seek to justify the impact of instructional resources into teaching to further enhance the academic performance of student in Social Studies education. For convenience of this study twenty one (21) junior secondary school in Katsina state were used. Also JSS I, JSS II and JSS III students will be used throughout the study which will last for seven (7) weeks. The concept of family was picked from JSS I syllabus, marriage was picked from JSS II syllabus and transportation was also picked

from JSS III syllabus. Therefore the research work covers the following educational zones.

i. Katsina Educational zone
ii. Daura Educational zone
iii. Funtua Educational zone
iv. Mani Educational zone
v. Malumfashi Educational zone
vi. Kankia Educational zone
vii. Dutsinma Educational zone

Three (3) schools were selected from each educational zone that give total number of twenty one (21) schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

According to Ocheje (2012) literature review has several purpose, primarily it is to assist one in attacking ones research problem by revealing investigation similar to ones own and can show one how other researcher handled methodological and design issues. Also Akem (2007) reaffirmed that the research begins with ideas and concepts that are related to one another through hypothesis that is expected or an anticipated relationship. Thus, it is manifest in this chapter to examine the review of related literature under the following components:

- ✓ Introduction
- ✓ Theoretical frame work
- ✓ Concept of Instructional Resources
- ✓ Characteristics of Instructional Resources
- ✓ Utilization of Instructional Resources
- ✓ Electrical Operated Instructional Resources
- ✓ Effect of Effective Utilization of Instructional Resources
- ✓ Challenges of Using Instructional Resources in Teaching Social Studies
- ✓ Solution to the Challenges of Using Instructional Resources in Social Studies in Katsina state
- ✓ Guide line for Selection of Instructional Resources
- ✓ Historical Development of Social Studies
- ✓ The Scope of Social Studies
- ✓ Historical and Development of Social Studies in Nigeria
- ✓ The Objectives of Social Studies Education Paramount to Information
- ✓ Impact of Instructional Material in Teaching Social Studies in Nigeria

- ✓ Review of Related Empirical Studies
- ✓ Summary

2.2 Theoretical Frame Work

The research put more effort to find out the theory that helped in promoting this research, the theory that bring more light in this research, is therefore cognitive load theory Sweller, (1988) suggest that effective instructional resources facilitates learning by directing cognitive resources toward activities that are relevant to schemes acquisition instructional resources that requires trainees to direct cognitive resources to activities, other than schema acquisition instructional resources that requires trainees to direct cognitive resources to activities, other than schema acquisition may thus be viewed as interior. He further observed, that when work examples require both text and diagrammatical information to be presented then the text (as far as possible) should be integrated in to the diagram rather than setting above, below, or beside diagrams as a dual (or split) source of information. Instructional resources reduce over load work of the brain.

Students presented with a split source of information will need to expand a portion of their cognitive resources mentally integrating the different sources of information. This reduces the cognitive resources available for learning.Conversely, an integrated format clearly demonstrates the relationship between text and diagrams, thus reduce cognitive load required to process the total information presented within the example. Cognitive resources are then free to attend to learning the new information (Tarmizi and Sweeler, 1988).

This theory tried to shows that through the used of instructional resources in teaching and learning simply abstract, novel content, learning experiences and concept, bring content or what is being taught to the perceptual level of the students and also make what is being taught very real to the students. To arouse

the interest and curiosity of the students in a motivational bid and enhance retention and remembering on the part of the student and finally to make teaching and learning look easy. Therefore student cognitive load will reduce, because the more meaningful the resources is, the easier it is to the students therefore new experiences will be more readily mastered if it can be associated with instructional resources. The relationship between cognitive load theory by Sweller(1988) and the topic “Impact of instructional resources on the academic performance in social studies among junior secondary school in Katsina State, Nigeria” is that instructional materials help in the academic performance positively because it reduce the cognitive load of the student andalso make teaching reach a wider number of learners than mere teacher presentation would have done. By given the astronomical rise in enrolment trends in our schools and student population explosion in the classroom,the stress of teaching a large crowd of students would have entailed. And is drastically minimized and also use of instructional resources save the teachers and students time which may be employed in other facets of meaningful teaching and activities.

The early ideas of teaching was that a group of children were gathered under a teacher who commenced to instruct and drill “them in knowledge that was considred of importance to life such as the 3Rs (Reading, writing and arithmetic). But nowadays the teaching can be referred to imparting knowledge, skills, to a person or children. It can be defined as the work we do in order to earn our living in occupation. It can also be defined as an act of a particular kind i.e. movement of the body or part of the body, talking, explaining, reading etcMansell, (1974). According to Dadds (2001), said teaching is a systematic, and organizedprocess of transmitting knowledge, attitude and skills in accordance with the professional principles are therefore not teachers. One aspect of the above definition is that not all those who claims to be teachers are

real teachers (professionally qualified). And in that case, a teacher must fulfil and posses certain professional requirement.

Learning is change due to experience in a student's way of thinking, feeling or acting;(Strongest, 2002). According to Esu, Umoh& Obi (1995) "Learning is a process by which behaviour is oriented or change through practice or training". Learning is defined as the process of acquiring knowledge or skills. It is reacting to any situation, which results in the change of attitude and behaviour. According to Cox & Webb (2004) Learning occurs whenever the activity of an organism brings about a relatively permanent change in behaviour. There are different categories of learning ranging from the very simple learning of lower organism to the complex learningof man. In all these account however, the general definition could be apply. They all involve relatively permanent changes in behaviour even the process which brings about the changes are profoundly different. Therefore, learning takes place in two different ways, namely consciously and unconsciously. Conscious learning is a type of learning that takes place as a result of a cause. Since it is caused and requires effort, it has to be planned and organized before it can take place, it has to be guided and directed by someone for positive results. While unconscious learning, otherwise called casual or accidental, it comes about as a result of experience from the environment. It does not need to take place. This means it just happens without any effort made or put into learning.

In learning environment, almost all students, both those who offer Arts and science subjects always register for it, the junior schools certificate examination. Realizing this, one will hope that the Social Studies teacher will encourage students to offer it by using instructional resources always so as to motivate and sustain their interest and improve performance in their examination. Social Studies a core subject is dynamic in nature; there has been

discoveries and new knowledge, which give Social Studies a dimension. This make its study more interesting and rewarding than in the past.

2.3 Concept of Instructional Resources

National Teachers Institute (NTI, 2007) define Instructional Resources all the resources a teacher uses to help him/her explain or evaluate the topic, content or subject to the learner so that learner is able to fully comprehend the topic, content or subject Mezieobi, Fubura&Meziobi (2008) see instructional resources as teaching facilities which facilitate teaching and learning. According to Pretomode (2005) whether they are named instructional media, curriculum resources, teaching aids and the like instructional resources represent massage carriers which teacher use for attaining instructional objectives in teaching and learning situation. On his part Moses (2002) stress that their naming has no different intention outside the purpose of teaching, that is eliciting desired change in students.

Sulaiman (2013) define instructional resources as a resources of visual, audio and audio-visual category that help to make concept abstracts and idea concrete in the teaching and learning process. They are also resources which the teacher uses in supplementing his teaching. Instructional resources include resources used to facilitate for better result.

Richert&Siller (2002) also stated that teaching aid or Instructional Resources are the written and published textbooks and related core resources (including those specific resources which shall be used by the teacher for classroom instruction). Also Jocob (2000) stated that instructional resources are devices that facilitate the transmission, understanding and appreciation of concepts, skills, values and attitudes. The reason is that the use of such resources tasks the various sense organs of the Students encouraging their active participation in the instructional process. Also the more of senses contributed in

the lesson through the use of instructional resources the more reality is stimulated Ben, (2000) stated that instructional resources included all the resources a teacher could use during the lesson to aid learning and retention. Also Ben (2000) said that in order to meet individual differences in the classroom, the teacher must employ various types of aids and appeal to different senses. Psychologies said using of instructional resources in teaching is the most important aspect because children permanently maintain the position of, what I hear I forget what I see I remember, but what I do, I understand. Brown (2001) said teachers like other medical doctors and skilled professional workers, needed essential tools and equipment to do their best work.Of course it is true the central figure in any learning situation are always the students and teachers. So, Okorie (2001) saw instructional resources to mean all those resources used to supplement the normal learning process of listening, seeing, reading and writing. Ajibade (2002) reaffirmed that instructional resources are the devices which facilitate learning. It is genetic term referring to communication, experience, equipment and resources used for communication of instruction in which more than one sense are used in learning. Since more than one sense involved in learning, retention will be higher, also recall is highest for saying goes “what I see I remember, what I see and hear I remember, more, what I see, hear and touch I remember most. Thus instructional resources are teaching infrastructure without which effective teaching and learning many be thwarted. Instructional resources represent resources that assist a teacher in bringing about positive behavioural changes in Students. These resources can be combined with carefully selected teaching method which determines main approaches to teaching. Instructional resources help in achieving objectives of the lesson.

Ema and Ajayi, (2004) stated that instructional resources are all the tools which can be used by the teacher to provided help and encourage to

Studentslearning activities. Such resources bring together man and resources in a systematic cooperation to effectively solve educational problems.

Instructional resourcesare very vital in Social Studies teaching –learning process. When teaching is effectuated with instructional resources much learning takes place and there is a better chance of success in achieving lesson objectives Argungu, (2000), Mezieobi, Fabura (2008). But when teaching is done without instructional resources, learning may look dull and too theoretical to students. In view of this Argungu (2000) argues that there is hardly any subject that does not require one form of instructional resources or the other. Okam (2006) endorses that Social Studies teachers must see the need in coming with better use of instructional resource, equipment and facilities in order to help students learn. This without instructional resources, teaching of novel content or concept to the Students may be as good as no teaching at all for nothing may be learned in actuality Mezieobi, Fubura&Meziobe (2008) underscores the important of instructional resources and resources for teaching by nothing that they have the potential to supply concrete basis for conceptual thinking and reduce meaningless responses of students, increase the propensity of the brain to retain what has been learned for a long period, make learning interesting and therefore an active process. These suggestions guide the action of teacher in the teaching learning process.

2.4 Classification of Instructional Resources

Instructional resources are in different forms, this is why different authors put effort in characterizing instructional resources Mary (2004) characterized instructional resources as follows: Appeal to the sense, attract and hold attention simplicity, flexibility, colourful, visible, timeliness, acceptability and relevancy.

Sulaiman (2013:30) classify instructional resources into three forms; audio, visual, and audio visual aids. The audio (deal with sound only). The visual (as

in sight) and audio-visual (a combination of audio and visual i.e sound and vision) for instance.

Sulaiman (2013) stated that Audio instructional resources include such things as Radio, Record players, cassettes gramophone e.t.c. these aid teaching through the sense of hearing.

They can be used in teaching of Social Studies like singing national anthem, national pledge, state and capitals and at the same time programme related to contemporary and public issues can be expertly presented via them.

According to Sulaiman (2013) Visual, the category of this consist of maps, film steps, specimen, pictures, charts, blackboard, posters etc. this category appeals to the students through the sense of sight, the saying that seeing, is behaving applies to some extent in this context. Until facts are presented in form of visual aid, student may not readily grasp the meaning of ideas, concepts and facts. Sulaiman (2013) further explain that Audio-visual as have said already this group consists of a combination of both, audio and visual resources. They are therefore things like television film and projector etc. the use of these aids learning greatly.Another grouping the instructional resources by Ofoegbu (2009) included.Human Resources and Non-Human Resources. Human resources which consist of individuals that provided various services in the teaching and learning situations. They include; professional and non-professional. While non-human resources which include physical facilities and instructional materials which services tools and devices through which stomach can be passed or obtain. They are all from information carriers.

Gramatic representation of some important instructional material that can be used will suffice.

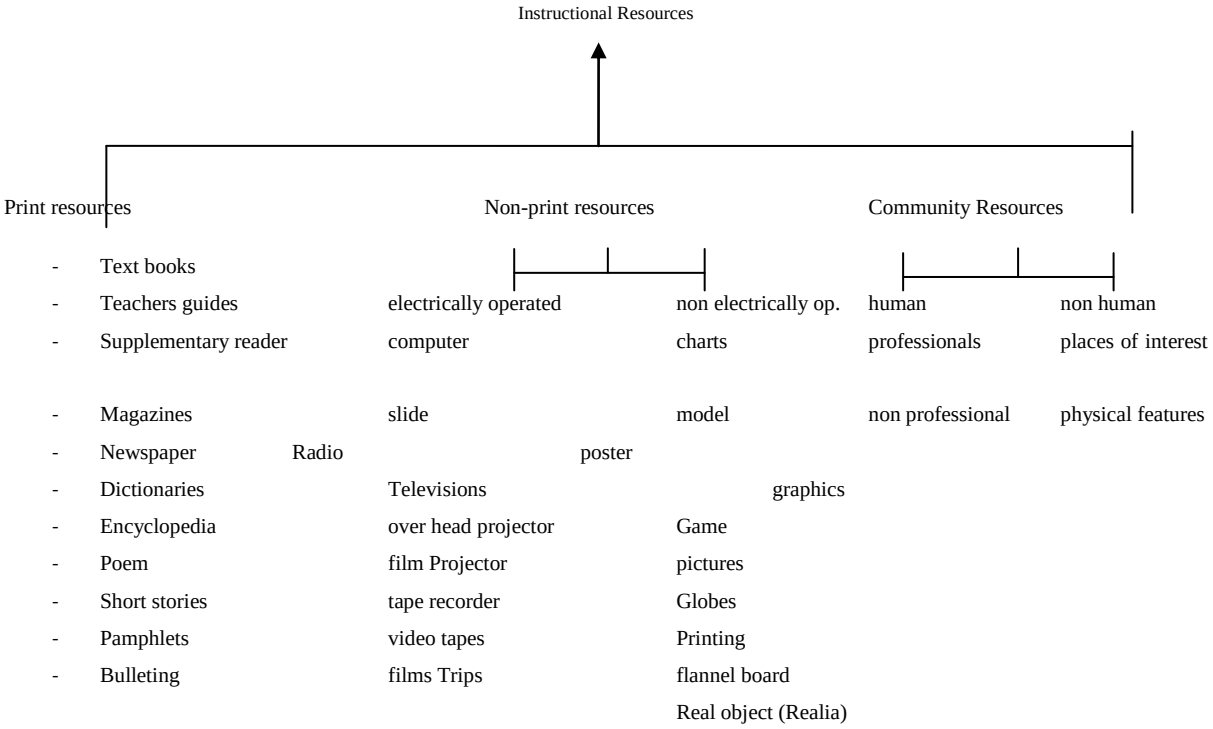


Figure 1 classification of instructional resources

Sources (Ofeogbu, 2009)

2.5 Utilization of Instructional Resources

The problems faced by Social Studies teachers are utilization of instructional resources; this is why every day people trying to give useful information on how to utilize instructional resources among them are:

According to Sulaiman (2013) instructional include resources used to facilitate learning for better results, like wise it is use of the checkboard, chart models overhead projectors, films, television and computer in teaching process. Hence, it is not just the use of tools of technology alone but a systematic, integrated organization of machines hard wares and soft wares and man, teachers etc, to the solution of the problems in education. In order to ensure effective teaching learning process, it is important for the teacher to be thoroughly acquainted with the teaching resources and services available to him. The components of instructional resources available to teachers and students are in large numbers, and also vary according to the functions and their

qualities, such as pictures graphics, maps and radio-recording, the equipment used to get some of these utilized can be regarded as visual, audio visual aids, or instruction aids.

According to Marry (2004) teachers should exhibit skills and understanding in the use of some instructional resources for maximum results. The practical use of a few would be described for the purpose of this thesis they include:

2.5.1 Print Resources

These are also referred to as reading resources individuals go through them to gather information about people, places, process and events. In the class, they can be used for general class discussion/raise issues for in depth class analysis. The class textbook is a basic resources for the Social Studies class. However, the nature of Social Studies requires broad and current knowledge. Therefore the teacher needs to expose the Students to other print resources such as encyclopaedia, news magazines, pamphlets, poems, supplementary readers. In using them, teacher should not turn the class in to a reading session even though developing reading skills is important. These resources should be used to;

i. Provide organized subject matter for Studentsto study
ii. Develop the skills of identifying needed information on a variety of issues persons and processes.
iii. Solves identified group problems to suggest rational solution
iv. Stimulate thinking and interest. This point try to shows that when interest and thinking of students is aroused, it help teacher and student to participate actively in the lesson
v. Create awareness of current matters of national and international importance. Because both teacher and students will become up to date

and they will involve in carrying out research and introducing new ideas.

However for these purpose to be achieved the teachers must ensure that the content of such resources are authentic and accurate, suitable to the Students and environment, free from distortions and bias. Also resources should be checked for good illustrations, clear prints and durability. In addition, the teachers should combine the use of reading resources with other categories of resources to practically illustrate and demonstrate process.

2.5.2 Non-Print Resources (Chalkboard and Chart)

Chalkboard and chart are common non-electricity operated instructional resources most Social Studies teachers used. They are visual aids.

Chalk board: the chalk board is also display resources which the teacher uses for writing, sketching illustrations drawing and summarizing, salient points of aSocial Studies lesson it is therefore, the focal points of learning in the classroom, whether they are the movable or unmovable types, the chalk board should be properly positioned for all leaner's to benefit from resources displayed on them. In order to effectively use the chalkboard the Social Studies teachers should abide by the following standards according to Okorie (2004):

i. On entering the classroom the teacher should ensure that all resources not relevant to the lesson be completely removed. In order to avoid compulsion and help teacher to achieve the objectives he intended to achieved
ii. Partition the available space into portions to allow for orderly presentation of resources.
iii. Begin writing on the chalkboard from left to the right

iv. Stared sideways while writing on the board. Teachers should not talk to the board and back the class. He should explain point facing the class and move sideways to write on the board.

v. Write and draw neatly and legibly

vi. Write straight not on a slanting manner on the chalk board.

vii. Resources on the board should never be crowded

viii. Always cleaned the chalkboard with the relevant duster, teacher should never use their bare fingers to clean the board.

ix. After writing in the board, it is good practice to cheek resources from the back of the class, to ensure clarity and to correct observed error or mistake.

x. Constantly maintain the chalkboard to enable it serve its purpose.

2.5.3 Charts

These are usual resources that carry instructional massage on a subject matter. They can easily be prepared by the Social Studies teacher through local available resources and sample tools. They could be diagrammatic representation which combines pictorial, graphic, written resources to give a clear and vivid summary of a vital process, concept or a set of relationships. Thereare also cheap commercially produced chart that can be procured and used to meet the needs of Social Studies class. Chart could be: flow chart, organizational chart, time – line or flip chart. In order to effectively use the charts as instructional the teachers of Social Studies need to check and master the subject content, and to skilfully use them at the most appropriate time in the lesson, especially as a concept or process in being developed. They need also, to be adequately managed for the Students to see and benefit from the information they carry. It is professionally wrong for the Social Studies teachers to ask the Students to hold up charts in their hands while teachers explain point is the lesson (Okerie 2001).

Teachers of Social Studies should be creative by devising means to hold up chart in the classroom, either on the ways or somewhere provided on the chalk board. Care should be taken so that charts do not distract the attention of the Students. They should therefore be used to encourage skills of observation and critical thinking, and correct wrong impression of people, place and objects.

2.6 Electrically Operated Instructional Resources

Film and slides are motion pictures which contain series of episodes about people, place and events. They are used to present information in sequence and to create lasting impressions and experiences in the Social Studies class. They are modern resources that give Students the opportunity to learn through more than one of their sense organs, and are very useful substitutes for travel. To ensure that slides and films are used to achieve maximum results in term of stated objectives the teacher of Social Studies must ensure the following (Mary, 2004).

i. They focus on an aspect or subject matter the class is interested in studying. This will help teacher to control the activities of the Students inside classroom
ii. Familiarize himself with the content and identify the specific teachers to be observed by the Students. In other words, the teacher should preview the film or slide to be shown to ensure that the audio and visual qualities are okay.
iii. Prepare the Students by taking them the purpose of the lesson that will help them to understand the concept fully.
iv. Check to make sure that all the electrical gadgets to be used are in good functioning condition. This will be unmeaningful.
v. Non – interruption of electricity supply, this will lead theStudents to understand the lesson fully, without losing the interest since there is no problem of power supply.

vi. Organize follow – up activities through questioning to promote critical thinking. This will also help teacher to make all possible correction to the Students.

Teachers should note that; the use of these resources requires skills to operate and maintain the equipment. Mass training of Social Studies teachers in this area would be quite beneficial.

Orugbemi (2008) said Electrical operated instructional resources are handling and processing of information using electronic devices. It simply means the creation, collection, storage, processing, transmission, display and use of information by the people and machine. They can also be referred to as the technologies used for assessing, processing, gathering, manipulating and presenting or communicating information.

2.7 Impactof Effective Utilization of Instructional Resources

The essence of teaching of Social Studies is to make a positive impact on the behaviour of the students. According to Nnaji, and Okorie (2002) instructional resources offered the teacher and the learner good opportunity to relate theoretical knowledge to practical experiences. Some of the benefits of using instructional resources include:

i. Instructional resources enrich the lesson as they help the teacher to illustrate and explain aspects of the lesson for better understanding.
ii. Provide opportunity for the development of skills of observation, manipulation and construction in the Students, that will help Students to have concrete idea and learning became permanent
iii. Provide Students the opportunity of interacting with the social and physical environment. Also Students will interact with their teachers and some problems together.

iv. Stimulate interest and hold attention, because Students will actively beinvolved in the lesson.

v. Prevent boredom and frustration which hinder learning because Students have something that will show them real lesson. Therefore Students will be free from bias.

vi. Encourage thinking development of imagination, independent and individualized learning, because Students will always develop the idea of creating something related their learning experience when using instructional resources.

vii. Offer a variety of concrete experiences for the acquisition and better retention or learned resources everyday and every lesson Students are acquiring different experiences more especially when instructional resources are utilized correctly.

viii. Save a lot of time in making verbal explanations and breaks the monotonous voice of the teacher (Nnaji and Okorie2002).

2.8Challenges of Using Instructional Resources in Teaching Social Studies

From experience of the past researches, use of instructional resources on the academic performance posed some problems in the act of teaching Social Studies. Some of the Social Studies teachers are not professionally trained; this category of teachers will usually face the problems of selecting and using the most appropriate resources to teach the Social Studies subject. Also according to Egbute (2004), instructional resources such as films transparencies, slides computer and even the bulletin boards required a competent and skilful teacher to use them from time to time in teaching. National Policy of Education (NPE, 2004) curriculum review and reforms created some problems in using instructional resources to teach not only Social Studies but also other subjects. This is because whenever there is a change in the curriculum content, there is the tendency that teachers face some problems in the use of the obsolete types

of resources to teach newly developed curriculum, because the new relevant resources for the new curriculum may not yet be readily available for use in schools and colleges (Bie, 2002).

From experience, by the researcher, the problem of irregular power supply in KatsinaState have became a strong obstacle as a source of concern in the use of power operated instructional resources to teach Social Studies now a days. Though money was provided for the education sector, finance is still an important factor hindering the successful purchase and use of instructional resources(Ben, 2000). This is due to the fact that, government cannot afford to buy and supply all the relevant resources for teaching and learning. The financial constraints may hinder the teacher from supplying the needed and relevant instructional resources for teaching and learning in Social Studies subject instructional resources Accessibility Sulaiman (2012) stated that some challenges in the using instructional resources while teaching include the following:

i. Teachers Attitude: Many of the school teachers are ignorant of using those instructional resources and induction course, lecture; and seminar are not organized in teaching profession as they are organized in the civil service to upgrade knowledge and to facilitate the use of sophisticated instructional resources. Teachers also do not make maximum use of few instructional resources at their disposal, because many of them do not have knowledge of operating them.

ii. Learner's Attitude: Many Students are not interested in choosing Social Studies as a career, hence they are ashamed and feel unconcern in supporting the teachers in the necessary training on the use and preparation of instructional resources. Also, the stealing of those instructional resources and problem of the students mishandling those instructional resources while teachers are not in the classroom, there is

the problem of not leaving the instructional resources in the classroom, is another problem so that student can make use of them at their leisure and convenient time.

iii. Lack of facilities: Like resource room, and library many schools have no good building to store resources for safety and on the part of those who have neglect Social Studies and held the belief that it is not essential part of its teachings

2.9 Solution to the Challenges of Using Instructional Resources in Social Studies in Katsina state

Many problems were identified as bedevilling the use of instructional resources in the teaching of Social Studies in Katsina state. These problems can be enumerated as follows; as found in Egbute (2002).

1. All secondary school in Katsina state should be encouraged to establish mini resource development centres and to be equips with enough local community resources and facilities.
2. Principals of secondary school should embraced on the acquisition of relevant teaching resources through education donor agencies such as; the British councils, Education Trust Fund (ETF).State educational Trust Fund and the Parents Teachers Association (PTA).
3. Since the provision of instructional material is cost effective and intensive, finance should be provided by the Katsina state Government for the mass purchase and distribution of instructional resources in schools and colleges.
4. The Government should help in the introduction of instructional resources developments levy in schools making bodies and other non-governmental organizations (NGO's) to help.

5. The government and other wealthy individual should help to introduce instructional material task fund to be funded by companies and other profit making bodies such as banks and multi-national companies.
6. Teachers should have in their classes “instructional resources comet” to equip by the teacher, students and parents with resources commonly found in and around the community of the school.
7. Government should endeavour to make the use of instructional resources in teaching as compulsory ethics in all subjects areas. This was rightly advocated by Balogun (1988) and should form part of consideration to the next grade level.
8. Embarked on a massive sensitization programmes which will help to awaken teachers from their apparent slumber in the area of improvisation in teaching this could also attract some incentives in the form of allowances to encourage the teacher in the teaching profession.

2.10 Guideline for Selection of Instructional Resources

Selection of instructional resources is very important because there are some factors to put into consideration like age, level, availability, accessibility, cost, puberty, suitability, simplicity, e.t.c. before selections of instructional resources.

According to Sulaiman (2013) Teacher who wants to use instructional resources should consider the following variables to guide him in the selection of the types to be used in the teaching and learning exercise.

1. Availability: The teacher should ensure that the instructional resources to be used are easily available for use before the date. It means that the resources should be in store and test it before the day of the lesson. If the teacher has to prepare it himself, he should do so at least a day before the

lesson. No instructional resources that are not available or not easy to prepare should be noted by the teacher in his lesson plan.

2. Accessibility: It is the duty of the teacher to ensure that the resources to be used as instructional resources are not only available but also accessible to him. If they are ready made resources, they should be within reach of the teacher on the date and time of use. There should be no exercise that the resourcesare readily available but locked up in the store because the storekeeper can be nowhere to be found or the keys to the store can be misplaced.
3. Affordability: The instructional resources to be used should not be expensive, the cost should be such that either the teacher or the school can afford. It is no use to say that something is available but not affordable due to high cost. There should be a budget for instructional resources and when this is done the cost should not be outrageous it should be within the budget of the school.
4. Suitability: The teacher using instructional resources should ensure the appropriateness of the resources for his intended Students. The resources should be suitable for their age, experience and intelligence. The legal, safety and ethical aspects of the resources to be used should equally be considered. The resources should not portray any anti-social attitude. They should also be free from any bias, distortion or prejudice. If the resources would need electric power then alternative should be sought to avoid disappointment from electricity.
5. Simplicity the instructional resources to be used should be simple to operate or manipulate. The teacher should test the resources and ensure their work ability before the actual date of use. There should not be any technical problem and where electricity is to be used, provision should be made for an alternative power. No teacher should use electric failure as an excuse for non-performance in a situation where instruments demand

the hands of a technician, (the technician) should be on hand and the teacher should have an insight into the operation of the instructional resources.

6. Qualitative: the instructional resources selected for teaching by the teacher should be of good quality. Teachers should avoid the idea of "managing" with poor quality resources because he might not achieve the desired aim.
7. Decency: the instructional resources should be the best or nearest to the best, it should not be out of date. The instructional resources should reflect current and original thought.

2.11 Historical Development of Social Studies

It is a known fact today that education in Africa has generally gone through many changes within this age of globalization. Thus, the purported newness of Social Studies in the annals of African experiences according to Bayujusa (1981) could be seen as "an African idea and creation of concerned educators and philosophers such as Kwame Nkrumah, TafawaBalewa, Julius, Nyerere, Jomo-Kenyatta, Leopold Sengorand a host of many others" these peoples studied in the colonial system, saw its demerits and fought it to become heroes and reformers. What they recommended and wrote down as policies and charters have become the pillars from which the present day educational policies take roots while deviating from this background.It is pertinent to see the nature of Social Studies in the light of national development that comes as a result of cultural flow and transfer of ideas. Bayejusa (1980) further stressed the nature of Social Studies to be a corrective study that aims at upsetting the colonial eras and also examining the present educational system. That its study emphasizes the importance of man in the central position and his activities in relation to his various environments, which could be physical, social or physiological. The simple truth is that, man can only exist in his varied

environments by understanding, interacting, organizing and running his society in an orderly, cultural, economic and political setting. Hence, Social Studies will try to gather relevants knowledge, values and skills centred on the subject that form parts of these broad sphere of man. To further justify their nature of Social Studies, Akinlaye (2003) asserts that:

The main aspiration of Social Studies is to get Students in school to better understanding the intricacies of man's existence on earth. With such an understanding, they would then be better equipped to live and interact more effectively and meaningfully within their own environments. It torches dearly at the very heart of our society that most importantly, it provides training in inquiry (finding out), critical thinking, problem solving, decision making skills and rational social action or participation all of which are vital for the survival and development of the individual and the society.

With this assertion, if Social Studies looks at man and his world or environment from a holistic perspective-seeing the world as a whole, it then follows that knowledge, man's life and human behaviour cannot be better understood in fragments. This notion makes Social Studies according Mezieobi, Fubura&Mezieobi (2008) to adopt the integrative approach to knowledge by blending or fussing relevant content, concepts, methods and generalization, to make the Students see the world as a whole, and in addition, develop and integrated view of reality and free himself from the narrow confines of traditional social science discipline.

Interestingly, according to them, the new Social Studies today place emphasis on 'classroom without walls' in the community. Does not restrict Social Studies learning and teaching to the formal classroom in designated educational institutions. It extends Social Studies interactive teaching to the communities to compliment formal classroom teaching. They finally maintained that Social Studies learning resources are plentiful in the communities in which

our schools are located and therefore should be utilized there and then in the communities, the spirit of the classroom without walls' these progression thus makes the utilization of information technology in the teaching of Social Studies inevitable at all spheres of our educational institution and would help avert what Bayero (2007) refers to as 'traditional practice of teacher-centered approach in teaching' that has become a thing of the past. That it would make Social Studies teachers keep themselves constantly abreast with contemporary happening in the field almost on a daily basis via internet exploration, otherwise they will stand the risk of being less informed than their students who are computer literate with opportunities of browsing through the internet.

2.12 The Scope of Social Studies

Scope of Social Studies in the words of Mezieobi et al (2008) refers to the subject matter, skills, values, attitudes and believes that has been or can be included in the social syllabus programme. It is the content coverage of the Social Studies syllabus or curriculum content. The scope of the Social Studies is so vast or broad and ordinarily limitless. The scope, however extensive, according to Esezobor (2009) drives its concepts from the principles of holistic approach to the acquisition of knowledge and in accordance with these principles, incorporates the relevant and related subject areas to constitute a body of knowledge which is principally directed at the attainment of citizenship education. In other words, Fadeiye (2005), reaffirmed the scope of Social Studies as that which aims at "presenting knowledge as a whole rather than departmentalizing or in the exact word of Esezobor (2009) 'compartmentalizing' it as other social science subjects do." Fadieye (2005), maintained further that;

Social Studies therefore studies man in depth and use the interdisciplinary approach in its teaching just in an attempt to present knowledge as a whole. Social Studies does not believe in theorizing, instead it integrates the different

theories with a view to understanding the problems confronting man and offering realistic solutions.

More so, the scope of Social Studies however essential to better help in the understanding of the intricacies of man's existence on earth, Fadeiye (2005) submits that "it uses concentric approach in teaching otherwise known as spiral or expanding horizon pattern". That the knowledge in Social Studies is considered in different maxims which "Proceeds from known to unknown, proceeds from concrete to abstract, proceeds from particular to general, proceeds from induction to deduction. That the topics in Social Studies are topics that graduate from home, school to the community, state, nation and the world at large.

None the less, the scope of Social Studies varies depending on the level ones wants to consider it. Thus Bayejusa (1981) was positive when he maintained that "the scope of Social Studies will remain an ever-changing area given the factors of space, time and human development". This position makes Mezieobi's et al (2008) version of the scope of Social Studies appealing to them;

i. The content of Social Studies is tailored specifically to a particular society like Nigeria. Content can be drawn from anywhere in the universe to enrich or compliment the local content.
ii. The content focuses largely on what is on ground-the present with an eye on what it should be in the future. The past is never ignored as there are experiences that may be drawn to enrich the present or future content of Social Studies.
iii. The content of Social Studies is drawn from the social sciences, the humanities, oral history, contemporary issues, mass media, personal or group experiences of Students, teachers, parents and from resources person and also places, ideas, past activities and thoughts.

iv. The syllabusor curriculum of Social Studies is flexible and accommodates new trends or changes, problems or aspirations in the world or in a society that bears relevant to Social Studies teaching as the classroom must reflect what is goings-on in the society. The implication of this is that, the scope of Social Studies is continuously enlarging to accommodate the rapidity of knowledge explosion and knowledge implosion.

The scope of Social Studiesfocus the study of society with the aimsin helping pupils to understand their world in which they live that will enable them to become responsible citizens. As a matter of fact, it is of noble concern to examine the scope of Social Studies in other countries, which seem to have similar background with Nigerian society. Sequel to this, the researcher read through a collection of Social Studies literature and found out among others that the scope and features of Social Studies in the Republic of India will suit this educational epoch-making relationship. This in the perception of the researcher will give Social Studies a global outlook. Thus, in the analysis of Singh (2008), argued comparatively that Social Studies is an encumbrance of the following:

i. **Compound Rather Than Mixture:** Social Studies is a compound rather than a mixture in which the ingredients lose their identity and something new emerges out of the combination. Social Studies differ from teaching of history, geography, economics and civics. The subject areas, which constitute it acquire a new meaning and assume a new dimension.

ii. **Socio-Economic Central Theme:** The central theme of the Social Studies is socio-economic and occupational usefulness. Its main objective is to prepare the child for some social living. The child begins to appreciate the geographical elements of his environment and to understand how the gifts of nature are processed to produce goods

for serving the various needs of man. He gets an idea of the social and cultural life in different parts of the country and the world. He gets opportunities to develop socially desirable habits, attitudes and values and becomes broadly acquainted with the functioning of political and social institution

iii. **Study of the Web of Social Relationship;** it is the study of web of relationship that develop between and among people and their environment, It deals with individuals only for the purpose of securing additional light on the larger social realities, classes, groups, institutions, traditions and organizations. Intellectual social skills, attitudes relevant to the understanding of some aspects of social living are developed. A social study seek to describe and analyse the effects of works in mines, factories, on farms and on people living on a mountain, a sea and a desert.

iv. **Realistic Course:** real life situations are the laboratories of such Social Studies concepts as interaction, cooperation and inter-dependence. It studies the problems and process man faces as he carries on his basic activities.

v. **Inter Disciplinary Social Science:**Social Studies is a broad and composite interdisciplinary social sciences, which draws its information from different social sciences to unfold the total environment of the child with specific reference to the physical, social and cultural elements. It helps in the study of historical, geographical and local relations and inter-relations.

vi. **Human Study:**Social Studies focus on folks, not on technical processes or the machines. For example, in order to study man's increasing control on power resources, he takes his class to visit power projects. There he will explain the likely effects of bringing electricity to the village for his pupils. This is because Social Studies deal not

with machines or technical processes but with people, men and women, boys and girls and their interrelationships.

While the scope of Social Studies looks limitless or terrifyingly broad considering it from domestic and international perspectives, the scope seems however to be restricted by the following:

i. The society-related or specific nature of Social Studies which makes it very possible for every country to prescribe what is curriculum content will be for any level of its education system including the primary schools; (Bolarin, Obebe&Olayonu, (1996).

ii. Curriculum content is also limited by the level of the educational strata i.e. primary schools to which the content description is designed for;

iii. The goal-emphasis differs from country to country and from one level of educational system to the other, but slightly related with countries with similar background (singh:7);

iv. The scope is also limited by the quality of programme implementers. Social Studies goals will be better achieved by qualified and committed Social Studies teachers than the uncommitted, non-qualified teachers in Social Studies classrooms Adejumobi, (1981) others factors as identifies by Mezieobi, Fubra&Masie Obi (2008) include:

- Uncongenial social and work environment and poor conditions of service may impair Social Studies teachers' classroom input;
- The dearth of professionally qualified Social Studies teachers who would be barren in the ontological, axiological and epistemological requirements for effective Social Studies teaching and learning;
- Poor attitude of Students to learning and bad study habits may leads to uncommitted attitude of teachers to teaching; instability in schools

occasioned by teachers' and students' unrest and the frequent closure of schools due to inability of government to meet its financial obligations-salaries, fringes benefits on regular basis;

- Lethargic behaviour of the political class and their education agencies in accepting Social Studies and giving it the desired attention;
- Paucity of instructional resources in schools;
- Nigerian schools being in general turmoil;
- The volume of confusion in school and society which makes what to teach in school not certain (Mezieobi and Domike, 1996 cited in Mezieobi, Fabura&Mezieobi (2008)

2.13 Historical Development of Social Studies in Nigeria

There are divergent views on the origin/beginning of Social Studies in the universe. This inexact and unreliable view about the origin of Social Studies according to Mezieobi et al (2008) have created more confusion rather than shed light with exactitude, on the origin of Social Studies.

Mezieobi, Fubura&Mezieobi (2009), Fedeiya(2005:) and Esezobor (2009) asserted that Social Studies originated from the western world, perhaps Europe or Western Europe as a tool to give satisfactory answers to the problems confronting man in his different environment, ironically, also in Mezieobi, Fubura&Mezieobi (2008) held a contrary opinion to them, Social Studies originated from the United State of America (USA). They went to point out the direction which the spread of Social Studies went. To them from USA Social Studies found its way into Europe, especially Britain.

While the foregoing discrepancies were creating debates among the scholars, Saxe (1991) an astute American professor of Social Studies education at the university of pennsylvania in philadelphia, USA as reported by Mezieobi et al (2008), allayed the fears and doubt here in Nigeria when they emphatically

stated that "the foundation of Social Studies education, had its beginning from great Britain after 1820s and quickly spread to the United states". Without mincing words, for an American Social Studies professor to acknowledge this development, owing to the stereotype believe that Americans are full of themselves and think of themselves as the best in the world, we should accept and ascribe the general origins of Social Studies in the world to Great Britain from where it (Social Studies) spread to other part of the world including Nigeria. With this evidence in a nut shell, the researcher is quickly inclined to believe that Social Studies was imported to Nigeria from Great Britain even though those who provided the fillip for its introduction were Americans.

It has been observed that related literature amply portrayed some sorts of controversies amongst Nigerian scholars and writers, who do not agree with certainly when Social Studies made its first appearance on the shores of Nigeria or it schools. Foremost of all is Obilo (1981) and Ezegbe (1987) as contained in Mezieobi et al (2008), who put the emergence of Social Studies in Nigerian schools to the 'early 1960s'. Fadeiye (2005:14) puts it at the mid-60s. Obebe 1987 in Mezieobi et al puts it at the late 60s. To Adeyoyin (1982) Social Studies was introduced in Nigeria in the colonial era with the establishment of schools with the concern to develop the whole man through education. She maintain that Social Studies which the colonial masters introduced was couched in the then religious curriculum, with desired outcome to create 'God fearing' individual who could hold up his head in public.

However, in the submission of Mezieobi (1992) in Mezieobi et al (2008) he debunked these Social Studies imported origin-hypotheses and says the ascription of the origin of Social Studies to the colonial time is a fallacy. He noted that 1960s emergent origin theory of Social Studies in Nigeria is untrue and therefore unfounded. To him, Social Studies has been there right from the inception of Nigeria in the pre-colonial days or in Nigeria's indigenous time

with goals, content, methodology and evaluative practices that met the aspiration of Nigerians. He stated further that what is new is the concept Social Studies which was really borrowed and Social Studies which became as a discrete subject in the Nigerian schools. Even in Nigeria, the Social Studies content is Nigeria-specific as it focuses largely on the Nigerian environment and its lifestyle.

To further express this contention, Mezieobi, Fubura&Mezieobi (2008) argued that the pre-colonial Nigeria was very rich in the social content area which predominantly constitute the then 'Social Studies' and in fact indigenous education. Thought the curriculum was undocumented but placed prominence on the traditional people because of the relevance of their social life that depended exclusively on the social content areas of the traditional Social Studies which Mezieobi, Fubura&Mazie Obi (2008) et al emphasized, include:

i. The learning of the people local and family history, myths, oral literature proverbs and riddles, and the geography or the community and the adjourning of neighbourhood;
ii. Respect to elders, honesty and truthfulness, fear of the gods/goddesses and learning of family gods/goddesses;
iii. Character, values and virtues development and inculcation which traditional religion encouraged and promoted
iv. Instruction on loyalty to the community, recognition of one's rights, obedience to elders, recognition of seniority, hospitality to people, cooperation in common task and respect for others.

Bases on the primafacie impression above, it could be deduced that an answer to the modern history of Social Studies is twofold. One face as earlier mentioned was a claim by scholars that Social Studies has been in Nigeria right from inception in the traditional times i.e. in the social content of undocumented

curriculum of pre-colonial times, which according to Iyela and Yar-Ali (2002) places unbounded emphasis on the cultivation of values, patriotism, inculcation of the spirit of responsibility for others, respect for worth and dignity of individual, development of the attitudes of tolerance and accommodation, increasing awareness…. for better human interaction and progress. The other face of the history according to Adeyoyin (1982) connotes that Social Studies in Nigeria has its root in the ripples of curriculum innovation which began in Europe in the early 1930s. That with the rise of totalitarian regime in Europe in the 1930s many educators felt the need to introduce the teaching of democratic values as a matter of policy which was spearheaded by the Association for Education in World Citizenship (AEWC). To support her view, Dubey and Barth (1980) earlier submitted that; Social Studies in term of subject matter have always been part of our curriculum in the school. That the content of Social Studies is the content of history, geography and other social sciences but with special connotation representing an integration of social science and humanities. That Social Studies also belong to the modern wave of good educational practice which stresses the importance of the process of learning.

From whatever trend the development of Social Studies is considered, one fact remains recurrent inter Olia in the available literatures consulted as it related to the history of Social Studies. This facts present itself in the submission of Dubey and Barth (1980), Tiamiyu (2002) Mezieobi, Fubura&Mezieobi (2008) and Esezobor (2009) who have continuously maintained a position on a evolution of Social Studies in Nigeria to begin from the former Western Region between 1950s – 1960s when the region had a joint educational venture with the university of Ohio, United State of America. This educational venture tagged ‘Ohio project’ was responsible for the introduction of Social Studies into then teacher training colleges in the western region. In the precise words of Esezobor (2009), “It was the Teacher Training Colleges that

first embraced the teaching of Social Studies in Nigeria". A further evolution of Social Studies occurred in 1963, with the establishment of the comprehensive high school at Ayetoro near Abeokuta. Again it was a joint enterprise between the western region and USA, where the former entered into partnership with the American Agency for International Development (USAID), in an experiment in the comprehensive system of education and curriculum development. The bulk of teachers according to Esezobor (2009) that started teaching Social Studies at Ayetoro were Americans and Britons with few Nigerians like M.A Makinde and Mr. M.A Oladeji.

Another early achievement of the above experiment in view of the general awakening in curriculum reforms that saw the introduction of social studies was the publication of the first Social Studies textbook for use in the lower levels of secondary schools. By the late 1968 according to Adeyoyin (1982), this book received the acceptance of Nigeria educators at the critique conference held at the University of Lagos, sponsored by the Comparative Education Study and Adaptation Centre (CESAC) in 1960. Two importance events which affected the development of Social Studies took place. Firstly, in January 1969, the Social Studies Association of Nigeria (SOSAN) was launched at the cooperative college, Ibadan. Its Objectives among others were to:

i. Promote the development of new curricula in Social Studies;
ii. Serve as a clearing house of ideas on Social Studies and
iii. Encourage the teaching of Social Studies in Nigerian schools.

Secondly, in the mid-1969, a special conference on curriculum development was held at the University of Lagos to examined the issue of ideology, purpose, objectives of Nigerian education. This conference gave birth to the Nigerian Educational Research Council (NERC), which has since been functioning as an arm of the Federal Ministry of Education.

In the northern part of the country, the Northern Nigeria Teachers Education Project (NNTEP), whose members consisted of Americans and Nigerians, produced a methods book for the teachers colleges. The Institute of Education, Ahmadu Bello University, along with the Teacher colleges at Bauchi, Bida, Ilorin, Katsina, Maiduguri and Sokoto who were part of NNTEP continued to spearhead Social Studies. Also the first national programme for Social Studies was produced as a result of the national curriculum workshop sponsored by the institute in 1971. The institute of education, ABU continues to be actively involved in the development of curriculum and resources for Social Studies. It also sponsored frequent Social Studies in-service courses for teachers at all levels and offers a post-graduate Diploma in Education for Social Studies teachers.

According to Duley and Barth (1980), the Faculty of Education ABU Zaria pioneered the first B.Ed program in Social Studies and also offersPost-Graduate Degrees in Social Studies. It is now possible to read up to **PhD** level Social Studies in Nigeria. Summarily, Mezieobi, Fubura&Mezieobi (2008) asserts that irrespective of the fact that Social Studies was introduced in some schools in the western region of Nigeria in 1963 beginning with the Aiyetoro Experiment, it was not until September 13, 1982 that the formal Social Studies, as a discrete subject, was introduced in Nigeria on national scale. Since then Social Studies has enjoyed a place of pride, as a core curriculum, in the primary and junior secondary schools.

Finally, this historical perspective of Social Studies would not be complete if we do not distinctively examine the factors that provided the driving force for the introduction of Social Studies as a discrete school subject as identifies by Mezieobi, Fubura&Mezieobi (2008) they are:

i. The irrelevance of the colonial Social Studies curriculum to the Nigerian environment

ii. The re-awakened interest and appreciations of the functionality of Social Studies perhaps in traditional Nigeria or its importance in great Britain and America;

iii. The wave of curriculum reforms geared towards educational relevance in Europe and the united states of America, which were taped by Nigerians for the reforms of their educational curriculum and practices;

iv. The determination of Africa including Nigeria to keep the decision agreed on the 19th – 30th August, 1968 Mombassa, Kenya continental conference to the effect that Africa's educational Endeavour should be made functional and sensitive to the real life experiences and needs of the people;

In addition, they identified the following of factors that were responsible for the introduction of Social Studies in Nigerian schools. These factors include:

i. Nigeria's positive response to the curriculum reform trends in the world community whereby Russia's launching into space of SPUTNIC on October 4th, 1957 and America's realization of the techno-human education that will enhance human progress encourage Nigeria to have sound education via Social Studies that will improve human life;

ii. The identified inadequacies and irrelevance of Nigeria's education up to independence, which did not reflect Nigeria's need, problems and aspirations, made Nigeria to look out elsewhere for the education of persons who will be endowed with the intellectual, reflective and social skills to make life worth living;

iii. Nigerians were disenchanted with the dichotomization or fragmentation of disciplines of social sciences and the humanities which, in their

distinctiveness, presented a false view with the real world. Social Studies with its integrated approach to learning was seen as been capable of cutting across artificial subject division and presenting knowledge as an integral whole;

iv. The introduction of Social Studies in Nigerian schools was an implementation response of the decision of African countries at Mombassa, Kenya's conference in 1968 to the effect that all African countries should attune its integrated Social Studies programs to suit its peculiar needs and aspirations;

v. The success of Social Studies pilot test at Aiyetoro in Ogun State under the auspices or sponsorship of the American agency for international development (USAID) and ford foundation encouraged the introduction of Social Studies on a nationwide scale.

2.14 How information technologies help in achieving Social Studies objectives

World became a global village through the use of information technology, information will be send easily and quickly. Therefore Social Studies objectives will be achieved easily through the use of information technology in Nigeria and world at large. Social studies deals with, contemporary and public issues therefore any societal campaign, public awareness messages, teaching and learning take place on internet services, this help social studies objectives to be achieved easily.

Education in Nigeria has become a great concern to the government. This has led the federal government to establish the national policy on education (NPE) which has since its inception been reviewed to suit contemporary needs and compete favorably with the trend of globalization. To this end, the NPE clearly sets out national objectives for all levels of education in Nigeria. According to Dubey and Barth (1980:4) this objectives in turn, serves as a

foundation for the development of Social Studies and other subjects. They said in their exact words that:

The federal government believes that education is the greatest investment that a nation can make for the quick development of its economic, political, sociological and human resources, that the government desires Nigeria to be a just, free and democratic society, it is to be a society with full opportunities for all its citizens, and able to generate dynamic economy. It is to be a society which is strong, united and self-reliant. It is thought that education is the greatest force that can be used to bring about these goals of unity in Nigeria.

For the philosophy to be in harmony with national objective, they opined that, it has to be geared towards self-realization, better human relationships and effective citizenship, this in the opinion of the researcher makes the epistemology of Social Studies better comprehended because it is in consonance with the national philosophy of philosophy of education and its objectives which Okonkwo(2004) admitted is based on: the integration of the individuals into good and effective and equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels both inside outside the formal school system

Globally, Social Studies is conceived by Dhand and Lyons (2007) as "the study of people and their relationship with their social and physical environments which could provide the learner with the knowledge, skills and values necessary for effective participation insociety" Orungbemi (2008:164) sees it as a discipline based on the belief that it can be a solution to man's social problems which cut across all facets of life. In the conception Okonkwo (2004), he sees

Social Studies as "program of study which a society uses to instil in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human begins to have with each other, their world and themselves". From whatever perspective Social Studies is considered, suffice to say that it is a study of man and his physical environments and how man as a holistic being interacts with his fellow human beings. To further express this, Okonkwo (2004) admits that, since Nigeria's philosophy of education is based on the integration of the individual for effective citizenship, then the quality of instructions at all levels has to be oriented towards inculcating the following values:

I. Respect for the worth and dignity of the individual;
II. Faith in man's ability to make rational decisions
III. Moral and spiritual values in interpersonal and human relation;
IV. Shared responsibility for the common good of the society;
V. Promotion of the emotional, physical and psychological health of all children

However, in conjunction with this philosophy, the educational policy spells out the following aims for Social Studies education destined to help the individual develop physically, socially and be able to contribute to what Orungbemi (2008) referred to as "national development and reconstruction" this entails "preparation and production of effective and functional citizen, peaceful co-existence, responsible leadership, equipment of thinking skills, critical and decision making skills, healthy attitudes and desirable values and elimination of social vices".

From the above expression, one can reliably say that Social Studies objectives are derived from the national and educational objectives. In the direct words of Okonkwo (2004), the two are similar because they aim at the achievement of similar goals such as national consciousness, national unity, development of positive attitudes towards democratic values and citizenship, trained, development of skills and acquisition of knowledge (e.g. facts, concepts and generalizations). Synonymously, both, according to Danladi (2006) cover the three Educational Domains i.e. (cognitive, affective and psychomotor domains), thus, the researcher deems it fit in a nutshell to comment that Social Studies in terms of its objectives (which are much more limited and are usually more specific to what can be achieved within a lesson than aims which are general statements) is the most adequate subject for the realization of the national educational objectives. In view of the above analysis, Adeyoyin (1982) distinctively puts the general objectives of Social Studies education which in the perception of the researcher underpins the utilization of information technology in teaching Social Studies. They are:

i. The creation of an awareness in the Students about their surroundings;
ii. The development of specific fundamentals such as the attitudes, values and norms of the society
iii. The promotion of effective and active citizenship;
iv. The promotion of an understanding of the social problems of their locality and finding possible solutions to them;
v. Ability to relate favourably to the products and peoples of the nation;

vi. Helping the Students to develop the right attitudes towards the leaders and the government;

vii. The creation of an understanding of their role during elections, especially on how to discharge their duties efficiently;

viii. The development of the ability to think reflectively and come to independent conclusion.

ix. The development of an understanding of how the lives of the people who lived in the past affect our present day lives and how we can improve the present for the future;

x. The demonstration of the flexible and a willingness to accept necessary changes within a system i.e. education, government, or low. For the good of all;

xi. The appreciation of the rules and regulations that guide behaviour for mutual respect as very important regardless of our differences;

xii. The creation of an awareness that discipline is essential for an orderly society; and

xiii. To develop in the studentsmind the spirit of appreciation to his cultural heritage and a desire to preserve it Jacob, (2000).

From the general objectives mentioned above, it is quite clear that, if Social Studies is taught with these general objectives in view, a good and useful, individual life, an ideal society and a perfect state will emerge, because it will according to Singh (2008) help the child acquire the right attitude, knowledge, understanding, social competence in his interaction with his environment and promotion of international understanding. This international cohesion according to him will enable the child:

Develop an understanding of the interdependence of all people and the need for international cooperation for promotion of world peace…. That Social Studies seeks to destroy prejudices in existing nations. It may overplay the fundamental unity and interdependence among nations and underplay the sources of diversity, so that people of the world may develop understanding and sympathy for each other, as it prepares the child's ability to understand the global relationships, in the modern world and prepare him for world peace.

2.15 Impact of Instructional Resources on Students' performance in Social Studies

Researchers have shown that the use of instructional resources in the teaching and learning process have greater advantage and improve the general performance of students in Social Studies than teaching the subject without the use of such aids. For example, Jacob (1996) and Ogbonna (1986) all concluded in their researches that the use of instructional resources in teaching of Social Studies is more effective than the instructional method of chalk – and – talk.

Corroborating the above, Mezieobi, Fubura&Mezieobi (2008) maintain that without instructional resources, teaching and learning may be rendered ineffective, as such; there might be little or no learning. They further add that instructional resources are the teaching pillars or infrastructure with which effective in teaching and learning may be thwarted.

Also commenting on the positive influence of instructional resources on the performance of students in Social Studies, Biyan (1989) in Tahir (2008) asserts that:

Clearly if a pupil does not understand what is said by the teacher or what is written in textbooks, the pupilsare not to learn the subject matter. But if the pupils is allowed to see and feel what is said or written by means of concrete objects, their chances of understanding what has been said is guaranteed.

Also Tahir (2008) opines that "to obtain an optimal result in the teaching of Social Studies, the use of teaching aids is unavoidable". Considering the above, Jacob (1999) and Mezieobi, Fubura&Mezieobi (2008) give the following importance of the use of instructional resources in teaching and learning of Social Studies:

i. They help to promote and improve the effectiveness of communication of ideas by the teacher to the Students.
ii. They enable the Students to learn through more than one sense, thereby making learning more useful and permanent
iii. They simplify and concretize abstract concepts
iv. They encourage active participation, especially, if the Students are given the opportunity to use and manipulate them.
v. The use of resources persons and other community resources help to link the school with the outside world and also enable Students to get first hand pieces of information.
vi. They arouse and sustain the interest and curiosity of the Students.
vii. They enhance retention and remembering on the part of the Students.
viii. Use of instructional resources saves the teacher a lot of time and energy which may be employed in other facets of meaningful teaching.

ix. Some instructional resources enable students to acquire knowledge and experiences that they would otherwise not have appreciated and understood by hearing only from the teacher.

x. Instructional resources create rewarding and memorable experiences. For example, when students are taken out for a field trip to an airport, national assembly or a museum, such experiences or memories are hardly forgettable.

xi. Using different kinds of instructional resources helps in carrying along Students with different learning styles and strategies, hence, bridging the gap.

xii. Instructional resources reduce teacher's domination in a lesson thereby making the instructional process leaner-centred.

2.16 Review of Related Empirical Studies

Researchers in different field of study have carried out researchers on instructional resources on the academic performance of Students. Some researchers are similar but different in location or subject. This enable me to used five (5) researches to served as review of related empirical studies because no research will complete without review of related empirical studies which will shows similarities and differences in carrying out the research.

Nkwi and Maki (1992) carried out a research study titled: "the relevance of teaching youth vocational agricultural science using instructional resources in the north central Nigeria secondary schools" the objectives of their study was to identify the relevance of teaching youths vocational agricultural science in the north central secondary schools. In Nigeria the study was a survey type. The target population was three thousand agricultural science students in senior secondary

schools from thirty schools in the North Central Nigeria and the one thousand two hundred teachers. A sampled of eight hundred and nine students were randomly chosen with two hundred teachers for their study. Three null hypotheses were formulated and tested to help guide the study. T-test statistical tool was employed in testing the three null hypotheses at 5% level of significance or at 0.05 level of significance. Their findings revealed that students of vocational agricultural science in the north central Nigeria performed better when appropriates instructional resources were made available and are utilized in the teaching learning processes amongst the youths in the north central Nigeria. The result of their study also indicates that when teachers who were professional taught the youth vocational Agricultural science, the performance of the students in the subject was enhanced.

The present study is similar in context with the work of Nkwi and Maki title, impact of instructional resources on the academic performance in social studies among junior secondary school studies taking place in Katsina state secondary schools, in the northwest zone while the past study was carried out in the north central Nigeria. The target population in the present research work is sixteen thousand and three hundred students when compared to the work of Nkwi and Maki who worked on; three thousand vocational Agricultural science students. The past research work used 1200 teachers with a sampled of 809 students while the present study work on 400 students who are all randomly selected. Three research null hypotheses were formulated during the past study and the present research work had four null hypotheses.

Kola (2007) carried out a research study with a titled. “The use of instructional resources for teaching and learning of physics education in

Patego Local Government in Kwara State." The purpose of the study was to find out on the effectiveness of teaching physics in education using instructional resources in Patego local Government area in kwara state. The study was a survey type. The target population was six hundred and sixty respondents who were selected by the used of simple random sampling technique. 20 physics teachers were used. Four null hypotheses were formulated which were subjected to a statistical test with the use of the chi-square statistical tool at 0.8 level of significance, and all the four null hypotheses were rejected for the study.

The result showed that about 90% of the respondents made use of instructional resources appropriately which then had a positive effects on the performance of the respondents in physics education in Kwarastate, Nigeria. The research findings showed that the teacher preparations and the correct usage of instructional resources had positively improve on the students' performances in physics education in Patego local government area in Kwara State.

The present study is similar in the title of Kola (2007) "the impact of instructional resources on the academic performance in Social Studies among Junior Secondary SchoolStudents of Social Studies in Katsina state, Nigeria.The present study is different with the Kola finding because in the past research work only twenty physics teachers were used for the study, while in the present research were on Social StudiesStudents used as a sample of the study. The present study also differed from the past, because the present study have a specific level on junior secondary school students while level was not clearly stated in the past research work. In location also the two researches have another great difference with the past in Kwara State and the present in Katsina state though all in Nigeria. The present study is similar to the past

research study because the two researches all formulated and tested four null hypotheses for their studies. Though, the past researcher made use of the chi-square to test the hypotheses the present researcher will make use of the t-test statistical tool at 0.05 level of significance to test the four null hypotheses stated.

Ishaya&Thankgah (2002), conducted their research study on the, "Effect of Using Instructional Resources on Academic Performance of Secondary Students in the Teachingof Agricultural Science in Jalingo Local Government Area in Taraba State". The target populations used were fourteen senior secondary schools, out of these 10 schools were selected as the sample by the used of the simple random sampling method. Two hundred and forty senior secondary school students of the senior secondary school three offering agricultural science were used as the sample size. Five null hypotheses were postulated and were tested using the spearman rank order correlation coefficient test statistics at 0.05 level of significance, all the five null hypotheses stated were accepted. The result showed that 85% of the respondents in the study population did not fully make use of instructional resources in the teaching of agricultural science to their students in the Jalingo Local Government Area in Taraba State which adversely affected the performance of students in agricultural science subjects.

The present study is similar to the previous study in title, but past study is agricultural science while the present research is on Social Studies but the two studies are different in their locations while the past was carried out in TarabaState, the present study is done in Katsina state. Five research null hypotheses were stated in the previous study and only four research null hypotheses are stated for the ongoing research study. The present research study was tested using the t-test

while past research study was tested using the Analysis of Variance (ANOVA) statistical tools at 5% level of significance. The past study had the senior secondary students just like the present study. The past study makes use of a sample size of two hundred and forty students while the ongoing research has a sample of 180 students.

Uyagu (2009), carried out a research study titled, "effects of instructional resources usage and teachers quality on students' academic performance in science in senior secondary school in Zaria local government area in Kaduna state.' The target population was 15430 fifteen thousand four hundred and thirty senior secondary school students from twenty four secondary schools in Zaria local government area and one thousand and thirty three teachers. A sample of eighty students was randomly chosen from the study and nine teachers. Three research null testable hypotheses were formulated to guide the study. A one sample t-test statistical tool was used in testing the testable hypotheses at 0.05 level of significance. The findings revealed that students performed better when appropriate and improvised resources were made available and utilized in teaching science and teachers possessing good qualifications enhanced the performance of students in science.

The present study is similar to the past because both emphasized on the use of instructional resources in teaching and learning processes in the junior secondary schools. The target students' population in the present research is eighteen thousand nine hundred and ten (18910) Social Studies students, while the past study got a target population of fifteen thousand four hundred and thirty senior secondary school students from twenty-four secondary schools in Zaria in Kaduna state and with one thousand and thirty-three teachers.

Suleiman (2006) carried out a research titled "effect of instructional resources on students performance in geography in selected secondary schools in Wamako Local Government Area in Sokoto State" the target population was fourteen secondary schools out of which eight Secondary Schools were randomly selected to form the study sample by the use of simple random sampling technique. Three null hypotheses were stated and tested using the correlation coefficient test of statistics at 0.05 of significance, and all three null hypotheses were accepted. The result showed that about 75% of the respondents did not appropriately make use of the instructional resources in teaching which had a negative impact on the student's performance in geography in the secondary schools in the WamakoLocal Government Area in SokotoState, Nigeria.

The present study is similar to the past since all the researchers are interested in the effects on instructional resources in teaching and learning, though the two studies differed in subject areas, the past was in the field of geography while the present research is on the use of instructional resources in the teaching of Social Studies in the junior secondary schools in Katsina state. The target population used in the present study is 400 junior secondary schools out of which 21 junior secondary schools were selected as the sample size, compared to fourteen secondary schools that served as the target population in the past research.Study out which eight schools were selected as the sample size. Four null testable hypotheses were stated in the present research study which was all tested using the chi-square test statistics at 5% level of significance compared to the three null hypotheses stated in the past study and were tested at 0.8 level of significance. The present study is located in secondary schools in Katsina state, Nigeria, while the past

study was conducted in SokotoState all in the north western zone of Nigeria. secondary school.

Summary

This chapter has constructively reviewed related literature on instructional resources and teaching of Social Studies. Efforts were intensified to give conceptual frame work on the meaning of instructional resources and Social Studies. This aspect attracted a broader conceptualization of the subject, to give it a solid foundation on which future inferences could be made. History was never forgotten as same perspectives of instructional resources and Social Studies were overviewed interestingly. The nature and scope of socials studies including its general origin and development in Nigeria and some countries of interest were given a slot. The review did not exclude the principal objectives of Social Studies paramount to instructional resources. The imperatives of instructional resources to the teaching of Social Studies education and some purported constraints to the effective utilization of instructional resources in Social Studies in secondary school were examined. Also efforts were geared towards suggesting some remedies to the constraints of instructional resources on the teaching of Social Studies. Finally this chapter reviewed empirical studies related to the subject of discussion. The next chapter is concerned with the design of the research methodology and instrument the study adopted.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research design and methodology under the following sub-headings:

- Introduction
- Validity and reliability of instrument
- Research design
- Population of the study
- Sample and sampling procedure
- Instrumental for data collection
- Pilot study
- Procedure for data collection
- Procedure for data analysis

3.2 Validity and Reliability of Instrument

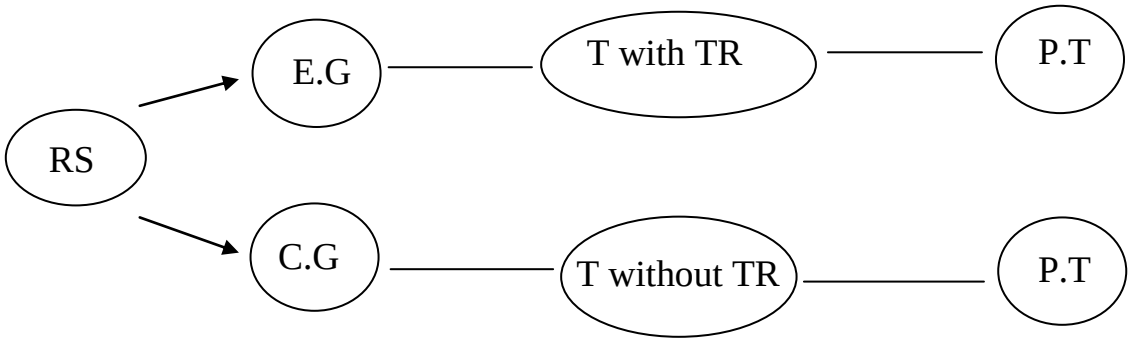
In order to make sure the final copy of the test is valid for the study. The researcher was employed the services of our supervisors that is major and minor supervisors in the department of Social Studies section in the faculty of education, Ahmadu Bello University (ABU) Zariaand Social Studies teachers to assist in vetting the items on Social Studies student instructional resources performance test (SSSIMPT) to determine its face validity. A reliability co-efficient of 0.95 was found and according to Akem (2004) “an instrument is said to be reliable when the reliability co-efficient can be approximated to one” thus, this reliability co-efficient in the perception of the researcher is moderately satisfactory for use in this study.But the teachers was closely monitored and supervised by the researcher as well as the trained research

assistances, both groups, experimental and control group was taught, then post tested the experimental group was given a place to treatment in the form of exposure to the use of instructional resources in the implementation of Social Studies while the control group will be exposed to the regular traditional method used by their teachers.

3.3 Research Design

The research design for this study was quasi experimental design. Two groups were selected. The researcher, only do post test because The groups were randomly assigned in to the experimental and control groups respectively, this will be to determine the equivalent and variability in their academic ability and performance after exposing the students to instructional resources based instructions. Post-test was also administered after the treatment to determine the effect of treatment on the subjects. This will be done using the same instruments (Social StudiesPerformance Test (SSPT)). Experimental group will receive treatment and will use teacher made performance test. In post-test, the instrument will be reshuffled to avoid test sensitivity.

Symbolically the research design will be represented as follows:



KEY

R.S	-	Random selection
E.G	-	Experimental Group
C.G	-	Control Group
T with TR	-	Treatment group with teaching resources
T without TR	-	Treatment without teaching resources
P.T	-	Post test

3.4 Population of the Study

There are three (3) senatorial zones in Katsina state with seven Zonal inspectorates of Education, these consisted twenty one (21) junior secondary schools that the researcher intends to study. These senatorial zone consisted of the seven Zonal Inspectorate of Education in Katsina state as follows: Daura zone having 40 public junior secondary schools and private junior secondary schools,Dutsinma zone with 46 public junior secondary schools and 4 private junior secondary schools; Katsina zone having a total of 50 public junior secondary schools and 21 private junior secondary schools, Funtua zone has 48 public junior secondary schools and 11 private junior secondary schools, however, Kankiazone got 45 junior secondary schools and 3 private junior secondary schools, Malumfashizone have 35 public junior secondary

schools and 6 private junior secondary schools, while Mani zone have 40 public junior secondary schools and 2 private junior secondary schools respectively.

These give a total of three hundred and fifty six public and private junior secondary schools in Katsina state. The population of the study include all the JSS 1, JSS II, and JSS III Social Studiesstudents in the (356) junior secondary schools that made up the study area of the seven Zonal Inspectorates of Education in the state. Considering the extensive nature and the distribution of the schools of the projected population, it is glaring that it is too large to handle.

Table 3.1 population of the study

Senatorial Zone	Zonal Inspectorate	Private Sch.	Public Sch.	Total Sch.	Male	Female	Total Of Students
Daura	Daura	5	40	45	1275	425	1700
	Dutsinma	4	46	50	1365	585	1950
Funtua	Funtua	11	48	59	1791	669	2460
Katsina	Kankia	3	45	48	1275	225	1500
	Katsina	21	50	71	3607	1943	5550
	Malumfashi	6	35	41	1240	310	1550
	Mani	2	40	42	3150	1050	4200
Total		**52**	**304**	**356**	**13703**	**5207**	**18910**

Sources: department of planning research and statistic ministry of education Katsina state (2014)

3.5 Sample and Sampling Procedure

Fourteen junior secondary schools were randomly selected to represent the secondary schools from the three senatorial zones that constituted the study area of the seven Zonal Inspectorates of Education in Katsina state. Three junior secondary schools will be randomly selected from each of the seven Zonal Inspectorate of Education in the state. These will make up twenty one (21) junior secondary schools from the 356 junior secondary schools in Katsina state. The population for the study from these fourteen junior secondary schools indicated three hundred and four junior secondary schools students selected from fourteen junior secondary schools to be studied.

According to Krescie and Morgan (1970) three hundred and eighty four (384) subjects form the minimum sample size for a population of up to one hundred thousandrespondents. These allowed the researcher to use the 400 respondents for the study. The systematic random sampling method was used to select the respondents for the study as described by Ndagi (2002) that, it gives every member of the population an equal opportunity of being selected or included in the sample without bias.

A total of eighteen thousand nine hundred and ten students offer Social Studies in Katsina state.See appendix VII to see the sampled schools table.

Table 3.2Distribution of sampled JSS Social StudiesStudents

S/N of Zone	No. of Sampled schools.	N. of sampled students
1	3	50
2	3	60
3	3	50
4	3	50
5	3	60
6	3	75
7	3	55
Total	**24**	**400**

Ministry of Education Research, Planning and Statistic Department, Katsina state (2014).

3.6 Instruments for Data Collection

The instrument used for collecting data in this study was a constructed performance test titled "Social Studies Students Instructional Resources Performance Tests" (SSSIRPT).It consisted30 items and also had threesections. Section A, B&C ranging from multiple choices, true or false, fill in the gap questions. The performance test was structured to accommodate question from family for JSS one, marriage for JSS two and Transportation for JSS three as in their syllabus. Items 1 – 10 deal with multiple choice, items 11 – 20 required responses on fill in the gap bases, while items 21 – 30 was a True or False structured questions.

Table 3.3: Table of specification from Blooms Taxonomy

Class	Topics	Knowledge	Understanding	Apply	**Total**
JSS I	Family	10	10	10	**30**
JSS II	Marriage	10	10	10	**30**
JSS III	Transportation	10	10	10	**30**
TOTAL		**30**	**30**	**30**	**90**

Two groups will be randomly assigned into experimental and control groups. Intact classes will be used so as not to disrupt the academic programmes of the schools. In order to avoid possible sensitization on the parts of students, their regular teachers will be trained and will be used during treatment. Lesson notes will be made uniform to ensure that the chosen topics for both experimental and control groups will be the same. The treatment will last for six weeks. Both groups will receive the post-test.

Pilot Study

The SSSIRPT was pilot tested on 20 students randomly selected from JSS III students of Social Studies GDJSS Daddara. The scores of this Pilot test was computed using SPSS version 16, where Cronbach's Coefficient Alpha formula of Kudder Richardson estimates was used. This was done to determine the reliability of the designed test.

3.7 Procedure for Data Collection

The data for this study would be collected through the use of tests administered on the students. The administration of test would be on the spots assessment to avoid external influence. Also in data collection I

will use seven (7) weeks. Through the assistance of all principals of sampled schools. I used one week for each zone.

3.8 Procedure for Data Analysis

The data analysis will be carried out through the use of frequency, percentage and the t-test using the Statistical Packages for Social Science (SPSS) Version 16 to calculate the t-test statistic in order to substantiate the statistical significance of the mean performance of students. In other words, the t-test statistic was used to test the four null hypothesis formulated to either reject or accept them. The confidence level was placed at 0.05% with the degree of freedom of 118 for hypothesis one and 58 for hypothesis two, three and four respectively.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with the data presentation and analysis of the result obtained from the returned Social Studies Students Instructional Resources Performance Tests (SSSIRPT). A total of four hundred (400) copies of Social Studies Students Instructional Resources Performance Tests (SSSIRPT) were given out to obtain information on impact of instructional resources on the academic performance of Junior Secondary School (JSS) Students of Social Studies in Katsina state. The test of research hypothesis was carried out using t-test statistics.

4.2 Answering Research Questions

4.2.1 Research Question One: what will be the difference in the mean academic performance score of male and female students when taught Social Studies using instructional resources in Junior Secondary School in Katsina state?

The response to this question is in the affirmative occasioned by the result of the mean expression on; table 4.1 in the table showed descriptively the mean performance score of female students was higher than mean scores of male students i.e. ($16.91 \geq 16.57$). This analysis indisputably affirmed the quantum of the difference between the variable in research question one. The difference here necessitated the rejection of research hypothesis one in favor of the

alternative hypothesis which connotes that there is significant difference in the mean academic performance scores of male and female student when taught Social Studies using Instructional Resources in junior secondary schools in Katsina state.

The positive response to research question shows that basic assumption one is justified on the pedigree that instructional resources enhances the academic performance of female Social Studies student better than male Social Studies students.

4.2.2 Research Question Two: what will be the difference in the mean academic performance score of Rural and Urban students when taught Social Studies using Instructional Resources in Junior Secondary School in Katsina state?

The difference that could be deducted from the Rural and Urban Junior Secondary School student is in the mean difference of their performance. In the table 4.2, it show that the mean score from the Urban junior secondary schools was 17.48 while the mean scores of the Rural junior secondary school was 16.85 this implies that ($17.48 \geq 16.85$). The interpretation to this numeric expression is that the Urban junior secondary students performance is higher than Rural junior secondary student when taught Social Studies with Instructional Resources. The differences that could be deduced, manifest in the mean performance of both groups,thedifference herein necessitated the rejection of research hypothesis two in favor of the alternative hypothesis which connotes

that,there is significant difference in the performance of Rural and Urban Junior Secondary School Social Studies Students.

The positive response to this question shows that basic assumption two is justified on the pedigree that urban Social Studies students performance are better than Rural Social Studies performances**.**

4.2.3 Research Question Three: what will be the difference in the mean academic performance scores of public and private students when taught Social Studies using Instructional Resources in Junior Secondary Schools in Katsina state?

The analysis on table 4.3 shows that the mean scores in the performance of public junior secondary school students which stood at 16.94 was competitively higher than their private junior secondary students which stood at 16.29 the simple interpretation to this finding is that school types has effect on the academic performance of students when using Instructional Resources into teaching of Social Studies. This finding could complimented by the prediction of the third basic assumption in this research, that types of school will effect academic performance of student when using Instructional Resources in teaching of Social Studies, it is rite in educational research to know that the response in research questions either positively or negatively does not ascertain the significance of the magnitude of the negatively among the variables. Thus, when the mean scores of public and private students in this research were further subjected to test of statistical significance as seen in table 4.3, it shows

that there is no significant difference in the means academic performance scores of public and private students when taught Social Studies using Instructional Resources. Therefore the research finding shows that there are significant differencesbetween academic performance of public and private student when taught Social Studies with Instructional Resources the hypothesis has been rejected.

4.2.4 Research Questions Four: what will be the difference in the mean academic performance scores of junior secondary school students taught Social Studies with Instructional Resources and those taught without Instructional Resources in Katsina state?The difference that could be deducted from the Rural and Urban Junior Secondary School student is in the mean difference of their performance. In the table 4.4, it show that the mean score from the student taught with instructional resourceswas 22.09 while the mean scores of the student taught without instructional resources was 11.64 this implies that (22.09$\geq$ 11.64). The interpretation to this numeric expression is that the experimental group student performance is higher than controlled group student when taught Social Studies with Instructional Resources. The differences that could be deduced, in manifest in the mean performance of both groups, the difference herein necessitated the rejection of research hypothesis four in favor of the alternative hypothesis which connotes that, there is significant difference in the performance of students taught social studies with instructional resources and those taught social studies with out instructional resources.

The positive response to this question shows that basic assumption two is justified on the pedigree that urban Social Studies students performance are better than Rural Social Studies performances**.**

4.3 Testing Hypotheses

The hypotheses formulated to determine the significantdifference between the investigated variables andtheir impact on the academic performance of Junior Secondary School Students of Social Studies in Katsina state were tested in this section. The four (4) null hypotheses tested and research questions answered. The hypotheses tested were as follows:

Hypothesis One

HO_1 – There is no significant difference in the mean academic performance scores of male and female students when taught Social Studies using instructional resources in junior secondary school in Katsina state.

Table 4.1: Testing for Hypothesis One

	N	**Mean**	**Standard deviation**	**df**	**t-calculated**	**t-critical**	**P**	**Decision**
Male students	68	16.5735	6.19175	67	**22.073**	1.994	0.00	Reject the null hypothesis
Female students	68	16.9118	6.31921					

Source: SPSS Result and Author's Field Survey, 2015.

From the above result of analysis presented, it shows that the probability calculated is less than 0.05 at 5% level of significance. The t-calculated is 22.073 and the t-critical is 1.994 at degree of freedom 67 using two tailed significant level. The rule of thumb guiding the acceptability of a particular hypothesis in t-test is that when the t-calculated is greater than t-critical, the null hypothesis rejected. On the other hand if the t-critical calculated is greater than the t-calculated, the null hypothesis is retained. Since the t-calculated is greater than t-critical, the null hypothesis that "there is no significant difference between male and female junior secondary school Social Studies on the academic performance when using instructional resources in teaching of Social Studies in Katsina state" is therefore rejected. The test revealed that there is significant difference between male and female junior secondary school Social Studies on the academic performance when using instructional resources in teaching of Social Studies in Katsina state.

Hypothesis Two

HO_2 – There is no significant difference in the mean academic performance scores of Rural and Urban Students when taught Social Studies using instructional resources in junior secondary school in Katsina state.

Table 4.2: Testing for Hypothesis Two

	N	Mean	Standard deviation	df	t-calculated	t-critical	p	Decision
Urban Junior secondary school	66	17.4848	5.75458	65	25.921	1.994	0.00	Reject the null hypothesis
Rural Junior secondary school	66	16.8485	5.28057					

Source: SPSS Result and Author's Field Survey, 2015.

From the above result of analysis presented, it shows that the probability calculated is less than 0.05 at 5% level of significance. The t-calculated is 25.921 and the t-critical is 1.994 at degree of freedom 65 using two tailed significant level. The rule of thumb guiding the acceptability of a particular hypothesis in t-test is that when the t-calculated is greater than t-critical, the null hypothesis rejected. On the other hand if the t-critical calculated is greater than the t-calculated, the null hypothesis is retained. Since the t-calculated is greater than t-critical, the null hypothesis that "there is no significant difference between urban and rural junior secondary school Social StudiesStudents on the academic performance when using instructional resources in teaching Social Studies in Katsina state" is therefore rejected. The test revealed that there is significant difference between urban and rural junior secondary school Social

StudiesStudents on the academic performance when using instructional resources in teaching Social Studies in KatsinaState.

Hypothesis Three

HO_3 – There is no significant difference in the mean academic performance scores of public and private students when taught Social Studies using instructional resources in junior secondary school in Katsina state.

Table 4.3: Testing for Hypothesis Three

	N	**Mean**	**Standard deviation**	**df**	**t-calculated**	**t-critical**	**p**	**Decision**
Public Junior secondary school	66	16.9394	6.60741	65	25.513	1.994	0.00	Reject the null hypothesis
Private Junior secondary school	66	16.2879	5.87784					

Source: SPSS Result and Author's Field Survey, 2015.

From the above result of analysis presented, it shows that the probability calculated is less than 0.05 at 5% level of significance. The t-calculated is 25.413 and the t-critical is 1.994 at degree of freedom 65 using two tailed significant level. The rule of thumb guiding the acceptability of a particular hypothesis in t-test is that when the t-calculated is greater than t-critical, the null

hypothesis rejected. On the other hand if the t-critical calculated is greater than the t-calculated, the null hypothesis is retained. Since the t-calculated is greater than t-critical, the null hypothesis that "there is no significant difference between public and private junior secondary school Social StudiesStudents on the academic performance when using instructional resources in teaching Social Studies in Katsina state" is therefore rejected. The test revealed that there is significant difference between public and private junior secondary school Social StudiesStudents on the academic performance when using instructional resources in teaching Social Studies in Katsina state.

Hypothesis Four

HO_4 – There is no significant difference in the mean academic performance scores of Social Studies Students when taught using instructional resources and those taught without instructional resources in junior secondary school in Katsina state.

Table 4.4: Testing for Hypothesis Four

	N	Mean	Standard deviation	df	t-calculated	t-critical	p	Decision
Students taught without Instructional Resources	200	11.6400	2.68822	199	61.235	1.972	0.00	Reject the null hypothesis
Students taught with Instructional Resources	200	22.0900	3.11455					

Source: SPSS Result and Author's Field Survey, 2015.

From the above result of analysis presented, it shows that the probability calculated is less than 0.05 at 5% level of significance. The t-calculated is 61.235 and the t-critical is 1.972 at degree of freedom 65 using two tailed significant level. The rule of thumb guiding the acceptability of a particular hypothesis in t-test is that when the t-calculated is greater than t-critical, the null hypothesis rejected. On the other hand if the t-critical calculated is greater than the t-calculated, the null hypothesis is retained. Since the t-calculated is greater than t-critical, the null hypothesis that "there is no significant difference mean academic performance scores of Social Studies Students when taught using instructional resources and those taught without instructional resources in junior secondary schools in Katsina stateStudents" is therefore rejected. The test revealed that there is significant difference between mean academic

performance scores of Social Studies Students when taught using instructional resources and those taught without instructional resources in junior secondary school in Katsina state.

4.3 Discussion of Findings

In order to achieve the objective of this study, four (4) hypotheses were formulated and tested. The null hypothesis one stated that there is no significant difference between male and female junior secondary school Social Studies on the academic performance when using instructional resources in teaching of Social Studies in Katsina state. After testing the hypothesis the null hypotheses was rejected and it was discovered that there is significant difference between male and female junior secondary school Social Studies on the academic performance when using instructional resources in teaching of Social Studies in Katsina state which is in accordance to Ben (2000), in order to meet individual differences in the classroom, the teacher must employ various types of aids and appeal to different senses and gender. Gender differences is very important concept in subject like Social Studiesbecause social studies discuss about gender differences.

The null hypothesis two stated that there is no significant difference between urban and rural junior secondary school Social StudiesStudents on the academic performance when using instructional resources in teaching Social Studies in Katsina state. After testing the hypothesis the null hypotheses was

rejected and it was discovered that there is significant difference between urban and rural junior secondary school Social StudiesStudents on the academic performance when using instructional resources in teaching Social Studies in Katsina state. According to Sulaiman (2012) lack of facilities in the school like resource room, and library and alsosome schools have no good building to store resources for safety and must teachers have neglect Social Studies instructional resources with belief that it is not necessary to such resources in teaching social studies. This aids that rural junior secondary school lack facilities and instructional resources to teach Social Studies than in urban junior secondary school and this can affect the academic performance of the Students. Also the researcher opined that the problem of irregular power supply in Katsina state have become a strong obstacle as a source of concern in the use of power operated instructional resources to teach Social Studies now a days and this is more common in the rural junior secondary school more than urban junior secondary school.

The null hypothesis three stated that there is no significant difference between public and private junior secondary school Social StudiesStudents on the academic performance when using instructional resources in teaching Social Studies in Katsina state. After testing the hypothesis the null hypotheses was rejected and it was discovered that there is significant difference between public and private junior secondary school Social StudiesStudents on the academic

performance when using instructional resources in teaching Social Studies in Katsina state. This means that there is difference between academic performance of Students in public junior secondary school in Social Studies and private junior secondary school in Social Studies when using instructional resources in teaching Social Studies. This is in accordance with Sulaiman (2012), which stated that lack of facilities in school like resource room and library in schools have no good building to store resources for safety and on the part of those who have neglect Social Studies and held the belief that it is not essential part of its teachings. This aids that private junior secondary school have more facilities and instructional resourcesfor teaching Social Studies than in public junior secondary school.

The null hypothesis four stated that there is no significant difference between the mean academic performance scores of Social Studies Students when taught using instructional resources and those taught without instructional resources in junior secondary school in Katsina state. After testing the hypothesis the null hypotheses was rejected and it was discovered that there is significant difference between the mean academic performance scores of Social Studies Students when taught using instructional resources and those taught without instructional resources in junior secondary school in Katsina state. This denotes that academic performance of mean academic performance scores of Social Studies Students when taught using instructional resources and those

taught without instructional resources is different. Sulaiman (2013) opined that teacher should ensure the appropriateness of the resources for his intended Students. The resources should be suitable for their age, experience and intelligence. The legal, safety and ethical aspects of the resources to be used should equally be considered.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This is an experiment research that examined practically the impact of instructional resources on the academic performances of JSS Students' of Social Studies in Katsina State. Four research questions and four hypotheses were postulated for the study which were tested. Related literature were reviewed in this study to give the study to a professional frame work. The post-test only control group design was used in the study. A sample of 400 was taken out of the total population of 18,910. JSS Students of Social Studies in Katsina State who are JSS I, JSS II AND JSS III respectively through the use of simple random sampling.

The Social Studies instructional resources performance test (SS I MPT) was constructed and administered to examined the performance of the experimental controlled groups that constituted the study. See appendix c for the test items. There after the SPSS version 16 was used to analyse the t test and make statistical inferences. The level of significance for rejecting or referring the need hypothesis was placed at 0.05% with degree of freedom of 118 for hypothesis three and four respectively. The findings from the experiment are summarised as follows

i. There is no significant difference between the academic performance of male and female Social Studies learner when using instrumental resources in teaching Social Studies
ii. There is no significant differences between performance of public and private Social StudiesStudents when using instructional resources in teaching Social Studies.

iii. There is a significant differences between the academic performance of rural and urban Social Studies learner when using instructional resources in teaching Social Studies.

iv. There is no significant difference between academicperformance of JSS II AND JSS III Social StudiesStudents when using instructional resources in teaching Social Studies.

5.2 Conclusion

Based on the findings the following conclusion are drawn from the experiment, among them are;

1. The impact of instructional resources on the academic performance of male and female JSS learners of Social Studies. Instructional resources has proved to be effective on both male and female students when utilize correctly in the lesson.
2. The impact of instructional resources on the academic performances of rural and urban JSS Students of Social Studies. If instructional resources are well utilized both rural and urban schools academic performance of students will change positively.
3. The impact of instructional resources on the academic performance of private and public school Social Studies learner.Instructional resourceswhen adequate provided in both private and public schools the academic performance of Social StudiesStudents will be excellent.
4. The impact of instructional resources on the academics performance of control and experimental groups among JSS student of social studies the result shows that academic performance of experimental group are greater than those from controlled group this is because of the influence of instructional resources in the academic performance of students.

5. 5.3 Recommendations

In view of the findings and conclusions drawn from the experiment the following recommendation are proffered for Social Studies curriculum and instruction experts, policy makers and other educational authorities:

1. There is outright need for the incorporation of modern instructional resources into the teaching and learning of Social Studies in junior secondary schools. Expert in socials studies should collaborate with the community to help produce Social Studies courseswhich would simplifyteachers challenges in producing instructional resources.Teachers on their part should overlook the burden of preparing, producing and transmitting good instructional resources that are relevant to the lesson. This will enable them to cover adequate content in Social Studies course description.
2. Social Studies teachers must train and retrain themselves continuously on the use of instructional resources they should at least understand the organization of content. This will enable students to participate actively in the lesson and arouse the interest of the students.
3. Government on its part should provide adequate, effective and functional instructional resources to junior secondary schools it is obvious that the population explosion experienced in teacher education today has made these existing facilities inadequate. Every schools should urgently provide adequate instructional resources to meet the needs of the teacher. As for the teachers through it is interesting it encourage him to deliver his lesson successful.
4. Female teachers and students should be encouraged to patronized instructional resources. They should brace up to challenges of gender sensitive and continue to compete with their male counterpart both a teacher as well as students. This would lead to a balanced scale in

educational development in our society.More so, the instructional resourcesare not gender based as proved by the study.

5. Computer literacy must be one of the basis for employing a Social Studies teachers with this new order of instruction, Social Studies education will became more relevant attractive interesting and teacher student oriented.
6. As a matter of urgency there is need to establish an Advanced National Institute of Social Studies (ANISS)to be charged with the responsibility of training and retraining Social Studies teachers on contemporary teaching technique that built the principles of information technology and globalization. Obviously if other professional like legal to mention few could have their advance training institutes, why Social Studies should be restrained. It would be of educational interest to decentralize the training of teachers from the conventional teacher training institution, to give credence to this (ANISS) to produces Social Studies instructors that will make Social Studies and encompassing functional and part of the renaissance process of globalization.
7. Finally using the instructional resources in teaching junior secondary school Students should become compulsory any teacher absent himself from using the instructional resources should be punished.

5.4 Limitations of the Study

- The researcher would have loved to cover the junior secondary schools in Katsina State of Nigeria. However time cost and other extraneous circumstances confined the research to twenty one junior secondary schools only in Katsina State. This perhaps was the attributable to the result finding manifest in this study.

- The experiment was limited by the cost of snapping pictures, buying magazines, newspapers, calendar etc. this reduced the number of days originally prepared for the experiment five weeks three days.
- The student that constituted the study were not really constituent. Through they cooperated to an extent, but were not consistent due to an extent.But were not consistent due to the election period. However, the study had to make use of the available students.
- It was observed that despite the orientation given to the students by the principals of all junior secondary schools, the controlled groups where the one taught without instructional resources they did not take the achievement test serious, because they discourage that assessment was not part of their C.A hence their possible poor performance. If they had takenit more serious their difference with the experimental wouldn't have been much.
- It is very difficult to researcher to cover three schools within one day because of distance. Some schools are far away from town but researcher tried to cover all schools he wants to conduct the research.

5.5 Contributions to Knowledge

This research finding can play an important roles in contributing towards the progress of our education, the contributions include the following

- Encourage school teachers to be using Instructional Resources regularly when teaching Social Studies which will changed the academic performance of students positively.
- Government and NGOs will provide adequate instructional resources to schools always there learning will became students centre not teacher centre.

- It provide curriculum planers with information about relevant Instructional Resources in Social Studies, therefore they will put good consideration on them.

5.6 Suggestion for Further Studies

1. The study limited itself to the use of instructional resources to teach Social Studies content. There is need to explore other package of information technology like the use of I.T to prepare an advanced organizer model of teaching in Social Studies similarities games and activities, construction methods and the use of internet as part of expository method of teaching to enhance the performance of student in Social Studies.
2. There is need to extend this research to the university system, where modern I.T facilities are available to see the further manifestation of the impact of instructional resources in teaching of Social Studies.
3. Government should take this finding useful and make use of it and also encouraging people to be carrying research always not only student but everybody have the opportunity to carryout research since he can be rewarded and will contribute to the development of Nigerian educational system.

REFERENCES

Abenga, F.M. and Azua, J.V. (1986) *Organising Resources for Effective Teaching of Social Studies in Nigeria Schools,*College of Education, Katsina – Ala.

Abimbola, A. (2000). *Principles and Practice of Educational Technology* International Publishers Ltd.

Adejumobi, S.A (1981).*Problems and Issues in the Teaching of Social Studies with Particular References to Teacher Training Colleges.*InAkinlaye F.A, Kunpolati, C.O, Opawale, D.A and Oshungbohum, T (Eds) The Concept and Scope of Social Studies Education for School and Colleges; Ibadan: Omibonoje publishers.

Adeyoyin, F.A. (1982). *The Social Studies; An Overview In Aina,* N.F Adeyoyin, F.A, Obilo, E.E and Ahamdu, U.S (eds). *Social Studies; A Book on Methodology Ibadan;* Evans Brothers (Nigeria Publishers) Limited.

Aduwa, S.E and Iyanu, E.O.S (2004). *Curriculum Implementation in Nigeria;*A Switch to Radical Pedagogy? Nigeria Journal of Curriculum, 12 (1), 92 – 108

Ajibade, R.O. (2002) *Instructional Resources for Teaching*. National Teachers Institute Kaduna.

Akem J.A (2004). *Researcher and Statistics for Higher Education,* Makurdi: Destiny Venture.

Akem. J.A (2005).*Educational Technique in Schools and College*: A Hand Book for Teachers. Makurdi: Nigeria selfers. Publishers.

Akinlaye F.A (2003).*Fundamentals of Social Studies Curriculum Planning and Instruction.* Lagos: Nigeria Pumark Nigeria Limited.

Audu U.F (2002).*Social Studies Instructional in Iyela.* A Gana U.I (eds), An Introduction to Social Studies in Nigeria Lagos Lagoon publishers Ltd.

Bayejusa, P.N (1981). *The Nature of Social Studies.*InAkinlaye, F.A, Kuplati; C.O, Opawale, D.A and Oshungbohun, T. (eds) The Concept and Scope of Social Studies Education for Schools and Colleges. Ibadan: Onibonoje Publishers.

Ben-Yunusa, M.B (2000) *Issues on Curriculum*. Sonkore Educational Publisher Company Limited. Ahmadu Bello University. Zaria

Bie, V.O (2002) Vocational Agriculture in Siwtzerland. ICVEDTA. Benue.

Bie, V.O (2002). *Vocational Agricultural Education on Switzerland ICVEDTA*. Benue

Bolick, C., Benson, M.M, Coutts and Heineke, W. (2005) Technology Application in Social Studies Teacher Education. Onitsha; west and Solomon Publishing Company.

Brown, E.S (2001) *The Science of Using Instructional Resources University press,* Ibadan.

Cognitive Load Theory (1990). Australian Journal of Educational Technology 6(2), 108-113.

Cox, M.J and Webb, M.E (2004). *ICT and pedagogy:* a review. Coventry: British Educational Communications and Technology Agency.

Danladi, E.N and Bulya, T.I. (2006) *The Relevance of Information Technology for Promoting the Objectives of Social Studies in Nigeria*: Benue State University Journal of Education 7 (1) 224 – 231.

Department of Education;*Research and Statistic*(2014) Ministry of Education Katsina, Katsina State.

Dhond, I.T and Iyons; J. (2007).*An Innovative Social Studies Curriculum in Canada*; An Experiment. In Venkataiah, N. (ed). Curriculum Innovation for 2000 Ad. New Delhi; APH Publishing Corporation.

Dubey, D.L and Barth, J.L (1980) *Social Studies; The Inquiring Method Approach.* Kenya: Thomas Nelson and Son Limited.

Egbute, M.A (2002). *Principle of Agricultural Education.* Dramond Publishers Limited Lagos.

Ema, P.O and Ajayi, T.L. (2004). *The Role of Instructional Resources on Teaching* and Learning of Science Proceeding of West African Examination Council Seminar paper, volume 3. No. 14

Esezobor, K.E (2009).*Social Studies Methods for Schools and Colleges Zaria*: Amana Vol. 7 (1) 26 – 32.

Esu, A.E.O., Umoh, S.J. and Obi, F.B (1995). *Pedagogy of Environmental Education.* Lagos: Macmillan pub.

Fadeiye, J.O, (2005).*Social Studies Textbook for Colleges and Universities.* (part one). Ibadan: Akin-Johnson press and publishers.

FOA (2008).*Utilization of Farm Work Experience Schemes in Vocational* Agricultural Education Programme; A Comparative view. NACE. Ilorin.

Gestwicki, C. (2007). *Home, School and Community Relations.* USA: DelmerCongage Learning.

Haris, I.M. (2002).*Sociological Approaches to Teaching;* Sun t ex Design Benue.

Ishaya, E.M. and Thankgah, R.O. (2002).*Basic Principles of Teaching.* Spectrum Bookshop, Jubilee House, Ring Road Ibadan.

Iyela, AandYar-Ali, B.S (2002). *The Philosophical Background of Social Studies*. In Iyala, A, Gana, U.I and Audu, U.F (Eds). An Introduction to Social Studies in Nigeria. Vol.I Lagos; London Publishers Ltd.

Jega, A.M (2002). *Education,Democracy and National Integration in Nigeria in the 21st Century.* The Educator. Vol. 2, July 2002.

Jocob, S. (2000) *Introduction to the Teaching of Social Studies*. In Ololobou Y.P.S Jocob S. and Ndazhaga, J. (eds) Dimensions of Social Studies vol.2 Pankshin; Academic Trust Fund.

Jocob, S. (2000), *Introduction to the Teaching of Social Studies.* In Ololobou, Y.P.S, Jocob, S. and Ndazhaga, J. (eds) Dimensions of Social Studies. Vol.2. Pankshin: Academic Trust Fund.

Kola, S.O. (2007).*The Use of Instructional Resources for Teaching and Learning of Physics Education* in Pategi Local Government Area in Kwara State, Nigeria. Unpublished, Thesis.

Mamman, I.B. (2011) *Effect of Using Instructional Resources for Teaching* Agricultural Science on Performance of Secondary School Students in Katsina State. Unpublished. M.Ed Thesis, Ahmadu Bello University Zaria.

Mary, N.L. (2004).*Principles and Methods of Teaching Application to the Nomads.* FAB Education Books, Jos.

Mbakwe, A.O. (2001).*Educational for National Growth and Stability*. Sintex Design Print, 67 Abdullahi Shelling Road, Makurdi, Benue State.

Mezieobi, Y.A, Fubura, V.R andMezieobi S.A (2008)*Social Studies in Nigeria*: Teaching Methods, Instructional Resources and Resources. Owerri; Academic peak publishers.

Morgan, M.O. (1970). *Foundation of Behavioural Research New York*. Holt, Rinehart and Winston London.

Moses, A.O. (2002) *Principles of Practice in Education* (Question and Answers) Edition. Kings Publishers, Ibadan

Ndak, F.D. (2003) A Study of Determine the Influence of Graphic Instructional Visual in Teaching Biology in Secondary Schools in FCT Abuja: Unpublished Master's thesis Federal University of Technology, Minna.

Nnaji, I.P. and Okories, O.S. (2002).*The use of Instructional Resources in Teaching Social Studies,* Challenges and Possible Solutions. University press Limited, London.

NTI (2007).*Teacher Certificate Course Book on Education*. Module 5 – 8 Kaduna Nigeria.

Federal Government of Nigeria. (2004) National Policy on Education (Revised). Abuja Federal Ministry of Education.

Ocheje A. (2012). *Effect of Information Technology Based Instruction on the Academic performance in Social Studies among* N.C.E Students in KogiState. Unpublished M.Ed Thesis Ahmadu Bello University Zaria.

Ofoegbu, U.G (2009) *Instructional Resources and Techniques of Teaching*. FAB Publications, Jos.

Okam, C.C (2006) *Reading in the Social Studies Curriculum in Nigeria*; Jos DekaPublication.

Okam, C.C and Nnameni, C. (2000). Exploring the secondary Social StudiesCurriculum as a tool for Citizenship Development in Nigeria. Nigeria Journal of Curriculum studies 5(4).

Okerie, J.U. (2004) *Vocational Industrial Education*. League of Researchers in Nigeria Bauchi.

Okonkwo, M.E (2004) *Foundation of Social Studies.* In Ololobou Y.P.S, (ed). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.

Okorie, J.U (2001) *Vocational Industrial Education Leaque of Researchers* in Nigeria, Bauchi.

Ololobou C.O (2004) *Introduction to the Teaching Social Studies* for Effective Citizenship Kano S.K Amodu Printers.

Orakwe, F.O (2000) "Resources for Teaching Social Studies in Schools". A Paper Presented at a Workshop for Grade II Teachers training at Abu, Zaria.

Orungbemi, O. (2008); *How Information Technology an Aid the Teaching of Social Studies*in Nigeria Journal of Social Studies X (182) 135 – 148.

Orungbemi, O.(2008). *How Information Technology can Aid the Teaching of Social Studies in Nigeria.* Nigerian Journal of Social Studies xi (1) 160 – 167

Peretomde, F.O (2005) *Education Law; Principles Cases Resources on Schools.* International University publisher, Ibadan.

Rechert, R.E and Siller E.U (2002) *Methodological Approaches in Social Studies* Education Jaleyemi Graphics and General Enterprises, 61, Emir Road, Kano Nigeria.

Roblyer, M.D (2003). *Integrating Educational Technology Into Teaching.* New Residence to it Educational Technology, 26 – 31.

Singh, Y.K (2008). *Teaching Social StudiesAechi*: APh Publishing Corporation.

Sulaiman, K.O (2013). *The Use of Instructional Resources for Effective Learning of Islamic Studies*. Religious Studies Journal, Ekiti State University vol. (1) 30 – 39.

Suleiman, M.A (2006) *Effects of Using Instructional Material on Students Performance in Geography in Wamako Local Government Area in Sokoto*. Unpublished PGDE work UDUS.

Tahir, S. (2008); *The Important of Instructional Resources in the Teaching of Social Studies.* Unpublished. B.Ed Project, Ahmadu Bello University Zaria.

Thomas, G. (2003). *Globalization of Educational Technology Issues in Education,* 23, 34 – 40.

Uyagu, B.G (2009) *Effect of Instructional Resources Quality on Students performance in Science in Senior Secondary Schoo*ls in Zaria Local Government Area in Kaduna state. Unpublished M.Ed Thesis. ABU. Zaria.

Yusuf O.H (2012) *Fundamentals of Curriculum and Instructional* Joyce Graphic printer & Publishers, Kaduna.

APPENDIX I

SOCIAL STUDIES STUDENTS INSTRUCTIONAL RESOURCES PERFORMACE TEST (SSSIMP) JSS1

Instruction: ***Answer all questions from section A, B, C&D***

Time allowed: ***60 minutes***

SECTION 'A'

Cycle the correct answer from the option provided

1) Group of people lived together whose are related by blood is called.
   (a) Friend (b) Leaders (c) Family (d)Government Official
2) Family in any community consists of
   (a) Father, Mother and Children (b) Girls, Boys and Friends

   (c) Head boy, Form master and Principal

   (d) Banker, Marketer and Producer
3) A family consist of father, Mother, Children, Grandfather, Sisters and brothers is called
   (a) Nuclear Family (b) Compound family (c) Togetherness family

   (d) Extended family
4) Which of the following is the head of family?
   (a) Mother (b) Elderly Son (c) Father (d) Daughter
5) You can found family in every
   (a) Society (b) Bank (c) Motor Park (d) Principal office
6) Which of the following is necessity for every family
   (a) Car and Motorcycle (b) Food and Shelter (c) Cat and Dog

   (d) Shirt and Shoes
7) Mother are expected to take care of
   (a) Goat (b) Cow (c) Dog (d) Children
8) Every member of the family is expected to be in
   (a) Good character (b) Smoking (c) Poor(d) Army Robber
9) Children in any family are to help
   (a) Terrorist (b) Bad leaders (c) Enemies (d) Parent
10) Family is important organization is every
   (a) Community (b) Club(c) Centre(d) Local

SECTION 'B'

This section is Trueor False you are request cycle correct answers

1) Every member of the family have role to play
   (a) True (b) False
2) Family encourage corruption always to it members
   (a) True (b) False
3) In every families there is need for unity and cooperation
4) In every family there must be respect among it members
   (a) True (b) False
5) Every member of the society belong to family
   (a) True (b) False
6) Families are responsible for the education of their younger one
   (a) True (b) False
7) Children are expected to kill their parent
   a) True (b) False
8) Every family are expected to have knowledge of Social Studies
   a) True (b) False
9) Is the responsibility of the mother to provide food and shelter to the family
   (a) True (b) False
10) Job is the security of every family
   (a) True(b) False

SECTION 'C'

From the answers provided below choose the appropriate answer and fill in the blank

1) Every family try to give_____ to children
2) _____consist of father, mother, and children only
3) Is the responsible of the father to give_____ to his family members
4) _____ give good foundation of peace in every family
5) _____ lead to unwanted behaviour in every family
6) Cooking food in the family is the duty of_____
7) Providing food to the family is the duty of_____
8) _____ are to help the family by sweep the house
9) _____ _____ are to help the family by peeling water
10) Giving _____ to the children is the best in every family

(a) Immorality
(b) Honest
(c) Education

(d) Protection
(e) Nuclear family
(f) Girl
(g) Boy
(h) Father
(i) Mother
(j) Moral training

LESSON PLAN FOR EXPERIMENTAL GROUP

Subject:	Social Studies
Topic:	Family
Class:	J.S.S I
Duration:	35 minutes
Sex of Student:	Male and Female
Average age of Students:	12 – 13 years
Instructional Resources:	Real picture showing family and their types
Behavioural Objectives:	At the end of the lesson students should be able to define Family and list means of Family.
Entry Behaviour or Previous Knowledge:	Students have little knowledge about Family.
Introduction:	Teacher would introduce his lesson by asking students questions i.e.

1. Where are your parents?
2. How many are you in your house?
3. Who provide food in your house?
4. Who cook food in your house?
5. Are you helping your parent? If yes which kind of help?

Presentation:	The teacher will present the lesson through the following steps:
Step I:	Teacher would present the lesson by explaining the concept of family to the student.
Step II:	Teacher would ask students questions on how they treated in their homes.
Step III:	Teacher would write the important note on the chalk board.
Step IV:	Teacher would allowed students to ask questions in the area of difficulties.
Evaluation:	Teacher would evaluate the lesson by giving simple test to student.
Conclusion/summary:	Teacher would conclude the lesson by explaining the key point of the lesson.

LESSON PLAN FOR CONTROL GROUP

Subject:	Social Studies
Topic:	Family
Class:	J.S.S I
Duration:	35 minutes
Sex of Student:	Male and Female
Average age of Students:	12 – 13 years
Instructional Resources:	Nil
Behavioural Objectives:	At the end of the lesson students should be able to define Family and list means of Family.
Entry Behaviour or Previous Knowledge:	Students have little knowledge about Family.
Introduction:	Teacher would introduce his lesson by asking students questions i.e.

1. Where are your parents?
2. How many are you in your house?
3. Who provide food in your house?
4. Who cook food in your house?
5. Are you helping your parent? If yes which kind of help?

Presentation:	The teacher will present the lesson through the following steps:
Step I:	Teacher would present the lesson by explaining the concept of family to the student.
Step II:	Teacher would ask students questions on how they treated in their homes.
Step III:	Teacher would write the important note on the chalk board.
Step IV:	Teacher would allowed students to ask questions in the area of difficulties.
Evaluation:	Teacher would evaluate the lesson by giving simple test to student.
Conclusion/summary:	Teacher would conclude the lesson by explaining the key point of the lesson.

MARKING SCHEME FOR JSS I

Answers

SECTION 'A'

1. C
2. A
3. D
4. C
5. A — 10 MARKS
6. B
7. D
8. A
9. D
10. A

SECTION 'B'

1. TRUE
2. FALSE
3. TRUE
4. TRUE
5. TRUE — 10 MARKS
6. TRUE
7. FALSE
8. TRUE
9. FALSE
10. TRUE

SECTION 'C'

1. MORAL TRAINIG
2. NUCLEAR
3. PROTECTION
4. HONES
5. IMMORALITY
6. MOTHER — 10MARKS
7. FATHER
8. GIRL
9. BOY
10. EDUCATION

SOCIAL STUDIES STUDENTS INSTRUCTIONAL RESOURCES PERFORMACE TEST (SSSIMP) JSS 2

Instruction: ***Answer all questions from section A, B, C&D***

Time allowed: ***60 minutes***

SECTION 'A'

Cycle the correct answer from the option provided

1) Marriage is a situation where by man and women live together as:
   (a) Brother (b) Husband and wife (c) Girl and Boy (d)Teacher and Students
2) Marriage take place everywhere in
   (a) Nigeria (b) School (c) Hospital (d) Market
3) Through marriage we can have legal
   (a) Car (b) Work(c) Children(d) Friend
4) In a situation whereby man married only one wife is called
   (a) Polygamy (b) Widow inherited marriage (c) Love marriage (d) Monogamy marriage
5) Both husband and wife must shows_____ to one another
   (a) Love (b) Face (c) Hair (d) Eyes
6) Husband and wife must be_____ to each other
   (a) Dishonest (b) Disloyal (c) Loyal(d) Selfishness
7) In any marriage there must be
   (a) Dancing (b) Dressing (c) Payment of Dowry (d) Beauty
8) Which type of marriage is not practice in Nigeria
   (a) Monogamy marriage (b) Polygamy marriage (c) Inter ethnic
9) In Nigeria man is only allowed to got married to
   (a) Man (b) Woman (c) Animal (d) Ants
10) All of the following lead to divorce accept
   (a) Lie (b) Cheating (c) Diseases (d) Respect

SECTION 'B'

True or False Tick the correct answer

1) Is generally accepted husband to beat his wife in every community
   (a) True (b) False
2) Absent of love can lead to divorce in any marriage
   (a) True (b) False
3) Husband is expected to take care of his wife
   (a) True (b) False
4) In Nigeria man is allowed to married his mother
   (a) True (b) False

5) Boy from age of 1 – 5 is allowed to got marriage
   (a) True (b) False
6) In any marriage there must be agreement between husband and wife
   (a) True (b) False
7) Marriage can protect people from pre-marital relationship
   (a) True (b) False
8) Marriage also protect girls from unwanted pregnancy
   (a) True (b) False
9) Family planning lead to low children in any marriage
   (a) True (b) False
10) Muslim are allows to married only one wife
   (a) True (b) False

SECTION 'C'

Chose any one to fill the blank

1) Any marriage take place in court is called_____
2) A marriage take place in church is called_____
3) A marriage take place in mosque is called_____
4) If a man got married to four wives is called _____
5) If a man got married to only one wife is called_____
6) Christian married_____ wife
7) Muslim are allowed to married up to_____ wives
8) If Hausa man married Igbo is called_____
9) There must be _____ in every marriage
10) _____ is the foundation of marriage

(a) Four wives
(b) One wife
(c) Inter-ethnic marriage
(d) Polygamy marriage
(e) Monogamy marriage
(f) Muslim marriage
(g) Court marriage
(h) Christian marriage
(i) Courtship
(j) Ceremony

LESSON PLAN FOR EXPERIMENTAL GROUP

Subject:	Social Studies
Topic:	Marriage
Class:	J.S.S II
Duration:	35 minutes
Sex of Student:	Male and Female
Average age of Students:	13 – 14 years
Instructional Resources:	card board containing the pictures of different types of marriage
Behavioural Objectives:	At the end of the lesson students should be able to define marriage and list means of marriage.
Entry Behaviour or Previous Knowledge:	Students have little knowledge about marriage.
Introduction:	Teacher would introduce his lesson by asking students questions i.e.

1. Did you attend any marriage ceremony?
2. How many wives did your father have?
3. How many wives do you want have if you grow?
4. Did you have girl a friend?

Presentation:	The teacher will present the lesson through the following steps:
Step I:	Teacher would present the lesson by explaining the concept of marriage to the student.
Step II:	Teacher would ask students questions on how their father treated their mothers.
Step III:	Teacher would write the important note on the chalk board.
Step IV:	Teacher would allowed students to ask questions in the area of difficulties.
Evaluation:	Teacher would evaluate the lesson by giving simple test to student.
Conclusion/summary:	Teacher would conclude the lesson by explaining the key point of the lesson.

LESSON PLAN FOR CONTROL GROUP

Subject:	Social Studies
Topic:	Marriage
Class:	J.S.S II
Duration:	35 minutes
Sex of Student:	Male and Female
Average age of Students:	13 – 14 years
Instructional Resources:	Nil
Behavioural Objectives:	At the end of the lesson students should be able to define marriage and list means of marriage.
Entry Behaviour or Previous Knowledge:	Students have little knowledge about marriage.
Introduction:	Teacher would introduce his lesson by asking students questions i.e.

1. Did you attend any marriage ceremony?
2. How many wives did your father have?
3. How many wives do you want have if you grow?
4. Did you have girl a friend?

Presentation:	The teacher will present the lesson through the following steps:
Step I:	Teacher would present the lesson by explaining the concept of marriage to the student.
Step II:	Teacher would ask students questions on how their father treated their mothers.
Step III:	Teacher would write the important note on the chalk board.
Step IV:	Teacher would allowed students to ask questions in the area of difficulties.
Evaluation:	Teacher would evaluate the lesson by giving simple test to student.
Conclusion/summary:	Teacher would conclude the lesson by explaining the key point of the lesson.

MARKING SCHEME FOR JSS II

ANSWER

SECTION 'A'

1. B
2. A
3. C
4. D
5. A — 10 MARKS
6. C
7. C
8. C
9. B
10. D

SECTION 'B'

1. FALSE
2. TRUE
3. TRUE
4. FALSE
5. FALSE — 10 MARKS
6. TRUE
7. TRUE
8. TRUE
9. TRUE
10. FALSE

SECTION 'C'

1. Court marriage
2. Christian marriage
3. Muslim marriage
4. Polygamy marriage
5. Monogamy marriage — 10 MARKS
6. One wife
7. Four wives
8. Inter-ethnic marriage
9. Ceremony
10. Courtship

SOCIAL STUDIES STUDENTS INSTRUCTIONAL RESOURCES PERFORMACE TEST (SSSIMP) JSS 3

Instruction: ***Answer all questions from section A, B, C&D***

Time allowed: ***60 minutes***

SECTION 'A'

Cycle the correct answer from the option provided

1) Movement of people, good and services from one place to another is called
   (a) Communication (b) Transportation (c) marriage (d) Election
2) The following are means of Transportation except
   (a) Air (b) Water (c) Land (d) Rock
3) Modern means of Transportation make movement very
   (a) Difficult (b) Passion (c) Easier(d) wise
4) Transportation take place everywhere in
   (a) Nigeria (b) House (c) Hostel (d) Mosque
5) The Following are Traditional means of transportation except
   (a) Donkey (b) Horse (c) Camel (d) Motorcycle
6) Government at all level in Nigeria help in promoting
   (a) Dancing (b) Signing (c) Transportation (d) Writing
7) There is series of accident in Nigeria
   (a) Every day (b) Weekly (c) Monthly (d) Yearly
8) Traditional means of Transportation are using the following except
   (a) Fuel (b) Food (c) Water (d) Road
9) Transportation take place
   (a) Daily (b) Weekly (c) Monthly (d) Yearly
10) Picking calls when driving lead to
   (a) Right (b) Help (c) Research (d) Accident

SECTION 'B'

Chose the appropriate answer and fill in the blank

1. We used_____ to travelled on the air
2. We used_____ to travel in the water
3. We used _____ to travel on the Road
4. Driver must be _____ when driving
5. _____ must be trained and mature person
6. _____ make transportation difficult
7. Accident lead to_____
8. We use transportation to go_____-
9. _____is faster than any means of Transportation
10. Driving in _____ lead to accident

SECTION 'C'

Chose the appropriate answer by cycling True or False

1) Majority of means of Transportation in Urban Area are Animals
   (a) True (b) False
2) We use water to fuel our modern means of transportation
   (a) True (b) False
3) We use Transportation to visit our brothers and sisters
   (a) True (b) False
4) We use to pay money when using commercial bus
   (a) True (b) False
5) Every citizens of Nigeria have access to air means of Transportation
   (a) True (b) False
6) Transportation help us in our Business
   (a) True (b) False
7) We have three means of Transportation
   (a) True (b) False
8) We use Transportation as sources of our incomes
   (a) True (b) False
9) Traditional means of Transportation are still in existing
   (a) True (b) False
10) Movement with our legs is still transportation
   (a) True (b) False

(a) High speed
(b) Very careful
(c) Car
(d) Ship
(e) Death
(f) Aeroplane
(g) Work
(h) Driver
(i) Traditional means of transportation
(j) Air transportation

LESSON PLAN FOR EXPERIMENTAL GROUP

Subject:	Social Studies
Topic:	Transportation
Class:	J.S.S III
Duration:	35 minutes
Sex of Student:	Male and Female
Average age of Students:	14 – 15 years
Instructional Resources:	Real pictures showing different means of transportation.
Behavioural Objectives:	At the end of the lesson students should be able to define transportation and list means of transportation.
Entry Behaviour or Previous Knowledge:	Students have little knowledge about transportation
Introduction:	Teacher would introduce his lesson by asking students questions i.e.

1. Have you ever travelled?
2. Which means of transport you used to come to school?
3. What means of transport you used to come to school?
4. Have you ever experience an accident? If yes what cause it?

Presentation: The teacher will present the lesson through the following steps:

Step I:	Teacher would present the lesson by explaining the concept of transportation to the student.
Step II:	Teacher would ask students question whether their parents have any means of transportation.
Step III:	Teacher would write the important note on the chalk board.
Step IV:	Teacher would allowed students to ask questions in the area of difficulties.
Evaluation:	Teacher would evaluate the lesson by giving simple test to student.
Conclusion/summary:	Teacher would conclude the lesson by explaining the key point of the lesson

LESSON PLAN FOR EXPERIMENTAL GROUP

Subject:	Social Studies
Topic:	Transportation
Class:	J.S.S III
Duration:	35 minutes
Sex of Student:	Male and Female
Average age of Students:	14 – 15 years
Instructional Resources:	Nil
Behavioural Objectives:	At the end of the lesson students should be able to define transportation and list means of transportation.
Entry Behaviour or Previous Knowledge:	Students have little knowledge about transportation
Introduction:	Teacher would introduce his lesson by asking students questions i.e.

1. Have you ever travelled?
2. Which means of transport you used to come to school?
3. What means of transport you used to come to school?
4. Have you ever experience an accident? If yes what cause it?

Presentation: The teacher will present the lesson through the following steps:

Step I:	Teacher would present the lesson by explaining the concept of transportation to the student.
Step II:	Teacher would ask students question whether their parents have any means of transportation.
Step III:	Teacher would write the important note on the chalk board.
Step IV:	Teacher would allowed students to ask questions in the area of difficulties.
Evaluation:	Teacher would evaluate the lesson by giving simple test to student.
Conclusion/summary:	Teacher would conclude the lesson by explaining the key point of the lesson.

MARKING SCHEME FOR JSS III

ANSWERS

SECTION 'A'

1. B
2. D
3. C
4. A
5. D — 10 MARKS
6. C
7. A
8. A
9. A
10. D

SECTION 'B'

1. AEROPLANE
2. SHIP
3. CAR
4. VERY CAREFUL
5. DRIVER — 10 MARKS
6. TRADINATION MEANS OF TRANSPORTATION
7. DEATH
8. WORK
9. AIR TRANSPORTATION
10. HIGH SPEED

SECTION 'C'

1. FALSE
2. FALSE
3. TRUE
4. TRUE
5. FALSE — 10 MARKS
6. TRUE
7. TRUE
8. TRUE
9. TRUE
10. TRUE

APPENDIX II

t-testfor hypothesis one

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
MALE STUDENTS	68	16.5735	6.19175	.75086
FEMALE STUDENTS	68	16.9118	6.31921	.76632

One-Sample Test

	Test Value = 0					
					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
MALE STUDENTS	22.073	67	.000	16.57353	15.0748	18.0723
FEMALE STUDENTS				16.91176	15.3822	18.4413

t-testfor hypothesis two

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
URBAN STUDENTS	66	17.4848	5.75458	.70834
RURAL STUDENTS	66	16.8485	5.28057	.64999

One-Sample Test

	Test Value = 0					
					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
RURAL STUDENTS	25.921	65	.000	16.84848	15.5504	18.1466
URBAN STUDENTS				17.48485	16.0702	18.8995

t-testfor hypothesis three

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
PUBLIC SCHOOL	66	16.9394	6.60741	.81332
PRIVATE SCHOOL	66	16.2879	5.87764	.72349

One-Sample Test

	Test Value = 0					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
PRIVATE SCHOOL	22.513	65	.000	16.28788	14.8430	17.7328
PUBLIC SCHOOL				16.93939	15.3151	18.5637

t-test for hypothesis four

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
STUDENTS TAUGHT WITHOUT INSTRUCTIONAL RESOURCE	200	11.6400	2.68822	.19009
STUDENTS TAUGHT WITH INSTRUCTIONAL RESOURCES	200	22.0900	3.11455	.22023

One-Sample Test

	Test Value = 0					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
STUDENTS TAUGHT WITHOUT INSTRUCTIONAL RESOURCE	61.235	199	.000	11.64000	11.2652	12.0148
STUDENTS TAUGHT WITH INSTRUCTIONAL RESOURCES				22.09000	21.6557	22.5243

Appendix III
RAW SCORES

JSS I **JSSI**
CONTROLLED GROUPS **EXPERIMENTEL GROUPS**

SCORE	LOCATION OF SCHOOLS	SCORES	LOCATION OF SCHOOLS
17	RURAL	22	RURAL
15	RURAL	24	RURAL
16	RURAL	20	RURAL
19	RURAL	23	RURAL
15	RURAL	26	RURAL
18	RURAL	28	RURAL
10	RURAL	19	RURAL
15	RURAL	20	RURAL
13	RURAL	26	RURAL
14	RURAL	24	RURAL
15	RURAL	21	RURAL
15	URBAN	23	URBAN
16	URBAN	20	URBAN
14	URBAN	23	URBAN
18	URBAN	24	URBAN
20	URBAN	25	URBAN
15	URBAN	27	URBAN
10	URBAN	25	URBAN
17	URBAN	26	URBAN
16	URBAN	21	URBAN
14	URBAN	23	URBAN
16	URBAN	24	URBAN
SCORES	**TYPES OF SCHOOLS**	**SCORES**	**TYPES OF SCHOOLS**
11	PUBLIC	22	PUBLIC
15	PUBLIC	24	PUBLIC
14	PUBLIC	20	PUBLIC
11	PUBLIC	23	PUBLIC

13	PUBLIC	25	PUBLIC
10	PUBLIC	24	PUBLIC
15	PUBLIC	26	PUBLIC
14	PUBLIC	20	PUBLIC
12	PUBLIC	21	PUBLIC
09	PUBLIC	23	PUBLIC
11	PUBLIC	22	PUBLIC
SCORES	**TYPES OF SCHOOL**	**SCORES**	**TYPES OF SCHOOL**
11	PRIVATE	25	PRIVATE
10	PRIVATE	20	PRIVATE
13	PRIVATE	28	PRIVATE
14	PRIVATE	27	PRIVATE
10	PRIVATE	26	PRIVATE
11	PRIVATE	24	PRIVATE
09	PRIVATE	28	PRIVATE
18	PRIVATE	25	PRIVATE
14	PRIVATE	22	PRIVATE
08	PRIVATE	20	PRIVATE
10	PRIVATE	24	PRIVATE
SCORES	**GENDER OF STUDENTS**	**SCORES**	**GENDER OF STUDENT**
16	MALE	26	MALE
10	MALE	24	MALE
11	MALE	21	MALE
06	MALE	23	MALE
11	MALE	19	MALE
10	MALE	22	MALE
09	MALE	25	MALE
15	MALE	22	MALE
10	MALE	24	MALE
12	MALE	26	MALE
14	MALE	24	MALE

11	FEMALE	23	FEMALE
10	FEMALE	25	FEMALE
14	FEMALE	25	FEMALE
15	FEMALE	27	FEMALE
14	FEMALE	28	FEMALE
15	FEMALE	20	FEMALE
10	FEMALE	21	FEMALE
11	FEMALE	23	FEMALE
13	FEMALE	22	FEMALE
10	FEMALE	24	FEMALE
14	FEMALE	26	FEMALE

RAW SCORES

JSS II JSS II

CONTROLLED GORUPS EXPERIMENTAL GROUPS

SCORE	LOCATION OF SCHOOLS	SCORES	LOCATION OF SCHOOLS
10	RURAL	21	RURAL
16	RURAL	22	RURAL
11	RURAL	19	RURAL
12	RURAL	18	RURAL
13	RURAL	20	RURAL
14	RURAL	21	RURAL
11	RURAL	26	RURAL
10	RURAL	24	RURAL
19	RURAL	25	RURAL
10	RURAL	20	RURAL
09	RURAL	18	RURAL
16	URBAN	26	URBAN
10	URBAN	24	URBAN
12	URBAN	25	URBAN
10	URBAN	24	URBAN
16	URBAN	20	URBAN
11	URBAN	29	URBAN
10	URBAN	21	URBAN
14	URBAN	23	URBAN
10	URBAN	20	URBAN
09	URBAN	22	URBAN
08	URBAN	24	URBAN
SCORES	**TYPES OF SCHOOL**	**SCORES**	**TYPES OF SCHOOL**
09	PUBLIC	21	PUBLIC
10	PUBLIC	23	PUBLIC
08	PUBLIC	20	PUBLIC
06	PUBLIC	24	PUBLIC

10	PUBLIC	23	PUBLIC
11	PUBLIC	26	PUBLIC
12	PUBLIC	25	PUBLIC
11	PUBLIC	22	PUBLIC
10	PUBLIC	20	PUBLIC
10	PUBLIC	25	PUBLIC
12	PUBLIC	20	PUBLIC
SCORES	**TYPES OF SCHOOLS**	**SCORES**	**TYPES OF SCHOOLS**
11	PRIVATE	25	PRIVATE
10	PRIVATE	26	PRIVATE
11	PRIVATE	24	PRIVATE
10	PRIVATE	20	PRIVATE
12	PRIVATE	21	PRIVATE
09	PRIVATE	26	PRIVATE
15	PRIVATE	24	PRIVATE
10	PRIVATE	21	PRIVATE
11	PRIVATE	26	PRIVATE
09	PRIVATE	24	PRIVATE
10	PRIVATE	23	PRIVATE
SCORES	**GENDER OF STUDENTS**	**SCORES**	**GENDER OF STUDENTS**
10	FEMALE	20	FEMALE
12	FEMALE	25	FEMALE
11	FEMALE	24	FEMALE
10	FEMALE	26	FEMALE
09	FEMALE	27	FEMALE
08	FEMALE	20	FEMALE
10	FEMALE	21	FEMALE
11	FEMALE	22	FEMALE
10	FEMALE	23	FEMALE
11	FEMALE	24	FEMALE
12	FEMALE	26	FEMALE

14	MALE	24	MALE
10	MALE	26	MALE
15	MALE	24	MALE
11	MALE	23	MALE
16	MALE	28	MALE
10	MALE	21	MALE
08	MALE	20	MALE
11	MALE	26	MALE
14	MALE	27	MALE
10	MALE	24	MALE
14	MALE	25	MALE

RAW SCORES

JSSIII JSSIII

CONTROLLED GROUPS EXPERIMENTAL GROUPS

SCORE	LOCATION OF SCHOOLS	SCORES	LOCATION OF SCHOOLS
10	RURAL	22	RURAL
11	RURAL	19	RURAL
12	RURAL	15	RURAL
06	RURAL	20	RURAL
10	RURAL	22	RURAL
11	RURAL	20	RURAL
12	RURAL	18	RURAL
10	RURAL	21	RURAL
10	RURAL	15	RURAL
09	RURAL	20	RURAL
13	RURAL	17	RURAL
14	URBAN	20	URBAN
10	URBAN	18	URBAN
11	URBAN	22	URBAN
10	URBAN	24	URBAN
15	URBAN	20	URBAN
14	URBAN	22	URBAN
06	URBAN	21	URBAN
11	URBAN	19	URBAN
10	URBAN	15	URBAN
12	URBAN	14	URBAN
10	URBAN	20	URBAN
SCORES	**TYPES OF SCHOOL**	**SCORES**	**TYPES OF SCHOOLS**
11	PUBLIC	19	PUBLIC
10	PUBLIC	14	PUBLIC
14	PUBLIC	20	PUBLIC
06	PUBLIC	19	PUBLIC

11	PUBLIC	21	PUBLIC
09	PUBLIC	18	PUBLIC
10	PUBLIC	22	PUBLIC
12	PUBLIC	22	PUBLIC
13	PUBLIC	23	PUBLIC
10	PUBLIC	20	PUBLIC
14	PUBLIC	22	PUBLIC
SCORES	**TYPES OF SCHOOL**	**SCORES**	**TYPES OF SCHOOL**
09	PRIVATE	19	PRIVATE
10	PRIVATE	20	PRIVATE
11	PRIVATE	22	PRIVATE
12	PRIVATE	20	PRIVATE
10	PRIVATE	18	PRIVATE
06	PRIVATE	21	PRIVATE
09	PRIVATE	26	PRIVATE
11	PRIVATE	24	PRIVATE
12	PRIVATE	17	PRIVATE
10	PRIVATE	20	PRIVATE
14	PRIVATE	22	PRIVATE
SCORES	**GENDER OF STUDENT**	**SCORES**	**GENDER OF STUDENT**
10	FEMALE	20	FEMALE
11	FEMALE	18	FEMALE
09	FEMALE	21	FEMALE
10	FEMALE	19	FEMALE
12	FEMALE	20	FEMALE
10	FEMALE	22	FEMALE
08	FEMALE	24	FEMALE
11	FEMALE	20	FEMALE
10	FEMALE	26	FEMALE
11	FEMALE	18	FEMALE
09	FEMALE	15	FEMALE

10	FEMALE	12	FEMALE
14	MALE	22	MALE
10	MALE	20	MALE
11	MALE	21	MALE
16	MALE	19	MALE
11	MALE	14	MALE
10	MALE	20	MALE
14	MALE	13	MALE
12	MALE	15	MALE
13	MALE	16	MALE
06	MALE	20	MALE
08	MALE	21	MALE
09	MALE	22	MALE

Appendix IV

PILOT TEST SCORES

PRETEST SCORES	POST TEST SCORES
11	20
09	11
08	19
10	14
11	21
12	23
10	22
10	25
19	20
11	24
10	21
06	18
12	16
10	20
11	19
09	14
05	18
11	14
10	21
12	21

Appendix V

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

Our Ref: DASSE/S.1 *Date:* _____

_____

_____

_____

Dear Sir,

STUDENTS' FIELD RESEARCH

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

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please give assistance as much as possible.

TOPIC OF RESEARCH:

.....

.....

.....

.....

.....

.....

Thank you for your continuing cooperation.

Yours sincerely,

_____

Research Adviser

APPENDIX VI

KREJCIE AND MORGAN TABLE FOR DETERMINING SAMPLE FROM A GIVEN POPULATION

NOTE:

N - Population

S - Sample size

N	S	N	S	N	S
10	10	220	140	1200	210
15	14	230	114	1300	207
20	10	240	140	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	186	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	369
140	103	700	848	10000	370
150	108	750	204	15000	375
160	111	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100,000	384

APPENDIX VII

TABLES OF SELECTED SCHOOLS FROM SEVEN (7) ZONES

ZONE	NAME OF SCHOOL	TYPE OF SCHOOL	STUDENTS' LEVEL	STUDENTS' GENDER	SCHOOL LOCATION
Katsina	KCK Katsina	Public	JSS III	Male and Female	Urban
Katsina	GGJSS Jibia	Public	JSS II	Female only	Urban
Katsina	GJSS Daddara	Public	JSS I	Male and Female	Rural
Mani	MAMIS Mashi	Private	JSS I	Male and Female	Urban
Mani	GGJSS Shargalle	Public	JSS II	Female only	Rural
Mani	GSTC Mashi	Public	JSS III	Male only	Rural
Dutsinma	GJSS Dutsinma	Public	JSS I	Male only	Urban
Dutsinma	GJSS Kurfi	Public	JSS II	Male only	Urban
Dutsinma	MAMIS Dutsinma	Private	JSS III	Male and Female	Urban
Funtua	GJSS Funtua	Public	JSS I	Male and Female	Urban
Funtua	GGSS Kabomo	Public	JSS II	Female only	Rural
Funtua	GTC Funtua	Public	JSS III	Male only	Urban
Daura	GPJSS Daura	Public	JSS III	Male and Female	Urban
Daura	GTC Maiadua	Public	JSS II	Male only	Urban
Daura	GJSS Kayawa	Public	JSS I	Male and Female	Rural
Kankia	GJSS Kankia	Public	JSS II	Male and Female	Urban
Kankia	GGJSS Kaikai	Public	JSS III	Female only	Rural
Kankia	GDJSS Kankia	Public	JSS I	Male and Female	Urban
Malumfashi	GDJSS Malumfashi	Public	JSS III	Male and Female	Urban
Malumfashi	GDJSS Dayi	Public	JSS II	Male and Female	Rural
Malumfashi	GJSS Kafur	Public	JSS I	Male and Female	Urban