EFFECTS OF IMPROVISED INSTRUCTIONAL MATERIALS ON THE ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN SOCIAL STUDIES IN KADUNA STATE, NIGERIA

BY

SHODEINDE, BUKOLA IFEDAYO

SEPTEMBER 2015

EFFECTS OF IMPROVISED INSTRUCTIONAL MATERIALS ON THE ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN SOCIAL STUDIES IN KADUNA STATE, NIGERIA

BY

SHODEINDE BUKOLA IFEDAYO
B.Ed Social Studies, ABU
M.Ed/EDUC/1153/2011-2012

A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF MASTERS DEGREE IN EDUCATION (CURRICULUM AND INSTRUCTION), DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

SEPTEMBER, 2015

DECLARATION

I hereby declare that the work in the Thesis titled *"*Effects of Improvised instructional materials on the academic performance of junior secondary school students in Social studies in Kaduna state, Nigeria*"* was performed by me in the Department of Educational Foundations and Curriculum, under the supervision of Dr. Sa'ad Garba and Dr. S. U. El-Yakub. The Information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Thesis has been previously presented for another degree or diploma at any institution.

_____ _____

SHODEINDE, Bukola Ifedayo Date

CERTIFICATION

This Thesis titled Effects of Improvised instructional materials on the academic performance of junior secondary school students in Social studies in Kaduna state, Nigeria, meets the regulations governing the award of the degree of Masters in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Dr. Sa'ad Garba — Date
Chairman, Supervisory Committee

Dr. S. U. El-Yakub — Date
Member Supervisory Committee

Dr. B. A. Maina — Date
Head of Department

Prof. B. Kabiru — Date
Dean, School of Postgraduate Studies

DEDICATION

This thesis is dedicated to my loving and understanding husband Mr. Samson Mobolaji Shodeinde for his unending love, care, encouragement, spiritual and financial support to the success of this programme and my mother Mrs. O. Victoria Adeniregun for all her support and prayers.

ACKNOWLEDGEMENTS

My profound gratitude goes first to the Almighty God for His unfailing love, mercy, kindness, blessing, guidance and protection over me for the successful completion of this programme, for without God this would not have been made possible.

I equally wish to express my sincere and profound gratitude to my able supervisors Dr. Sa'ad Garba and Dr. S.U. El-Yakub, Dr A. A. Dada who tirelessly took their time to go through the work and made necessary corrections. May the Almighty God richly bless you. Amen. My appreciation goes to the H.O.D Dr. Maina and all the lecturers in the Department especially my daddy Dr. A. Guga, Dr. Bayero and Dr. Mayanchi for their untiring efforts and academic contributions. My special thanks goes to the Head of section Dr. (Mrs) Hanna Yusuf for all your advice and encouragement, ma you are in deed a mother may the good Lord bless you and grant you all your heart desires in Jesus name. Amen. Also my special thanks goes to Mr Emmanuel Oluwaseyi Alasoluyi for all your encouragement, support and contributions, you are indeed a brother May the Almighty God in His infinite mercy bless you and grant you all your heart desires in Jesus name. Amen. My special thanks goes to my mother Mrs Adeniregun Oluwafunmilayo Victoria and Mr and Mrs A. O. Shodunke for their love, support and prayers I also appreciates my sister Mrs Oluwakemi Oworu, Egbon Soja, friends, family members and class mates too numerous to be mentioned. My appreciation will be incomplete without thanking my rare gem Mr Samson Mobolaji Shodeinde for all his supports and my son Victor Oluwafunmilayo. God bless you all.

ABSTRACT

This study examined the Effects of Improvised instructional materials on the academic performance of junior secondary school students in Social studies in Kaduna state, Nigeria. This study was carried out with four research objectives, four research questions and four null-hypotheses were formulated. The study adopts the use of quasi-experimental research and out of the thirty nine thousand, two hundred and twenty seven (39,227) JSS II Social studies students, comprising of twenty two thousand, one hundred and fifty five (22,155) male and seventeen thousand and seventy two (17,072) female students, a total of 117 students were sampled out for the experimental group. This comprises of 71 males and 46 females while the control group was also made up of 70 males and 46 female students. Data for the study was collected through the pre-test, treatment and post-test using a researcher made instrument (Improvised Social Studies Performance Test- ISSPET), the ISSPET consists of 30 objective test items. Data collected were analyzed statistically through the use of both descriptive statistics of frequencies, mean and standard deviation and inferential statistics of independent t-test. Major findings drawn from the study among others revealed a positive significant difference in the performance of students taught Social studies with the use of improvised instructional materials when compared with those taught Social studies without the use of improvised instructional materials at 0.05 alpha level of significance. Also, finding shows a positive significant difference in the performance of boys and girls taught Social studies using improvised instructional materials. It was concluded among others that since the students taught Social studies with the use of improvised instructional materials had a better mean score than those taught without the use of improvised instructional materials, there is need for teachers to be trained to improvise as this will enable them acquire the appropriate techniques and skills necessary for improvisation. Hence, it was recommended that Teachers should be trained and re-trained through workshops, seminars and conferences for the purpose of skill acquisition necessary for the production and use of instructional materials by teachers.

TABLE OF CONTENTS

Cover Page		i
Title page		ii
Declaration		iii
Certification		iv
Dedication		v
Acknowledgements		vi
Abstract		vii
Table of contents		viii
List of Tables		xi
List of Appendices		xii
Operational Definition of Terms		xiii
CHAPTER ONE: INTRODUCTION		
1.1	Background to the study	1
1.2	Statement of the problem	6
1.3	Objectives of the study	8
1.4	Research Questions	9
1.5	Hypotheses	9
1.6	Basic Assumptions	10
1.7	Significance of the study	10
1.8	Scope of the study	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE		
2.1	Introduction	13
2.2	Conceptual Framework	13
2.3	Social studies Curriculum including provisions for its Teaching and Learning	15
2.4	Improvisation of Instructional Materials	19
2.5	Important things required for Improvisation of Instructional Materials	28

2.6 Utilization of the Locally Produced Instructional Materials by the Teachers 31
2.7 Improvised instructional materials and the academic performance of male and female Social studies students in junior secondary schools in Kaduna state 33
2.8 Teachers' Perceptions on the Improvisation and Utilizing of Instructional Materials in Kaduna State 35
2.9 Importance of In-service training on the Improvisation of Instructional Materials 38
2.10 Relevance of Teachers' Improvisation of Instructional Materials in Education 40
2.11 Empirical studies 42
2.12 Summary 47

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 49
3.2 Research Design 49
3.3 Population of the study 50
3.4 Samples and Sampling Techniques 52
3.5 Instrumentation 52
3.5.1 Validity of the instrument 53
3.5.2 Pilot study 53
3.5.3 Reliability of the instrument 53
3.6 Procedure for data collection 54
3.7 Procedure for data analysis 55

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction 56
4.2 Answers to Research Questions 57
4.3 Hypotheses Testing 59
4.4 Summary of Major Findings 62

4.5 Discussions of Findings 63

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary 66

5.2 Conclusions 66

5.3 Recommendations 67

5.4 Implications for Teachers 68

5.5 Suggestions for Further Study 68

References 69

Appendices 75

LIST OF TABLES

3.1	Population Classification	51
3.2	Sample Population Classification	52
4.1	Frequency and Percentage of respondents based on Groups	56
4.2	Frequency and Percentage of respondents based on Gender	57
4.3	Descriptive Statistics showing the effects of the use of improvised instructional materials on the academic performance of Social studies students as compared with those taught without improvised instructional materials	57
4.4	Descriptive Statistics showing the comparative mean performance scores of Boys and Girls taught Social studies using improvised instructional materials	58
4.5	Descriptive Statistics showing the mean performance scores of students taught Social studies in junior secondary schools in Kaduna state without the use of improvised instructional materials	58
4.6	Descriptive Statistics showing the treatment effects of the use of improvised instructional materials	59
4.7	Independent sample t-test showing differences in post-test scores of experimental and control group	60
4.8	Independent sample t-test showing differences in post-test scores of boys and girls in experimental group	60
4.9	Independent sample t-test showing differences in pre-test and post-test mean scores of control group	61
4.10	Independent sample t-test showing differences in the treatment effect for the students taught Social studies using improvised instructional materials	62

LIST OF APPENDICES

Appendix I:	Lesson Plan for the Experimental Group	75
Appendix II:	Lesson Plan for Control Group	87
Appendix III:	Request to Answer Research Instrument	99
Appendix IV:	Improvised Social studies Performance Test (ISSPET) for Experimental Group	100
Appendix V:	Improvised Social studies Performance Test (ISSPET) for Control Group	102
Appendix VI:	Answers to Research Questions	104
Appendix VII:	Result of Pilot Study	105

OPERATIONAL DEFINITION OF TERMS

Education: Education is a major tool for individual empowerment and National development.

Educational resource center is conceived as a central teaching, training, research and service unit through which a variety of instructional resources can be harnessed to identify and solve educational problems.

Educational resource materials are the store lessons that can be marched to the learner's characteristics, contents, objectives, instructional approach and evaluation techniques as well as principles of learning.

Improvisation is the art of using local resources available within the school environment by a teacher to produce simple but attractive and effective instructional materials for teaching.

Social studies: Social studies as is seen as an elaborate study of man's life and his activities as it relates to his environment, and how this activities affects others.

Teaching: Teaching is a form of public service which requires of teacher's expert knowledge and skills, acquired and maintained through rigorous study.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education is a major tool for individual empowerment and National development. A National educational system is vital because it produces the personnel that are required to function in various facets of national life and development process. Gray (2001), notes that "the goals of wealth creation, employment, generation, poverty reduction and value reorientation can be effectively pursued, attained and sustained only through an efficient, relevant and functional education system." Education has been accorded a high rating in Nigeria, and the demand for education is popular because of the desire of members of the society to give their children a better chance in life. The demand for education has become explosive and one which no government can afford to ignore. Education in Nigeria has reached a cross-road that demand a change in direction, a change in our understanding and acceptance of what educational standard and quality are, the high demand of education in Nigeria give rise to the expansion of education.

Educational adjustment of the child is conditioned by the nature and demands of society to which the child should be adopted and attained. The most distinctive feature of modern society is its science – based technology. Thus, the Nigerian National Policy on Education (2004, revised) states that "The Government recognizes education as an instrument per excellence for effecting national development.

Education is a fundamental human right enshrined by United Nations and the need to provide quality education among youth and the need to provide them with necessary skills for increased economic productivity has been of great concern world – wide, (Peter, 2005:7). Taneja (2004) says "Education is the deliberate and systematic influence exerted by the matured person on the immature through instruction and discipline." The essential elements in

the education process are a creative mind, a well integrated self, useful purpose and experiences related to the interest, need and abilities of the individual.

Teaching involves a teacher trying to teach someone something somewhere. Pratt (2008), views teaching as the activities of educating or instructing; that impact knowledge or skills written or spoken directions for carrying out a procedure or performing a task. Teaching is one of the oldest and probably most respected professions playing an important role in the preservation of societies, teaching is a series of observables action which can be reviewed, enhanced, changed, and repeated for effective learning achievement. Teaching is a form of public service which requires of teacher's expert knowledge and skills, acquired and maintained through rigorous study -UNESCO and the ILO cited by Baikie (2002). This definition of the teaching-learning process shows that the act of teaching is full of activities that a teacher must engage in for successful implementation of teaching learning process.

The artistic aspect of teaching was liken to the activity of a symphony conductor, draws upon a repertoire of skills and orchestrates a highly complex process. Teaching, Eisner (2004), also argues is much like the work of the artist than the scientist. Teaching involves complex judgment that unfolds during the course of instruction. Teachers must deal creatively with the unexpected. Furthermore, the most important goals of teaching are those events (e.g. critical thinking, analytical reasoning and /oral communication) that occur during the process. The outcomes are often embedded in the learning process itself.

The increased awareness of the role of teachers makes the development of teacher education programme an important component of an education industry (UNESCO, 2005). The quality of teaching is a crucial factor in promoting effective learning in schools. Effective teaching requires individuals who are academically able and care about the wellbeing of children. In every instructional setting; a teacher may be confronted by students with varied

learning abilities, and topics that require many hours of preparation, and a limited amount of resources.

The teacher's role in the learning process is changing as new technologies are introduced into the classroom, (Smith, 1999). The increased awareness of the role of teachers makes the development of teacher education programme an important component of an industry (UNESCO 2005).The quality of teaching is a crucial factor in promoting effective in schools. Effective teaching requires individuals who are academically able and care about the wellbeing of children. In every instructional setting, a teacher may be confronted by students with varied learning problem, and topics that require many hours of preparation and a limited amount of resources. Sherlock, (2000) states that "an effective teacher must possess the skills of a detective in an instruction setting, to overcome such obstacles, a teacher must use observation, knowledge and skills to create instructional treatment that goes beyond simple memorization of facts to create new level of understanding within the learners."

The increase in the percentage of what is learned and remembered is greatly influenced by the judicious use of instructional materials to task the various sense organs of the learners. Instructional material is one of the primary tools in the hands of the teacher for effective teaching in the class room. Its importance is demonstrated in the popular adage that when we hear alone in the class, we forget much of what we heard, while when we hear and see we forget much less and recognize better, but when ever we hear, see and do, the rate of forgetting is significantly lowered (Sunday Jacob, 2007:197). Ekpo (2006), advised that the modern day teachers should not attempt teaching without a careful selection and use of instructional materials. Olaitan and Aguisiobo (2008) considered instructional materials as any device pieces of equipment, graphics representation and illustration designed and used to help learners learn meaningfully.

Students (e. g. Social Studies students) study hard because they are internally motivated to perform high standards in their study while other students study hard because they want to make good grades or avoid parental disapproval. Students learn when their thoughts and expectations interact with materials, ideas, and people; such interactions gives learner meaningful developmental learning experience. Improvised instructional materials give teacher/students the pride of using their talents, allows a teacher to reproduce his potentials, in concrete form and increase teacher's knowledge of the subject matter. The use of instructional material in teaching could extend the scope and power of instruction. It could also help to bridge the gap between the teacher and students in terms of understanding different concepts in the lesson, thereby making learning more immediate and more relevant.

Social Studies is unique given its orientation. It emphasizes the cognitive, affective and psychomotor domains. It fosters the development of spontaneity, self-reliance, flexibility of mind, critical thinking, tolerance, initiative, ability to solve problems creativity and a sense of purpose and direction in life. Social studies was seen as a problem-solving discipline (Otuenu, 2011). She declared that social studies as a discipline, if properly programmed and effectively taught, will help to solve social problems that are facing developing countries like ours (Nigeria) where the old norms are fast losing their grips and no effective substitutes to replace them. Bayero (2007), opined that social studies is the sum of learning derived from the various aspects of human thought and experience for the purpose of solving man's intermediate problems.

Social Studies, is a corrective study; its purpose is to remedy any educational and societal ills at all times. It seeks to replace irrelevant learning experiences with relevant ones. It places emphasis on the objectives to be achieved in the course of teaching. Social studies according to Nwosu (2004), is primarily concerned with human relationships, man's relationship with his social and physical environments. It concerns with the knowledge of how

man is influenced by his environment and how he in turn alters his environment to satisfy individual and group needs, how man is attempting to deal with certain pertinent questions, issues and problems and how he draws upon his experiences to plan for the future. Similarly, Kissok cited in Okojie (2007:11) address Social Studies as "a programme of study which a society uses to instill in a students the knowledge, skills, attitudes and actions it consider important concerning the relationship human being have with each other, their world and themselves.

From the definitions giving so far, it is clear that social studies is organized as a school subject to serve two closely related purposes:

1) To guide learners towards understanding people at various distance from them, the conditions in which people find themselves and the method they employed to cope with the problems;
2) To guide people in ways of reaching to and interacting with people's conditions and actions to ensure the survival and growth of themselves as individuals in the society.

It is well known among educators that, the educational experiences involving the learner actively participating in concrete example are retained longer than abstract experiences. Instructional materials add element of reality by providing concrete example to learning. Many authors have written on the use of instructional materials both in teaching social studies and other related subjects in order to enhance teaching for desired social and behavioural change. They all pointed out the need for development of skills by teachers so that they could be able to use a wide variety of materials in teaching sufficiently well. Harts (2000) points out that, 'instructional materials are used in teaching and learning process to support various activities among students.' Students learn effectively when such learning experiences and activities are illustrated with instructional materials.

The information explosion has forged a new dynamic role for the teacher to engage fully in creative thinking. Creating a learning environment where constructing and sharing knowledge, skills and understanding is valued and a goal that every teacher must strive to reach. Therefore, the use of appropriate instructional materials is a ticket to success in the classroom. Today, the world is changing rapidly; teachers must venture on their own creative thinking in building a life-long mastery with technology. Teachers must develop their potential abilities to defeat the accompanying challenges. The need for new techniques in teaching and learning will continue to grow stronger and faster.

Educational materials in teaching according to Babatunde (2005) helps to increase learners motivation, recall earlier learning, activate learner's response, give speedy feedback and encourage appropriate practice. Educational resource materials store lessons that can be marched to the learner's characteristics, contents, objectives, instructional approach and evaluation techniques as well as principles of learning. Instructional materials are essential aid to effective instruction but are not commonly found in contemporary schools in Nigeria due to;

i High cost of production;

ii Faulty development of curriculum- rushed coverage of syllabus; and

iii Teachers reluctant to spend their time, effort and money on improvisation.

In view of the above, this study was embarked upon in order to stimulate teachers to search for creative ways to beat technological imitations in order to challenge student's mind. This can be done by encouraging and supplying teachers the necessary materials needed to improvise.

1.2 Statement of the problems

Education sector in Nigeria has series of challenges. One important area of the challenges is lack of availability and utilization of instructional materials in the post–primary school level to cope up with the modern technological challenges. According to the World

Bank Report (2003), the quality of education in most developing countries is low, coverage is insufficient, and literacy level is low especially in the area of teacher quality, materials production and utilization. Improving quality in education requires adequate resources, competent teachers, appropriate facilities, materials and methods which are lacking, these form part of the problems in the study. Thus, the major challenge for the educational system in contemporary Nigeria is the lack of qualified teachers to teach at various levels of education (Hamza, 2010), this also has adverse effects on the teachers' improvisation of instructional materials for teaching at all levels, which also affect the quality delivery of educational institutions, teachers' training and production. The scarcity of instructional materials in junior secondary schools is a problem to students learning, they do not learn at the same space (UNESCO, 2004). The poor quality or lack of instructional materials for different levels of learning increases the teacher's difficulties in teaching (UNESCO, 2004).

Ineffective methods of teaching coupled with absence of instructional materials were some of the factors responsible for students' inability to keep to the desired behavioural changes in the teaching and learning process (Jibril, 2006). Traditionally, in the schools system today, instructional materials might not be available or the skills of using them is missing among the teachers, in such cases, looking for an alternative might be the best way to get them to solve the additional problems in the schools'. The poor quality and uneven development and utilization of instructional materials for different levels of learning increase the teachers' difficulties in teaching (Baikie, 2002). Despite the effort made so far to achieve these objectives by the government, there is the issue of "Falling standards" of education which manifested in students poor performance in public examinations. The lack of adequately trained and qualified teachers' right from primary school system to secondary school level have resulted in the children being ill—educated and ill—prepared to junior secondary schools, (Baikie, 2002). This has affects every sector of Nigerian education system. The issue is more

apparent at the secondary school level with the broadened curriculum brought about by the introduction and implementation of the 6.3.3.4 system of education in the year 1982.

Educational resource center is conceived as a central teaching, training, research and service unit through which a variety of instructional resources can be harnessed to identify and solve educational problems. The function of the center is to acquire produce and distribute different kinds of educational materials to schools for the enhancement of quality instruction. The center according to Hamza (2010) is established as an integrated approach for raising the quality of education through a better and more coordinated use of various resources. The increasing need for instructional materials in Nigerian junior secondary schools is in response to the challenges posed by the numerous problems associated with increases in student's enrolment shortest of qualified teachers and materials in most of the schools.

Hence, the study is out to determine the effects of improvised instructional materials on the academic performance of Junior Secondary School students in Social studies in Kaduna state.

1.3 Objectives of the study

The objectives of this research are to:

1. determine the effects of improvised instructional materials on the academic performance of Social studies students taught with improvised instructional materials to those taught without improvised instructional materials in junior secondary schools in Kaduna State.
2. compare the academic performance of boys and girls taught social studies using improvised instructional materials in junior secondary schools in Kaduna State.
3. determine the mean performance scores of students taught Social studies in junior secondary schools in Kaduna State without the use of improvised instructional materials.
4. explore the difference between treatment effects for the students taught Social studies using improvised instructional materials in junior secondary schools in Kaduna State.

1.4 Research Questions

The following research questions were formulated in order to obtain answer to the problems under investigation:

1. To what extent are the effects of improvised instructional materials on the academic performance of Social studies students as compared to those taught without improvised instructional materials in junior secondary schools in Kaduna State?
2. What are the comparative mean performance scores of boys and girls taught Social studies using improvised instructional materials in junior secondary schools in Kaduna State?
3. What is the mean performance scores of students taught Social studies in junior secondary schools in Kaduna State without the use of improvised instructional materials?
4. What effect does the treatment have on the students taught Social studies using improvised instructional materials in junior secondary schools in Kaduna State?

1.5 Hypotheses

The following null hypotheses were formulated for this study:

Ho_1 There is no significant difference in the academic performance of Social studies students taught using improvised instructional materials and those taught without improvised instructional materials in junior secondary schools in Kaduna State.

Ho_2 There is no significant difference in the mean performance scores of boys and girls taught Social studies using improvised instructional materials in junior secondary schools in Kaduna State.

Ho_3 There is no significant difference in the mean performance scores of students taught Social studies in junior secondary schools in Kaduna State without the use of improvised instructional materials.

Ho_4 There is no significant difference in the treatment effect for the students taught Social studies using improvised instructional materials in junior secondary schools in Kaduna State.

1.6 Basic Assumptions

The following basic assumptions were formulated to guide the conduct of this study:

1. All teachers in junior secondary schools in Kaduna State, Nigeria can produce locally made instructional materials in teaching social studies.
2. There is availability of ready made instructional materials in all junior secondary schools for teaching social studies in Kaduna State, Nigeria.
3. That government makes fund available for teachers' improvisation of instructional material in junior secondary schools in Kaduna State, Nigeria
4. That teachers have the needed basic skills to produce instructional materials for teaching Social studies in junior secondary schools in Kaduna State, Nigeria.

1.7 Significance of the Study

The need to undertake this study is to determine the effects of improvised instructional materials on the academic performance of Junior Secondary School students in Social studies in Kaduna state. The suggestions that will be effected from the findings may be of great benefit to the teachers if properly utilized.

The findings from this study shall provide relevant information as regards to the skills of producing and utilizing locally made instructional materials to the classroom teachers for effective teaching-learning process in Social studies. The research is also a documentary evidence of what is available and the deficiencies, at present in terms of teaching materials in most of post-primary schools.

Findings from this study will be very significant to government as it will help them to identify where, when and how to assist and motivate teachers in the improvisation of instructional materials in teaching of social studies.

Also, the curriculum planners will benefit from this study as the study will enable them to make provisions for teachers in the production of instructional materials in social studies curriculum.

The research work will enable students to appreciate the importance of locally made instructional materials in learning social studies. It will also motivate the students to increase their performance in social studies.

Parents whose children are in junior secondary school would benefit from this study because they would be enhanced on their great impact towards effective social studies acknowledgement by their wards. Similarly, parents will benefit because their wards when they are effectively taught through improvisation of instructional materials, this act of improvisation will make their wards prosper and succeed in their study. Thereby reducing financial wastages on their parents.

Likewise, fellow researchers in related topic will see this study as a source of material that can be used for the study. More so, the study will help parent to draw the attention of the school authority to the needs for proper improvisation of instructional materials in the junior secondary schools.

Finally, the study will make recommendations on the types of local instructional materials suitable for teachers to utilize effectively in the teaching and learning process.

1.8 Scope of the Study

The study is to determine the effects of improvised instructional materials on the academic performance of Junior Secondary School students in Social studies in Kaduna state. An in-depth research of all the secondary schools in the state cannot be conducted due to

financial constraints, instead a few secondary schools students were selected from Zaria, Giwa, Kudan and Bomo Educational Zones for the study where Social studies students responded to the test instrument after the eight weeks of classroom teaching-experiment.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the issues regarding the effects of improvised instructional materials on the academic performance of Junior Secondary School students in Social studies in Kaduna state. The chapter focuses on the review of related literature under the followings; Conceptual Framework, Social studies Curriculum including provisions for its Teaching and Learning, Improvisation of instructional materials, Purpose of improvising instructional materials, Rationale of improvisation of instructional materials, Types of locally produced instructional materials, Importance of locally produced instructional materials, Important things required for improvisation of instructional materials, Utilization of the locally produced instructional materials by the teachers, Improvised instructional materials and the academic performance of male and female Social studies students in junior secondary schools in Kaduna state, Teachers' Perceptions on the improvising and utilizing of instructional materials in Kaduna State, Importance of In-service training on the improvisation of instructional materials, Relevance of Teachers' Improvisation of Instructional Materials in Education, Empirical Studies, and Summary.

2.2 Conceptual Framework

The conceptual framework for this study discussed the following concepts; improvised instructional materials, education, students' performance, Social studies education, Social studies curriculum and provision for the teaching and learning of Social studies among others.

Education is a human right and the main avenue of delivering such education is the school. Rousseau (2006), stressed that 'Schooling is a system within a society that teaches students to learn the knowledge needed to become functional members of the society as adults''. Schooling is a process by which students gain knowledge through modalities of

teaching, management of environment and the use of specific practices that allows for the best learning experiences.

The purpose of the school is to prepare the young for future responsibilities in life by means of acquisition of an organized body of knowledge and skills which enable them to function effectively in the later life. The importance of education in connection with school pupils is the leading role it can play in promoting education for sustainable development, and to links the importance and meaning of sustainable development to everyday living.

Education is one of the most important single instruments of change in any society, and the main avenue of delivering such education is the school. The school has been recognized as an enduring human institution. Changes in schools, in most cases have been on physical structure rather than of the condition of teachers and their pupils. Secondary education aims at preparing individuals for useful living within the society and for higher education. The major causes of inadequate use of instructional materials in junior secondary schools according to Awosiyan (2005), can be summarized as:

a) High enrollment rates, inadequate facilities and materials as well as irrelevant curriculum.
b) Teachers not properly trained in terms of material development and utilization.
c) Poor access to materials to most junior secondary schools teachers in both urban and rural areas.
d) Poor environment to store and maintained such material for future uses.

The National Policy on Education (NPE, 2004) specified the aims of secondary education as:

a) Equip students to live effectively in the modern age of science and technology.
b) Inspire students with a desire for national achievement and self- reliance.

The success of any system of education depends to a large extent on the availability and quality of teaching materials properly utilized by the teacher. The availability and utilization of

instructional materials at lower levels will help to enhance the quality of inputs into the higher level and consequently impact positively on the outputs of the higher levels.

Teachers are regarded as implementors of curriculum and they also determine the quality in the school. The National Policy on Education equally recognizes the significance of teachers in the educational system (Ogunlade, 2005).

The primary concern of all teachers is to teach. Teachers owe students their best efforts in providing meaningful learning through the use of different types of materials in teaching. A serious problems being faced for a long time is that of achieving educational sustainability and lack of sufficient fund to produce and distribute quality materials in sufficient quantity in schools (Awosiyan, 2005).

The lack of available instructional materials in post-primary schools in Nigeria is a serious problem despite the fact that the rapid change in technology and the new techniques of instruction have made it necessary for schools to be adequately equipped with different types of materials, (Abdullahi, 2010). The production of learning materials in support of curriculum depends largely on government policy. The government promises of the availability of the materials are still very inadequate.

The availability and accessibility to instructional materials in many post-primary schools will surely predict the use of materials, (Abdullahi, 2010). The availability of learning material has long been recognized as an important factor in educational attainment. Educational performance is determined by the teachers' knowledge of the subject matter and pedagogical skills, the availability of learning materials as well as time spent by pupils in learning (UNESCO, 2000).

2.3 Social studies Curriculum including provisions for its Teaching and Learning

In Nigeria, with a lot of disparities and diversities in people's social behaviour, customs and beliefs and widening rural-urban economic status, the task of planning any educational

programme, especially, much attention has been given by educators to the curriculum planning at the secondary and tertiary levels of education while primary level suffers a neglect.

Curriculum planning is the process of building a programme of learning experiences calculated to result in the attainment of set goals for a particular people (Onwuka, 1998). It constitutes choices among social aims, social theories, and psychological systems. It is the construction of a programme of activities in such a way that the students will attain as far as possible given educational objective.

National Council for the Social Studies (NCSS) first published national curriculum standards in 1994. Since then, the social studies curriculum have been widely and successfully used as a framework for teachers, schools, districts, states, and other nations as a tool for curriculum alignment and development. However, much has changed in the world and in education since these curriculum standards were published. This aims to provide a framework for teaching, learning, and assessment in social studies that includes a sharper articulation of curriculum objectives, and reflects greater consistency across the different sections of the document. It incorporates current research and suggestions for improvement from many experienced practitioners. These revised standards reflect a desire to continue and build upon the expectations established in the original standards for effective social studies.

The approach originally taken in these curriculum has been well received in Nigeria and internationally; therefore, while the document has been revised and updated, it retains the same organization around major themes basic to social studies learning. As in the original document, the framework moves beyond any single approach to teaching and learning and promotes much more than the transmission of knowledge alone. These updated standards retain the central emphasis of the original document on supporting students to become active participants in the learning process.

National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as: the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS, 1992).

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools. By making civic competence a central aim, NCSS has long recognized the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires the abilities to use knowledge about one's community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.

The civic mission of social studies demands the inclusion of all students—addressing cultural, linguistic, and learning diversity that includes similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of learners. Diversity among

learners embodies the democratic goal of embracing pluralism to make social studies classrooms laboratories of democracy.

In democratic classrooms and nations, deep understanding of civic issues—such as immigration, economic problems, and foreign policy—involves several disciplines. Social studies marshals the disciplines to this civic task in various forms. These important issues can be taught in one class, often designated "social studies," that integrates two or more disciplines. On the other hand, issues can also be taught in separate discipline-based classes (e.g., history or geography). These standards are intended to be useful regardless of organizational or instructional approach (for example, a problem-solving approach, an approach centered on controversial issues, a discipline-based approach, or some combination of approaches). Specific decisions about curriculum organization are best made at the local level. To this end, the standards provide a framework for effective social studies within various curricular perspectives. The Ten Themes of social studies programs according to NCSS (1992) are:

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

The themes represent strands that should thread through a social studies program, from grades pre-primary through JSS III, as appropriate at each level. While at some grades and for

some courses, specific themes will be more dominant than others, all the themes are highly interrelated. The thematic strands draw from all the social science disciplines and other related disciplines and fields of study to provide a framework for social studies curriculum design and development.

2.4 Improvisation of Instructional Materials

One of the goals of Nigeria educational system is the acquisition of appropriate skills, the development of mental, physical and social abilities and competencies as equipment for individual to live and contribute to the development of the society (Federal Government of Nigeria, 2004). The realization of this goal has been impeded by the non-availability of instructional materials for ensuring effective teaching – learning for better result among students. It has been reported that the non – availability of instructional materials in schools serve as barrier to effective teaching (Adeyemi, 2007), this leads to persistent poor performance of students in many subjects over the years.

Different scholars defined improvised instructional materials in different ways for example. Bajah in Eminah, (2009), defines it as the use of substitute equipment where the real one (ready – made) is not available. Kamoru and Umeono (2006), define it as the act of using materials obtainable from the local environment designed by the teacher to enhance instruction.

Improvisation is the art of using local resources available within the school environment by a teacher to produce simple but attractive and effective instructional materials for teaching. Locally produced instructional materials contain ideas and photographs of the materials teachers usually prepare to promote the physical, social, emotional and cognitive growth of children. The materials are designed to encourage children to be curious and to take initiative by exploring and Interacting with other children. Young children learn best when their thoughts and experiences interact with materials, ideas, and people, such interaction gives learners meaningful developmental learning experiences, (Judy, 2004).

Improvisation according to Osuagwu (2010) is the provision of materials locally made by teachers, students or an educational agency to represent the original material or equipment. Improvisation in teaching refers to the act of using alternative materials and resources to facilitate instruction whenever there is lack or shortage of some specific first hand teaching aids (Enaiayeju, 2003).

Generally, improvisation could be regarded as the act of using alternative materials or equipment obtainable from the local environment or constructed by the teacher or with the help of local personnel to facilitate instruction. In this content, the term "local materials" refers to those materials easily obtainable from the immediate environment irrespective of where they are produced.

The skill of producing local instructional materials is applicable to many different abilities across all academic and non– academic discipline. Teaching – learning may not easily be achieved through the mere use of verbal words. As such producing locally made instructional materials becomes very necessary. The focus of teaching is on the natural reciprocating of comprehension and production in communication; on the functional and collaborative practice of language in flexible learning environment; and individual possession of skills. Students find it easy and joyful learning with instructional materials as such, improvisation reveals that there are possibilities of alternatives to teaching and learning aids. It should therefore meet specific teaching and learning situation. Improvisation in social studies has become imperative in teaching and learning because the economic situation makes the cost of facilities and equipment very high amidst decreasing or near lack of purchasing power.

Therefore, the teacher education programme must integrate material development whereby teachers learn how to design and construct various materials and equipment which could be used for teaching-learning process.

Improvisations of instructional materials in social studies by teacher that are innovative in concepts encourage students and teachers to be more creative, innovative and original. It also develops skills in the cognitive, affective and psychomotor domains.

2.4.1 Purpose of improvising instructional materials

Instructional materials are the relevant materials utilized by a teacher during social studies instructional process to facilitate teaching and learning and for the purpose of making the contents of the instructions more practical and less vague. It therefore follows that such resources may be both human and non-human provided they facilitate the acquisition and evaluation of knowledge, skills, attitudes morals and values (Esu and Inyang-Abia, 2004). Ordinary words or verbalization has been found to be inadequate for effective teaching. Instructional materials serve as a channel through which message, information, ideas, and knowledge are disseminated more easily. They can therefore, be manipulated, seen, heard, felt or talked about. They facilitate activities. They are anything or anybody the teacher turns to for help in his learning process (Esu & Umoren 1998). The interactive nature of some of the materials makes the learner part of the learning process.

Improvised instructional materials according to NTI (Module Two) are of paramount importance in the teaching and learning of Social Studies because of the following functions they perform:

1. They increase the rate of learning and at the same time allow the teacher to use more time on other gainful activities.
2. They effect a reality of experience that stimulates self-activity on the part of the learners.
3. They provide learning experience which are not within the immediate classroom environment.
4. They discourage rote learning by emphasizing realistic learning.

5. They make abstract term, concepts and generalizations more practical and realistic.
6. They help the learners to focus their attention during teaching-learning process.
7. They provide the teacher with the means of guiding and controlling the desirable responses of the learners in relation to stimulus materials of the learning situations.
8. They develop in the learners, awareness of problem, open up possibilities for exploration, present meaningful interactions which naturally lead to provision of solutions.
9. They help to stimulate purposeful and utilized self-activity and this is much more preferable educationally than a more or less passive and often bored listening.
10. They improve the classroom communication process between the teacher and the learners, with this, the expected improvement in learning output will be accomplished.

Also, improvisation according to Tikon (2006) serves the following purposes in the teaching – learning process:

i. It ensures the realization of lesson objectives
ii. It gives room for a teacher to demonstrate his creative skills
iii. It gives room for the use of cheap local materials as alternatives to the ready – made ones;
iv. It enables teachers to think of better and faster methods of making teaching – learning process easier for learners;
v. Afford students the opportunity of becoming familiar with available resources in their environment.

2.4.2 Rationale for improvisation of instructional materials

Effective learning requires that concepts be exposed in a variety of contexts. This cannot be possible without adequate and diverse teaching – learning materials utilized by a

resourceful teacher (Adeyaju in Eminah 2009). Learners differ in several respects. The social and intellectual background of each learner is different (Coppen in Eminah, 2009). Hence not all the available materials meet the needs and interest of learners. Therefore provision of locally produced instructional materials is the logical action to take for balancing activities among the different categories of learners. According to Ogbeh (2007); rational of improvisation include the following:

1. It contributes to the achievement of our education objectives by providing opportunity to develop necessary skills, attitudinal and practical skills needed to function effectively in the society.
2. Improvisation undertaken by the teacher enables him to rethink and research for cheaper, better and foster methods of making the teaching or learning process easier for the students. This implies, it promotes creativity and self-reliance.
3. To some extent, improvisation fills the vacuum created by lack or shortage of equipment by providing a frame of reference on which students can key their attention during classroom activities.
4. Improvisation provides a cognitive bridge to lead students from abstraction and its attendant "mental indigestion" to a nodding acquaintance with reality, scholars refer to this as giving students the "bread of living experience rather than the stone of abstract theory.
5. Situations where equipment are available but not affordable and/or where technical expertise for saving or repairing equipment is lacking, or spare parts and replacement items are not readily obtainable, clearly score the need for improvisation.

Based on the above rationale, the educational benefits of improvisation of instructional materials for teaching social studies cannot be far fetched. Ideally, no effective education programme can exist without instructional materials. Similarly, Alasoluyi (2012), quoting a

Chinese adage said. “A look is worth a thousand words”. This statement illustrates the value of teaching and learning materials in enhancing effective learning, he also said that; these materials do not achieve any of the attitude values on their own. Rather, that their usefulness depends on what the teachers make out of them. Intelligent handling of the improvised instructional materials in the classroom is necessary (Ogbeh, 2007).

2.4.3 Types of Improvisation

Locally produced instructional materials according to Eminah (2006), can be of three types namely Improvisation by Substitution, by Modification and by Construction.

i. Improvisation by Substitution/Miscellaneous Materials.

A resourceful teacher devotes his time to produce materials best suited for learning purposes. Miscellaneous are locally available materials that are used just as they were collected without any alteration in shape or size. They include: models, maps, as well as the use;

a) Dry cells in place of accumulators
b) Wooden as pulleys
c) Discarded bottles as reagent
d) Plastic jerry cans as aspirators.

ii. Improvisation by Modification/Duplicated Materials

With the aid of projection equipment, the teacher is able to produce cheaply, with limited time, materials that serve as desirable supplement to textual materials. These materials include Drawings, charts, pictures, graphs, etc. It also involves the conversion of:

a) A burette to a pinchcock (clip)
b) A millimeter into a voltammeter.

iii. Improvisation by Construction/Collected Materials

These are collected and compiled by the teacher to be used in the teaching learning activity, they include; pictures from Newspapers, magazines, and students work of good quality. It also involves the designing and construction of materials using low cost materials such as: -

a) Pinhole cameras
b) Insect catching nets

2.4.4 Importance of improvising instructional materials

Locally produced instructional material is making the substance from available materials when the real equipment is not available (NERDC, 2005). The use of instructional material in teaching could extend the scope and power of instruction. It could also help to bridge the gap between the teacher and students in terms of understanding different concepts in the lesson, thereby making learning more immediate and more relevant. To make teacher education programme more viable, there must be room for adoption of new principles and procedures in instructional technology that are necessary for growth in learning. This calls for more concern with improvisation of materials through local initiatives.

Balogun (2002) opined that, locally produced instructional materials encourage creative expression and foster experimentation, sensitive to tactile and visual experience improves. Creativity in classroom environment communicates to children and teachers what is expected of them and what is happening in the classroom. A well-planned environment is inviting and interesting and conveys a message.

A resourceful teacher is one who, when faced with a problem considers a variety of solutions and chooses the most appropriate ones. In the absence of ready – made resources, a teacher improvises appropriate alternatives to, solve the problem. Teachers normally prepare local–materials in order to promote the physical, social, emotional and cognitive growth of learners. The materials are designed to encourage learners to be curious and to take initiative

by exploring and interacting with other learners. Students learn when their thoughts and expectations interact with materials, ideas, and people; such interactions, according to Judy, (2004), ‘’gives learner meaningful developmental learning experience’’. Locally produced instructional materials give teacher/students the pride of using their talents, allows a teacher to reproduce his potentials, in concrete form and increase teacher’s knowledge of the subject matter.

Holmes (2000) opined ‘’the widespread recognition of the importance of local materials on teaching will encourage teachers to produce instructional materials for use in the teaching learning process’’. They save the teacher’s time, simple to make and require little explanation by the teacher for students to understand them. When effectively utilized by the teacher, locally made materials help to stimulate student’s interest, reduce the number of verbal responses and provide experiences not easily secured in other ways. He also stated that “local materials are those resources found within the environment that are useful and effective if properly utilized by a resourceful teacher in the teaching learning activities.’’

2.4.5 Types of Instructional Materials needed for the Teaching and Learning of Social studies

These are different types of instructional materials that can be utilized in the teaching and learning of Social Studies. These materials according to NTI (Module Two) are classified thus: visual, audio, audio-visual, projected, non-projected, hardware and software.

Visual Materials

These are teaching and learning devices that appeal mostly to the visual sense. In this category, we have such devices like simple visual devices like pictures such as slides, filmstrips and transparencies. Like audio-media, they are inexpensive, often simple to use, and, above all, clear and impressive in their presentation.

Audio Materials

These are teaching devices that mostly appeal to auditory sense. They consist of radio programmes, audio recordings such as cassettes and disc record. Other examples of audio media are devices like the telephone and walkie-talkie. Since audio-aids appeal mostly to the auditory sense, for them to be effective, pupils must not be auditory impaired. Radios, record-players and tape-recorders that are becoming common household items could be judiciously and effectively utilized in the classroom.

Audio-Visual Materials

These are instructional devices that have the capacity to provide the features of audio and visual media simultaneously. Typical of media in this category are the television, videotaped programmes/recordings, sound films, film-strips and slides with synchronized sound.

Projected Material

They consist of materials containing information which can only be meaningful and effectively only when projected on the screen using projection equipment that require electric power supply. These projection equipment are usually referred to as "projector". Projectors are of various types. The follows are typical examples: film projectors (8mm, 16mm, 35mm). Film strip projector, opaque projectors and overhead projector (ohp). The Overhead Projector is commonly found in the classroom. It is designed to perform the traditional roles of the chalkboard, thus it is regarded as an instructional medium by design rather than instructional medium by utilization.

Non-Projected Materials

These are instructional materials that can be used without having to resort to any projection process unlike the projected media. They can be regarded as non-projectuals. Examples of media under this taxonomy are: charts, posters, regalia or real objects and models. Usually,

three-dimensional models are beautifully made and are large enough to allow for easy visibility on the part of the learners. It should however be mentioned that information on non-projected media like charts and posters should not be over loaded with information.

Hardware

Hardware is a term that is used to describe equipment for extracting information from the software. They are usually bigger and in most cases costlier than the objects that actually carry information to be extracted. Hardware include such gadgets like the television set, monitors, projectors of all kinds radio sets, cassettes players. Video player/recorder, turntable or disc player, camera and computers. Many of these hardware are found in homes while only few are available in the schools.

Software

This term is used to describe all those materials that carry message/information/content. These include videotapes, cartridges, audio-tapes. Reel to reel tapes, films, transparencies, slides, filmstrips and diskettes and so on.

2.5 Important things required for improvisation of instructional materials

In an attempt to improvise, a teacher must familiarize himself/herself with what is in the syllabus, the variety of local material available within the environment relating to the topics and subjects handled. Likewise, the instructional materials to be improvised must be simple but attractive and effective for teaching. The use of materials as instructional aids emphasizes innovation and change in method, over the traditional method of teaching. In order to aid the implementation of new method, instructional materials must be produced for effective teaching, (Taiwo, 2009).

Lack of instructional materials in teaching – learning process can therefore be traced back to lack of initiative on the part of teachers. Improvisation of instructional materials needs committed individual, judgment, self-direction and initiative. For instructional materials to be

produced and made useful for teaching, a teacher has to be properly organized in terms of knowledge, skills of improvisation in order to allow for maximum utilization of potentials which will be revealed through such improvisation (Ogunlade, 2005). Teachers need to acquaint themselves with the available equipment and materials as well as conversant with the principles of improvisation for better result of teaching–learning process.

Materials design and production takes a lot of commitment, which makes it mandatory for a resourceful teacher to carefully consider the followings: Interest, time and skill of material design. Factors like the characteristics of learners, objectives of the study methodology and evaluation must be taken into consideration in the material design production and utilization, (Abdullahi, 2010). Research study by Taiwo (2009), shows that access to technologies increased teachers "opportunities for successful teaching experience thereby contributing to greater confidence in their instructional ability". Teachers use materials because they motivate students and offer different mode of presentation. Most of the teachers who are confident in their ability use improvised materials as instructional tools to enhance students learning (Lam, 2000).

Resistance to the use of materials may arise from the negative attitudes of teachers, or lack of expertise and training in material utilization (Abdullahi, 2000).

According to Abdullahi (2000), modifying traditional teaching methods will be very difficult as most teachers have conservative attitudes towards the use of instructional materials in teaching. Also lack of fund, equipment and time are known obstacles to successful media integration in teaching, (Lam, 2000). The lack of fund to purchase and maintain instructional materials also serves as a deterrent to the material utilization by secondary school teachers. Also the lack of proper funding for the purchase of materials in the education sector, worsen every other efforts by both the educational planners and the teachers themselves in an effort to think for an innovative way of tackling the problems. Teachers of nowadays are accustomed to

the traditional methods of teaching thereby avoiding any new method of using instructional materials in teaching.

Wadi (2003), stated that, ‘’learning is enhanced when students can interact and perform authentic tascks’. A classroom is an opportunity to expose students to people who apply knowledge in practical context. The central mission of teaching is to support learning. Therefore, teachers should create classroom communities in which thinking and problem solving are supported by extensive interaction of students with materials. The quality, speed and effectiveness of learning depend much upon the kind of learning situation and environment available to the learner. Learning is the product of activity and environment, the more the learner responds actively to the stimuli present in the learning environment the more he progresses in terms of learning outcome

The mind on the other hand is the cognitive mechanism that processes varied perceptions into specific concepts and understanding which are essential for the development of attitudes, appreciation and the like. The use of improvised materials in teaching-learning process provides experience that is concrete and realistic. This implies that real and concrete experience leads to the development of understanding which in turn enables learners to solve their own problems. According to Shah (2007), for effective teaching-learning process, individuals who wish to become great teachers must be willing to sacrifice time and effort to reach their goal of solving instructional problems by integrating instructional technology into the classroom. A classroom is one of the facilities of learning in formal settings. The best classroom environment is one that results in efficient learning. Effective learning involves employing guidance and materials to encourage students to become self-directive thereby creating an atmosphere conducive for learning. Sound classroom control is achieved most efficiently if the teacher is equipped with a theoretical and working knowledge of the relevant principles and materials that undertake classroom behaviour.

The capacity of a child at a given time for learning schools subjects is subjects to methods of teaching and materials used by a resourceful teacher. The relevance of such materials to student's interests is a factor in readiness to learn. The next generation of our modern society will need knowledge and a skill for which today's curriculum only forms a foundation. Discovering and understanding that are on the forefront of today's research will be essential and fundamental parts of their world. Therefore, the success or failure in the task of learning in terms of introducing desired modification in the behaviour of the learner depends automatically upon the quality, control and management of the three learning elements and their related factors; methods, available resources, and environment (Brijesh, 2007).

2.6 Utilization of the locally produced instructional materials by the teachers

One of the significant concerns of all teachers is the capability of dealing with students with varying abilities and backgrounds. These types of students require special opportunities to utilize their talents in learning effectively. Teachers owe their students best effort in providing meaningful learning experiences by adopting the new methods of teaching which emphasize the use of different types of instructional materials in teaching.

Abdullahi (2010), states that, when effectively used in teaching – learning process, instructional materials make different concepts clear to students, and help them to gain knowledge best through experiences. The availability and utilization of whatever learning materials depend on the ability of the teachers to improvise. Teachers need to provide opportunities for learners to demonstrate their newly acquired knowledge and skills. This can enable learners to learn effectively, among different types of learning environment. It is astonishing that these variables are lacking among teachers in the study area.

Due to the constantly changing and increasing demands of modern ways of teaching – learning, there is a greater need for a progressive change and redesign of teaching learning environment and spaces, (Beethan, 2007). Studies show that most teachers in Nigeria are not

making use of any resource materials in the teaching-learning of social studies. Resistance to the use of any materials in teaching might not be unconnected with the negative attitudes of teachers or lack of skills in the design and utilization of materials in teaching. While the use of innovative instructional materials can help to fulfill the need for improvement in learning, there is an associated imperative to view instructional materials in light of proven, practices and models of teaching.

The traditional methods of teaching have taken the minds of teachers away from the modern methods of teaching. The conservative attitudes of some teachers towards the use of instructional materials led to the difficulty of modifying traditional method of teaching to modern ones. According to Abdullahi (2010), teachers tend to regard instructional materials with deep suspicion thereby regarding education as personal relationship between the teacher and learners. It has been observed that the problem of work load gives teachers little opportunity to prepare adequately for the proper utilization of materials in teaching. The utilization of available learning materials increases the degree of success in teaching. Teachers should be made to realize that improvisation and use of the local materials within the environment is an immensely valuable learning experience both for teachers and the learners.

The next generation of youths shall need knowledge and skills for which today's curriculum only form a foundation, to lay this foundation is a problem to be ascertained. Anticipating the education needs of future youths is further complicated by the need to incorporate what is different from classical approaches to the discipline with modern instructional materials, methods and content.

Teacher's focus is always on the improvement of the process of teaching and learning with commitment to the research in the field. Students need to be empowered by teachers in the learning activities through the improvement of instructional materials. Teaching and learning can be improved by effective use of instructional materials. The effectiveness of any

instructional material lies in its ability to focus the attention of the learners. Teachers facilitate students' learning often in school with the use of available resources within the environment.

Research showed that, intellectual process involves perpetual and conceptual teaching which the words of mouth alone cannot easily stimulate learners to learning activity effectively. Instructional materials are useful in making instruction more effective and meaningful to the learners. With the aid of materials, teachers can take their students beyond classroom limits by allowing them to explore and learn by discovery. The use of technology in teaching can change the way teachers teach, and the way learners perceive knowledge. Thus, teachers need to think of creative, result-producing methods to use instructional materials that can enhance the learning process of the teaming population students. To build the foundation for more coherent curricular in technology, a pilot initiative would support the development of learning progression, (Curtly, 2005).

2.7 Improvised instructional materials and the academic performance of male and female Social studies students in junior secondary schools in Kaduna state

The importance of instructional materials cannot be underestimated. Instructional materials are a range of materials and equipment which make a visual impression on the students, assist the teacher in his task, helping him increase his effectiveness in the classroom. Instructional materials communicate information effectively, promote the acquisition and longer retention of knowledge, when they are systematically designed, reproduced, used and evaluated. Improvisation simply means to source, select, create, make, substitute, and provide local materials obtained within and outside the school environment in the absence of the original ones.

Academic performance according to Larin (1965), as presented by Okereke (2005) refers to some methods of expressing a student's scholastic standing. This can be regarded as a source or subject grade, an average for a group of subjects in a programme of study for example,

Social studies. The theory further stresses, that there are two dimensions to academic performance namely; good and poor performances. Good academic performance leads to success while poor academic performance leads to failure. Each of these two performances are experienced by students in one form or the other.

In this study, any student who scores between 50 and 100 out of the obtainable 100 works will be considered to have a good academic performance while those who will score between 0 and 49 will be considered to have poor academic performance. Tella (2007), states that a number of motivational processes are involved in performance. The processes are intrinsic motivation, which is based on internal factors such as selfdetermination, curiosity, challenges and effort, and secondly extrinsic motivation which involves external incentives such as rewards and punishment. Some students (e. g. Social Studies students) study hard because they are internally motivated to perform high standards in their work (intrinsic motivation) while other students study hard because they want to make good grades or avoid parental disapproval (extrinsic motivation). Students learn when their thoughts and expectations interact with materials, ideas, and people; such interactions, according to Judy (2004), ‘’gives learner meaningful developmental learning experience.’’ Improvised instructional materials give teacher/students the pride of using their talents, allows a teacher to reproduce his potentials, in concrete form and increase teacher’s knowledge of the subject matter. The use of instructional material in teaching could extend the scope and power of instruction. It could also help to bridge the gap between the teacher and students in terms of understanding different concepts in the lesson, thereby making learning more immediate and more relevant. Okoye (2004), investigated the effect of locally produced instructional materials on academic retention of students in geography. The study was a quasi-experimental design. The data collected were analyzed using one way analysis of variance and two way analysis of covariance. The hypotheses were tested at 0.05 level of significance level. The results show that the students

taught using locally produced instructional materials has significantly higher retention ability than those taught without instructional materials.

Some empirical researches have been conducted which bear relevance to the present study on gender issues. Gender is the sex of an individual either male or female. Maduabum (1995), studies the relative effectiveness of expository and guided discovery methods on students' performance in biology. The study used SSI (42 males and 40 females) students in a non-randomized, pre-test post-test control group design. Analysis of the result showed that there was no significant difference in the performance of male and female students exposed to the expository and guided discovery methods. In another stated Study, Iloputaife (2001), used 186 (86 males and 100 females) JSS II students to investigate the effect of analogy and conceptual change in instructional models on integrated science. The result of the study showed a significant difference in the performance of male and female integrated science students. This was due to the constructivist and conceptual instructional model used in the study.

From the above,one could understand that most studies carried out using constructivist approaches often tend to close the gap between the performance of male and female students. Though some areas of the studies indicated some considerable differences in the performances of boys and girls; for example in the views of Njoku (1993), gender effect on performance seemed to have significant difference due to the subject's cultural beliefs and partially due to the use of instructional materials.

2.8 Teachers' Perceptions on the improvisation and Utilizing of instructional Materials in Kaduna State

The way teachers view the role of materials in instruction will to a large extent determine the level and degree of its usage. Teacher's perceptions of instructional materials is predicted upon what they feel instructional materials can do in teaching – learning process. Many research studies have pointed out various external deterrents for the improvisation and

utilization of instructional materials. The major deterrent reported were lack of facilities and trained personnel (Higgins and Moseley, 2001). Other researches have noted that some teachers appeared to perceive materials as threatening and perhaps in-human. Lack of knowledge, skill and time are known obstacles to successful technology integration among teachers, (Hardy, Arcle & Lam, 2000). Research shows that most teachers are either untrained or have had specialized training in fields other than in education. Thus, it is unfair to expect expertly designed and effective use of instructional materials from these categories of teachers.

Resistance to the use of materials in teaching stemmed from the negative attitudes, lack of expertise and training in materials utilization, it is a fact that teachers are accustomed to traditional methods of teaching rather than the modern ones, (Abdullahi, 2000). The non-utilization of instructional materials in teaching is due to little confidence in the materials effectiveness. The effort of the Federal Government in providing opportunities as indicated in the NPE (FGN, 1998) asserted that:

a) Teacher education shall continue to take cognizance of changes in methodology and in the curriculum. Teachers shall be regularly exposed to innovations in the profession.

b) In-service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies. All these can be done through the inculcation and integration of the principles of instructional technology in teacher education programme.

Moor and Hunt, in Abdullahi (2000), suggested reasons for resistance in the use of instructional materials as: Many educators resist new teaching techniques and the use of instructional materials based upon genuine concern, misunderstanding, misuse or unpleasant experience. Successful integration of technology into teaching depends on transforming teachers' belief and philosophy (Winchift & Sali, in Taiwo, 2009).

As a result of this, teachers should be concerned with the practice of educational technology, part of which involves improvisation.

Teachers must develop their potential ability to defeat the accompanying challenges. The need for new techniques in teaching and learning is necessary for learning to grow stronger and faster.

Among the several factors militating against the improvisation and utilization of instructional materials are teachers' lack of commitment to educational technology and skill of using the materials. The neglect of using any instructional materials has to a large extent impeded effort of excellence in the educational system. Research findings indicate that Nigeria's technological backwardness is largely traceable to lack of the necessary technological base, this is evident more importantly on the neglect of instructional materials by teachers (Nwachuku in Abdullahi, 2010) observed that "a typical classroom is very conventional devoid of pictures and posters which have scientific impact, the result of which nothing can secure the imagination of learners and trigger discussion".

Teachers have been found to be reluctant in sacrificing their time, and energy to purchase instructional materials. Lack of resourcefulness and skills in the manipulation of materials are an added problem, to improvising instructional materials by teachers. The information explosion has forged a new dynamic role for the teacher to engage fully in creative thinking. Creating a learning environment where constructing and sharing of knowledge, skills and understanding is valued and a goal that every teacher must strive to reach.

Also, lack of adequately trained and qualified teacher's right from primary school to secondary school level have resulted in the students being ill—educated and ill—prepared to secondary schools, (Baikie, 2002). This has affected every sector of Nigerian education system. The issue is more apparent at the Secondary school level with the broadened curriculum brought about by the 6.3.3.4.system of education. Therefore, teachers must search for creative ways to surpass technological imitations in order to challenge student's mind.

2.9 The Importance of In-service Training on the improvisation of Instructional Materials.

The need for qualified teachers is highly needed as the world is moving technologically. The need to raise the skills of the existing teachers in which some are unqualified is necessary. Beyond that, the skills and knowledge teachers need are no longer fixed but moving. Teachers therefore, need more opportunities than ever before to go and learn more on their careers. Teacher education programme according to Nkom (2001), failed to move in the direction of specialization. Although national policy pronouncement have continued to talk about the professionalization of teaching, this in practice can be possible only when there is specialization in teacher education.

The basic requirement of every teacher is that of education qualification and confident/mastering of subject area. To do all these, such a teacher must be well trained in teaching methods, and be aware of the needs and feelings of the students and the society as well. Teachers now face a widening range of demands and roles than ever before. The attention given to teacher education and their continuing professional development in many cases lagged behind, given to other parts of the education system, UNESCO (2001).

The absence of in-service training programme has left teachers stagnant over lengthy periods. Teacher education and training is the programme of studies which leads to qualified teacher status according to the official standards of a country. The need to improve the quality of education in this situation requires a general retraining of teachers at all levels of education. The modern teachers need to be provided with new strategies for coping with varied learning situation (Nkom, 2000). The in-service training of teachers will help tremendously in improving the quality of teachers and eliminate the shortage of training and qualified teachers in secondary schools. The quality of teaching in secondary schools system will improved

appreciably and the product of the schools would be better prepared for entry into higher institutions (Baikie, 2001).

For proper preparation of teachers who are to operate at new professional level a new definition of institution for teacher training need to be provided. The new institutions must be deeply involved in research, experiment and be of innovative, and also encourage the practical application of such innovations.

The scrapping of the Teachers College has practically revealed the detrimental neglect of in-service training among teachers nation – wide (Nkom 2001). Teachers on training should be sensitized on the need to update their knowledge and skills for effective teaching. Teachers should design a self-evaluation form to assess the effectiveness of their teaching using instructional materials periodically as applicable to the organization of the content of school syllabus at all levels.

The effort of the federal government in providing opportunity for anyone who shows interest in teacher education is indicated in the National Policy on Education (FGN, 2004) that teacher education shall continue to take cognizance of changes in methodology and in curricular. Teachers shall be regularly exposed to innovation in the profession. In-service training shall be developed as an integral part of continuing teacher education and shall also take care of all adequacies.

Hence, Isola in Umar (2012), stressed the need for a definite well planned in-service training programme of improvisation for teachers. He suggested regular meaningful workshop on improvisation technique for teachers to improve and up-to-date their competence. The workshop will give teachers advice on using available resources to perform classroom experiments, especially in impoverished areas. Many teachers do not realize that they have plenty of resources available for classroom experiments. Once the teachers begin to understand

the principles behind improvisation through the in-service programmes, they can begin improvising their own instructional materials.

Also, a lot of teachers lack confidence in their abilities to design their own instructional materials, however, in-service training programmes gives teachers the opportunity to engage in group work and develop teamwork skills to improvise instructional materials.

2.10 Relevance of Improvisation of Instructional Materials in Teaching and Learning

Gates (2002), stated that "learning is a progressive change in behaviour which is associated with successive presentation of a situation and the repeated effort of the individual to react to it effectively," Learning takes place effectively when such learning experiences and activities are illustrated with educational materials. Studies in cognitive psychology and brain science have identified the following principles for effective learning:

a) Learning engages the entire physiology.

b) Learning is influenced and organized by emotion and mind set based on expectancy.

c) Human beings posses the needs to make sense of the environment.

d) Learning to do well involves practice in doing.

e) Effective learning requires feedback.

One of the principal characteristics of learning as enumerated by Simon (2002), is that, learning is active that is, it does not take place without a useful and self-activity of the learner. In the teaching—learning process, the activity of the learner counts more than that of the teacher. Teaching-learning process is a means whereby teachers try to improve the condition of life by training the mind in the modes of thinking and acting which will help to improve the condition of living that surround the learners. Learning is a process of bringing relatively enduring or permanent change in behaviour through experience or training (Singh, 2007). The learning process according to Singh (2007), is centered on three elements:

a) The learner whose behaviour is to be modified.

b) The type of experience and training required for modification.

c) The material resources needed for providing desired experience and training.

Instructional material is a reinforced, selective and goal directed behaviour initiated and energized by a motive which aim to maintain and balance equilibrium of the person in relation to his environment by keeping his basic needs in the process of satisfaction. Singh, (2007) states that ‘’instructional material is an essential requirement for the success of teaching-learning process.’’ Instructional material in general sense is that which influence the arousal, selection, direction and maintenance of all human behaviour. Students require some form of stimulus to activate, provide direction for, and encourage persistence in their study and learning effort.

Instructional material is the very heart of the learning process. It energies and accelerates the behaviour of the learner. The intensity and motivation of the learner determines the effectiveness of his learning. Motivation is the process of arousing, sustaining and regulating activity”. Teaching- learning process requires constant use of relevant instructional materials from the teacher so that the optimum use of student’s talent may be made for future development. Also, Crowley (2004), is of the view that ‘students’ motivation is a major factor that affects the attrition and completion rates in school subjects, and lack of motivation is also linked to high drop-out rates.’’ The uses of instructional materials in teaching learning process provide experience that is concrete and realistic. This implies that real and concrete experience leads to the development of understanding which in turn enables learners to solve their own problems.

The key to a successful learning group is for a teacher to engage his learners to spend sufficient time on task to ensure a mastery of knowledge, skills and attitude in the curriculum. According to Shah (2007), in Harvey (2003), for effective teaching-learning process, individuals who wish to become great teachers must be willing to sacrifice time and effort to

reach their goal of solving instructional problems by integrating instructional technology into the classroom. A classroom is one of the facilities of learning in formal settings. The best classroom environment is one that results in efficient learning. Effective learning involves employing guidance and materials to encourage students to become self-directive thereby creating an atmosphere conducive to learning.

The relevance of such materials to children's interests is a factor in readiness to learn. The next generation of our modern society will need knowledge and a skill for which today's curriculum only forms a foundation. Discovering and understandings that are on the forefront of today's research will be essential and fundamental part of their world. Therefore, the success or failure in the task of learning in terms of introducing desired modification in the behaviour of the learner depends automatically upon the quality, control and management of the three learning elements and their related factors; methods, available resources, and environment, (Brijesh, 2007).

2.11 Empirical Studies

Under this section, research works, empirically done by researchers will be reviewed. This is to facilitate a holistic understating of the issues contained in this work, particularly when discussion under conceptual framework are juxtaposed with the foregoing.

Egbochukwu (2002) investigated the impact of locally produced instructional materials in the realization of the objectives of public primary education in selected primary schools in Anambra State. The study was conducted with eight research objectives and eight research questions were raised in line with the stated objectives. The study randomly samples 400 out of a total 640 respondents in Anambra State. The instrument used was questionnaire, divided into three sections (parts). The study adopts a descriptive type of survey design. All the data obtained from the administered instrument were subjected to Analysis of variance (ANOVA) test. Differences between groups are established through t-tests of adjusted means. Eight

hypotheses were tested at the 0.05 alpha level, six of which are upheld, while the remaining two were rejected. The study concludes that locally produced instructional materials have a significant impact in the realization of the objectives of public primary education and that teachers should be trained to improvise. It suggests that although this research work provides an empirical basis for the assessment of those variables that are critical to attaining the objectives of Public Primary Education in Nigeria, more needs to be done by up coming researchers to explore other dimensions to the issue of attaining the objective of Public Primary Education through the use of proper instructional material.

In the opinion of the researcher, since teachers are critical to the attainment of educational objectives at all levels, it is important that issues relating to their welfare/well-being be given adequate attention. Because teaching is an intellectual enterprise, the teachers need must be adequately addressed if his concentration and devotion are to be secured.

This study is very relevant to the current study as it investigated the impact of locally produced instructional materials in the realization of the objectives of public primary education in selected primary schools. The study is also related to the present study as it used ANOVA for data analysis which this study intends to use. But this research work is different to the current study in the area of research instrument used, the study uses questionnaire to collect data while the present study will use test for data collection. It is also different to the present study in the sense that it was carried out in primary school while this current study will be conducted in junior secondary school.

Yusuf, Maina and Dare (2013), carried out a study titled: "Assessment of the Availability, Utilization and Management of ICT Facilities in teaching English Language in Kaduna State, Nigeria". The study was conducted with four research objectives and four research questions were raised in line with the stated objectives. The study adopted a descriptive survey research design. A questionnaire titled "Availability, Utilization and

Management of Information and Communication Technology in teaching English Language in Secondary Schools" (AUMICTSS) was used for data collection. Twenty randomly selected secondary schools from Kaduna metropolis were used for the study. A total of 100 teachers participated by responding to the items on the questionnaire. The data collected was analysed using frequencies and percentages. The findings of the study revealed that there is a dearth of ICT facilities in secondary schools in Kaduna as there are only very few of such facilities available in most of the schools visited. It also revealed that most teachers were not competent in the use of these facilities as the management of these facilities requires training and re-training. It was recommended as a matter of urgency that government should provide more ICT facilities in schools and ensure the provision of electricity in every secondary school for optimal utilization of these facilities. Teachers should equally be trained and re-trained regularly in the use and management of ICT facilities for effective English Language curriculum delivery. Albeit this study is relevant to this present study as it identify the usage and management of ICT in schools, but the study was different as it surveyed the availability, utilization and management of ICT facilities in teaching English Language in Kaduna State, Nigeria while the current study seeks to determine the effects of improvised instructional materials on the academic performance of junior secondary school students in social studies in Kaduna State, Nigeria.

Equally, Yusuf (2003), carried out a research titled: Influence of availability of learning resources on the academic performance of students in the senior secondary schools in Kebbi state. The study was carried out with four objectives, four research questions and four null-hypotheses. Questionnaire was used for data collection and the data collected was subjected to ANOVA. The study found that availability and utilization of learning resources has a significant effect on the academic performance of students in Agricultural Science. The current research work is related to past research work and helpful as it drew the attention of the

researcher to the influence availability of learning resources has on the academic performance of students in the secondary schools. Despite the similarities, the study differs to the present study as it uses questionnaire for data collection and ANOVA was used for data analysis whereas the current study used standardised test for data collection and the data collected was analysed with the use of t-test.

Momoh (1990), carried out a research on the effects of instructional resources on students' performances in WASC examination in Kwara State. The study was carried out with four objectives, four research questions and four null-hypotheses. Also, data collected was analysed with t-test of independent sample. The researcher correlated material resources with academic achievements of students in ten subjects. Information was collected from the subject teachers in relation to the resources employed in teaching in five schools. The achievements of students in WASC examinations for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on students' achievement in each of the subjects.

Similarity of the present study lies in the fact that both studies were concerned with the improvisation of instructional materials. Also, four research questions and null-hypotheses were raised in line with the stated objectives. Despite that the research work contributed to the current study. Data for the previous research was collected from the subject teachers in relation to the resources employed in teaching in five schools while the present study used standardised test.

In the same vein, Popoola (1990), investigated the effect of instructional resources on the academic achievements of students in Ogun State. Five secondary schools in Abeokuta were used for the study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected WASC examination results for five years and compared

achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources. He found a significant difference in the achievements of the two sets of students.

Patrick (2004), carried out a study titled: effect of instructional materials on the performance of Senior Secondary School Biology students. The study was conducted with five research objectives, five research questions and five null-hypotheses were postulated for the study. The study was a survey research and questionnaire was used for data collection. Chi-square was used to analyse the data collected and the study found a significant difference in the performance of Biology students taught with instructional materials and those who were taught without instructional materials in favour of those taught with instructional materials. Likewise, the researcher concluded that government should encourage teachers' improvisation and usage of instructional materials.

The current research work is related to the past research work of Patrick's in the sense that, both research work seeks to determine the ffect of instructional materials on the performance of students. However the past researcher did not state the sample size. Also, the data collected were subjected to chi-square while the present study used t-test for data analysis.

Balarabe and Mannir (2003), surveyed the opinions of the respondents on the impact of teachers' improvisation. The study was conducted with three objectives and three research questions. The population comprised of six hundred and twenty (620) secondary school students, sample size was 108 selected randomly, the researcher also used oral interview for some students. They submitted that teachers' improvisation of instructional materials has a significant impact on students' academic performance. Similarity of the present study lies in the fact that both studies were concerned with the improvisation of instructional materials. Despite that the research work contributed to the current research work. The previous research was conducted without the use of hypotheses and was a survey research.

Equally, Adeyanju (2005), in his study of effect of locally produced instructional materials on the performance of Junior Secondary School Business Studies students. The study was conducted with six research objectives, six research questions and six null-hypotheses were postulated for the study. The study employ the use of quasi-experimental design and found a significant difference in the performance of Business Studies students taught with locally produced instructional materials and those who were taught without instructional materials in favour of those taught with locally produced instructional materials. In carrying out this study, the researcher used t-test for data analysis and data were collected using standardised test. This study is relevant to the current research because it studied the effect of locally produced instructional materials on the performance of Business studies students in the junior secondary schools. Also, the study is related as it uses standardised test to collect data while the present study will also use a researcher made test to collect data from the respondents. The area of dissimilarity is that, the study was carried out with six objectives, research questions and null-hypotheses while the present study will be conducted with four objectives, research questions and null hypotheses.

2.12 Summary

This chapter reviewed the related literature on the effects of improvised instructional materials on the academic performance of junior secondary school students in social studies in Kaduna State, Nigeria. Improvisation was regarded as the act of using alternative materials or equipment obtainable from the local environment or constructed by the teacher or with the help of local personnel to facilitate instruction. Also, things that could be used by the teachers for improvisation of instructional material as well as important things required for improvisation of instructional material were discussed. And it was revealed that improvisation of instructional materials needs committed individual, judgment, self-direction and initiative. For instructional materials to be produced and made useful for teaching, a teacher has to be properly organized

in terms of knowledge, skills of improvisation in order to allow for maximum utilization of potentials which will be revealed through such improvisation. Literature was also reviewed on the importance of in-service training of teachers on the improvisation of instructional materials; The need to improve the quality of education in this situation requires a general retraining of teachers at all levels of education so as to improvise instructional material which will help in influencing the arousal, selection, direction and maintenance of all human behaviour. Students require some form of stimulus to activate, provide direction for, and encourage persistence in their study and learning effort. The work of Egbochukwu (2002), Yusuf, Maina and Dare (2013), Yusuf (2003), Momoh (1990), Popoola (1990), Patrick (2004), Balarabe and Mannir (2003), and Adeyanju (2005) were reviewed in the empirical studies, where most of the reviewed work were survey research and non was conducted on Social studies. As such, this study on the Effects of Improvised instructional materials on the academic performance of junior secondary school students in Social studies in Kaduna state was carried out to fill these identified gaps.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, and methodology used for the study under the following headings; Research design, Population, Sample and sampling procedure, Instrumentation, Pilot study, Reliability of the instrument, Validation of the instrument, Procedure for data collection, and Procedure for data analysis.

3.2 Research Design

This study was conducted using quasi-experimental design. Specifically, the pre-test post test, non-equivalent control group design were used. This implies that, intact classes (non-randomized groups) participated in the study. According to Sambo (2005) and Ofor (2000), quasi-experimental research design permits the use of intact classes. This design was adopted because it was not possible for the researcher to randomly sample the subject and assign them to groups without disrupting the academic programme and the time table of the secondary schools involved in the study. Also, the purpose of the study was to carry out an experiment using a control and experimental intact classes to find out the academic performance of students in Social studies using improvised instructional materials. Hence, the design was considered quite suitable for conducting the study. The design is illustrated as follows:

E $O_1 \rightarrow X_1 \rightarrow O_2$

C $O_1 \rightarrow X_2 \rightarrow O_2$

Where E = Experimental group

C = Control group

X1 = The treatment (Improvised Instructional Material)

X2 = Teaching without Instructional materials (no treatment)

O_1 = Pre-Test

O_2 = Post-Test

3.3 Population

The population for this study consists of all the Social studies students in JSS II in Kaduna State. The total population is thirty nine thousand, two hundred and twenty seven (39,227) JSS II Social studies students, comprising of twenty two thousand, one hundred and fifty five (22,155) male and seventeen thousand and seventy two (17,072) female students (Kaduna State school census report, 2011/2012). Table 3.2 shows the total population of all JSS II Social studies students in Kaduna State.

Table 3.1: Population Distribution

	Total No of JSS II Social Studies Students in Kaduna State		
L.G.A	**Male**	**Female**	**Total**
BIRNIN GWARI	679	326	1,005
CHIKUN	1,069	1149	2,218
GIWA	672	283	955
IGABI	1,361	906	2,267
IKARA	760	345	1,105
JABA	452	466	918
JEMA'A	678	618	1,296
KACHIA	470	876	1346
KADUNA NORTH	1,223	2,584	3,807
KADUNA SOUTH	1,887	1,342	3,229
KAGARKO	1,345	966	2,311
KAJURU	574	440	1,014
KAURA	416	380	796
KAURU	1,171	400	1,116
KUBAU	716	400	1,116
KUDAN	511	208	719
LERE	1,662	1,044	2,706
MAKARFI	711	185	896
SABON GARI	1,889	1,518	3,407
SANGA	243	228	471
SOBA	442	112	554
ZANGON KATAF	669	637	1,306
ZARIA	2,166	2,555	4,721
TOTAL	**22,155**	**17,072**	**39,227**

Source: Kaduna state Ministry of Education (2014).

3.4 Sample and Sampling Procedure

The study as already described, adopted pre-test post-test, non-equivalent control group design, to determine the sample size for this study, a cluster sampling technique was used to select four schools with intact JSSII classes in Kaduna State, Nigeria. Students into both the experimental and control groups was selected from co-existing classes, that is, classes which are crossed with gender, for uniformity in the subjects and also to allow representation across gender among the four groups. As a result, G.J.S.S. JSSIIB Aminu and J.S.S. JSSIID Giwa were sampled out for experimental group, while J.S.S. JSSIIA Bomo and J.S.S. JSSIIC Kudan was sampled out to form the control group.

The sample for experimental group was made up of 117 students. This comprises of 71 males and 46 females while the control group was also made up of 70 males and 46 female students. Table 3.3 below shows the sampled schools taken from the four (4) education zones.

Table 3.2: Sample Population Classification

S/N	Sample School	Population of JSSII Social studies Students		Total
		M	**F**	
1.	G.J.S.S. Aminu	38	21	59
2.	J.S.S. Giwa	33	25	58
3.	J.S.S. Bomo	34	20	54
4.	J.S.S. Kudan	36	26	62
Total	**4**	**141**	**92**	**233**

3.5 Instrumentation

Data for the study was collected using a researcher made instrument (Improvised Social Studies Performance Test- ISSPET), the ISSPET consists of 30 objective test items designed to measure the effects of the instruction that was given during the experiment with the use of improvised instructional materials. After a critical examination of the curriculum, the researcher selected the topics (The Social group, Group behaviour, Marriage, Values, Integrity,

Contentment, Discipline and Courage) from the JSSII Social studies contents for the term. Furthermore, to provide comprehensive information of the contents, the researcher further broke down the selected contents into units and in to teaching subtopics with achievable objectives. This is hoped to help the researcher at the item writing stage of the test. The test items were constructed and were tested by the researcher in order to ensure the inclusion of all the contents of the lessons covered in the treatment. The ISSPET instrument was employed to measure the students' performance.

3.5.1 Validity of the Instrument

In order to ensure the validity of the ISSPET instrument, the two supervisors in Curriculum and Instruction Section, Department of Educational Foundations and Curriculum, Ahmadu Bello University Zaria carried out both the face and content validity of the instrument. The supervisors scrutinized and made necessary corrections or modifications and suggestions as to its construct and content before it was taken for pilot testing.

3.5.2 Pilot Study

In order to ascertain the reliability of the research instrument, pilot study was carried out with the use of two intact classes in G.J.S.S. Samaru. The main purpose of pilot study according to Kerlinger, Fred and Howard (2000) is to confirm the suitability of the instrument for its adequacy and for the effectiveness of the instrument.

3.5.3 Reliability of the Instrument

To determine the reliability coefficient (r) level of the Improvised Social Studies Performance Test (ISSPET) used for the study, data collected was subjected to statistical analysis. Hence, the reliability co-efficient was determined using Pearson Product Moment Correlation Coefficients (PPMCC) which yielded the reliability coefficient value of 0.77. Hence, this result show that the instrument is reliable because the closer the result to one (1) the more reliable the instrument becomes.

3.6. Procedure for Data Collection

Data for the study was collected through the following procedure:

i.) **Pre-test:** The researcher administered the pre-test to the experimental and control groups in their respective schools. In the pre-test, the Improvised Social Studies Performance Test- ISSPET was administered on the groups. Objective question sheets was provided for the students to fill in the correct answers for the ISSPET. The researcher marked the sheets of the ISSPET to obtain the students' scores before the treatment. The exercise provided baseline data on students' performance in Social studies.

ii.) **Treatment:** Classroom teaching lasted for the period of 8 weeks using 8 lesson periods for all the classes involved. This was done by the regular Social studies teachers for the classes whom was specially trained by the researcher. The topics for the instruction were extracted from the syllabus for the JSSII at the time of the study. The two groups was given the same content treatment but the experimental groups was taught with the use of improvised instructional materials and the control group was taught without the use of improvised instructional materials.

iii.) **Post-test:** Post-test was administered after treatment. During the post-test, the researcher administered the ISSPET instrument to both the experimental and control groups in their respective schools. Objective question sheets was provided for students to fill in the correct answers for the ISSPET. The researcher marked the sheets of the ISSPET to obtain the students' scores after the treatment. This was done in the eight weeks of the experiment.

3.7 Procedure for Data Analysis

In analyzing the bio-data, data collected was presented in a tabular form and responses were calculated in percentages followed by detailed interpretation. Also, descriptive statistics such as mean and standard deviation was used to analyze the research questions, while t-test was used to test the four hypotheses at 0.05 level of` significance. Any hypothesis that is greater than 5% or p = > 0.05 was rejected and any hypothesis that is less than 5% i.e p = < 0.05% was retained.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis of the data collected from the sample used in the study. The analysis of the data is based on the research questions and the stated null hypotheses. Out of the thirty nine thousand, two hundred and twenty seven (39,227) JSS II Social studies students, comprising of twenty two thousand, one hundred and fifty five (22,155) male and seventeen thousand and seventy two (17,072) female students, the total of 117 students was sampled out for the experimental group. This comprises of 71 males and 46 females while the control group was also made up of 70 males and 46 female students. The chapter includes general discussion from the result of the data collected as supported by the theoretical framework on the research. The analysis of the data collected was done using t-test statistics.

4.1 Frequency and percentage of respondents based on Groups

Groups	Frequency	Percentage
Experimental group	117	50.2
Control group	116	49.8
Total	233	100

The table above shows the frequency and percentage of the respondents based on their group. Based on this table, 117 (50.2%) of the respondents are experimental group while the control group is made up of 116 (49.8%). This means that both experimental group and control group were properly represented in the study.

4.2 Frequency and percentage of respondents based on Gender

Gender	Frequency	Percentage
Male	141	60.5
Female	92	39.5
Total	233	100

The result of the table above revealed that, 141 (60.5%) are male while 92 (39.5%) are female. This shows that both male and female students were well represented in this study.

4.2 Answer to Research Questions

Research Question One: What are the effects of improvised instructional materials on the academic performance of Social studies students as compared to those taught without improvised instructional materials in junior secondary schools in Kaduna State?

The student's post-test was analysed to determine the effects of the use of improvised instructional materials on the academic performance of Social studies students as compared to those taught without improvised instructional materials in junior secondary schools in Kaduna State.

4.3 Descriptive statistics showing the effects of the use of improvised instructional materials on the academic performance of Social studies students as compared to those taught without improvised instructional materials.

Group	*N*	*Mean*	*SD*	*Std. Error Mean*
Experimental	117	29.53	1.873	.173
Control	116	28.59	2.052	.191

The result of the table above shows that experimental group has the mean scores of 29.53 with the standard deviation of 1.873 and standard error mean of .173 while the control group has the mean scores of 28.59 with the standard deviation of 2.052 and standard error mean of .191. It can be noted from the result above that students taught Social studies with the use of improvised instructional materials had a better mean score than those taught without the use of improvised instructional materials.

Research Question Two: What are the comparative mean performance scores of boys and girls taught Social studies using improvised instructional materials in junior secondary schools in Kaduna State?

Table 4.4 below shows the mean performance scores of boys and girls taught Social studies using improvised instructional materials in junior secondary schools in Kaduna State.

4.4 Descriptive statistics showing the comparative mean performance scores of boys and girls taught Social studies using improvised instructional materials.

Sex	*N*	*Mean*	*SD*	*Std. Error Mean*
Boys	71	29.29	2.384	.285
Girls	46	29.90	2.401	.045

The table above shows mean performance score of boys taught with the use of improvise instructional materials as 29.29 with the standard deviation of 2.384 and standard error mean of .285 while girls recorded the mean performance score of 29.90 with the standard deviation of 2.401 and standard error mean of .045. These results shows that girls had a better mean performance score compared to their male counterpart.

Research Question Three: What is the mean performance scores of students taught Social studies in junior secondary schools in Kaduna State without the use of improvised instructional materials?

Table 4.5 below revealed the mean performance scores of students taught Social studies in junior secondary schools in Kaduna State without the use of improvised instructional materials.

4.5 Descriptive statistics showing the mean performance scores of students taught Social studies in junior secondary schools in Kaduna State without the use of improvised instructional materials.

Source	*N*	*Mean*	*SD*	*Std. Error Mean*
Pre-test	116	12.17	3.818	.355
Post-test	116	28.58	2.052	.191

The result of table 4.5 above shows that students taught Social studies in junior secondary schools in Kaduna State without the use of improvised instructional materials had the mean scores of 12.17 with the standard deviation of 3.818 and standard error mean of .355 in their

pre-test while in the post-test, they had the mean scores of 28.58 with the standard deviation of 2.052 and standard error mean of .191. The result above revealed that the students had a better mean scores in post-test compared to their pre-test.

Research Question Four: What are the differences in the treatment effects for the students taught Social studies using improvised instructional materials in junior secondary schools in Kaduna State?

The mean scores of Pre-test and Post-test of students taught Social studies with the use of improvised instructional materials were calculated to determine the treatment effects of the use of improvised instructional materials.

4.6 Descriptive statistics showing the treatment effects of the use of improvised instructional materials.

Source	*N*	*Mean*	*SD*	*Std. Error Mean*
Pre-test	117	11.50	3.967	.367
Post-test	117	29.53	1.873	.173

The table above shows the pre-test mean score of students taught with the use of improvised instructional materials as 11.50 with the standard deviation of 3.967 and standard error mean of .367 with the post-test mean score of 29.53, standard deviation of 1.873 and standard error mean of .173. These results show that the students had a better mean score in post-test compared to the pre-test mean score.

4.3 Hypotheses Testing

Hypothesis One: There is no significant difference in the academic performance of Social studies students taught using improvised instructional materials and those taught without improvised instructional materials in junior secondary schools in Kaduna State.

Table 4.7 below shows the performance of Social studies students taught using improvised instructional materials and those taught without improvised instructional materials in junior secondary schools in Kaduna State.

4.7 Independent sample t-test showing differences in post-test scores of experimental and control group.

Group	*N*	*Mean*	*SD*	*Df*	*F*	*t*	*Sig. (2-tailed)*
Exp.	117	29.53	1.873	231	.232	164.721	.002
Cont.	116	28.59	2.052				

Note: Exp. means experimental group, Cont. means control group.

The result of the table above shows that experimental group has the mean scores of 29.53 with the standard deviation of 1.873 while the control group has the mean scores of 28.59 with the standard deviation of 2.052. It can be noted from the result above that students taught Social studies with the use of improvised instructional materials had a better mean score than those taught without the use of improvised instructional materials. The table revealed the t-value of 164.721, with the Significant value of 0.002 (P<0.005). The null-hypothesis is hereby rejected because there was a significant difference in the performance of students taught Social studies with the use of improvised instructional materials when compared with those taught Social studies without the use of improvised instructional materials.

Hypothesis Two: There is no significant difference in the mean performance scores of boys and girls taught Social studies using improvised instructional materials in junior secondary schools in Kaduna State.

Table 4.8 revealed the post-test mean scores of boys and girls taught Social studies using improvised instructional materials.

4.8 Independent sample t-test showing differences in post-test scores of boys and girls in experimental group.

Sex	*N*	*Mean*	*SD*	*Df*	*F*	*t*	*Sig. (2-tailed)*
Boys	71	29.29	2.384	115	11.055	-1.760	.001
Girls	46	29.90	2.401				

The table above shows the mean performance score of boys taught with the use of improvise instructional materials as 29.29 with the standard deviation of 2.384 while girls recorded the mean performance score of 29.90 with the standard deviation of 2.401. These result shows that girls had a better mean performance scores compared to their male counterpart. The table also revealed the t-value of -1.760, with the Significant value of 0.001 (P<0.005). The null-hypothesis is hereby rejected because there was a significant difference in the performance of boys and girls taught Social studies using improvised instructional materials.

Hypothesis Three: There is no significant difference in the mean performance scores of students taught Social studies in junior secondary schools in Kaduna State without the use of improvised instructional materials.

The data presented in Table 4.9 below shows the pre-test and post-test mean scores of students taught Social studies in junior secondary schools in Kaduna State without the use of improvised instructional materials.

4.9 Paired sample t-test showing differences in pre-test and post-test mean scores of control group.

Source	*Group*	*Mean*	*N*	*SD*	*df*	*t*	*Sig. (2-tailed)*
Pre-test score	Control	12.17	116	3.818	230	.317	.004
Post-test score	Control	28.58	116	2.052			

The result of table 4.9 above shows that students taught Social studies in junior secondary schools in Kaduna state without the use of improvised instructional materials had the mean scores of 12.17 with the standard deviation of 3.818 in their pre-test while in the post-test, they had the mean scores of 28.58 with the standard deviation of 2.052. The result above revealed that the students had a better mean scores in post-test compared to their pre-test. The result also showed the t-value of .317, with the Significant value of 0.004 (P<0.005). The null-hypothesis is hereby rejected because there was a significant difference in the pre-test and post-test mean

scores of students taught Social studies in junior secondary schools in Kaduna state without the use of improvised instructional materials.

Hypothesis Four: There is no significant difference in the treatment effect for the students taught Social studies using improvised instructional materials in junior secondary schools in Kaduna State.

Table 4.10 below shows the treatment effects of the use of improvised instructional materials to teach Social studies in junior secondary schools in Kaduna state.

4.10 Paired sample t-test showing differences in the treatment effect for the students taught Social studies using improvised instructional materials.

Source	*Group*	*Mean*	*N*	*SD*	*df*	*t*	*Sig. (2-tailed)*
Pre-test score	Experimental	11.50	117	3.967	232	31.347	.000
Post-test score	Experimental	29.53	117	1.873			

The table above shows the pre-test mean score of students taught with the use of improvised instructional materials as 11.50 and the standard deviation of 3.967 with the post-test mean score of 29.53 and standard deviation of 1.873. These results shows that the students had a better mean score in post-test compared to the pre-test mean score. The result of the paired sample t-test above shows the t-value of 31.347, with the Significant value of 0.000 (P<0.005). The null-hypothesis is hereby rejected because there was a significant difference in the treatment effects for the students taught Social studies using improvised instructional materials.

4.4 Summary of Major Findings

The following summary emerged from the study;

1. Findings of hypothesis one using independent sample t-test revealed a significant difference in the performance of students taught Social studies with the use of improvised instructional materials as they performed significantly better than those taught without the use of improvised instructional materials – *P* =002.

2. Result of hypothesis two shows a significant difference in the performance of boys and girls taught Social studies using improvised instructional materials - *P* =001.
3. The paired sample t-test analysis conducted in respect to hypothesis three shows a significant difference in the pre-test and post-test mean scores of students taught Social studies without the use of improvised instructional materials - *P* =004.
4. Findings from hypothesis four revealed a significant difference in the treatment effect for students taught Social studies using improvised instructional materials - *P* =000.

4.5 Discussions of the Findings

Based on the answers to research questions and result of the hypotheses, the following are the discussions of the findings:

Findings of research question one and hypothesis one using independent sample t-test revealed a significant difference in the performance of students taught Social studies with the use of improvised instructional materials when compared with those taught Social studies without the use of improvised instructional materials. As a result, experimental group has the mean scores of 29.53 with the standard deviation of 1.873 while the control group has the mean scores of 28.59 with the standard deviation of 2.052. It was noted that students taught Social studies with the use of improvised instructional materials had a better mean score than those taught without the use of improvised instructional materials. The t-value of 164.721, with the Significant value of 0.002 (P<0.005) was also revealed. Consequently, the null-hypothesis was rejected because there was a significant difference in the performance of students taught Social studies with the use of improvised instructional materials when compared with those taught Social studies without the use of improvised instructional materials. This finding agreed with the findings of Egbochukwu (2002) which revealed that locally produced instructional materials have a significant impact in the realization of the objectives of public primary education and that teachers should be trained to improvise.

Result of hypothesis two shows a significant difference in the performance of boys and girls taught Social studies using improvised instructional materials. As this attracted the mean performance score of boys taught with the use of improvise instructional materials as 29.29 with the standard deviation of 2.384 while girls recorded the mean performance score of 29.90 with the standard deviation of 2.401. These result shows that girls had a better mean performance scores compared to their male counterpart. The finding also revealed the t-value of -1.760, with the Significant value of 0.001 ($P<0.005$). Hence, the null-hypothesis was rejected because there was a significant difference in the performance of boys and girls taught Social studies using improvised instructional materials. This result was in unison with the findings of Adeyanju (2005). He observed that the use of instructional materials in teaching-learning process will motivate learners to pay more attention in the learning activities so as to comprehend effectively and thereby increase their performance.

The paired sample t-test analysis conducted in respect to hypothesis three shows a significant difference in the pre-test and post-test mean scores of students taught Social studies without the use of improvised instructional materials. The result shows that students taught Social studies in junior secondary schools in Kaduna state without the use of improvised instructional materials had the mean scores of 12.17 with the standard deviation of 3.818 in their pre-test while in the post-test, they had the mean scores of 28.58 with the standard deviation of 2.052. The result revealed that the students had a better mean scores in post-test compared to their pre-test. The result also showed the t-value of .317, with the Significant value of 0.004 ($P<0.005$). The stated null-hypothesis was rejected because there was a significant difference in the pre-test and post-test mean scores of students taught Social studies in junior secondary schools in Kaduna state without the use of improvised instructional materials. This finding yield assent to the observation made by Umar (2012), that students taught without the use of instructional material can improve on their performance when

properly taught by a qualified and experienced teacher. Contrarily, this finding opposed the opinion of Hamza (2010), which noted students' performance can only get better when taught with the use of adequate instructional materials.

Findings from hypothesis four revealed a significant difference in the treatment effect for students taught Social studies using improvised instructional materials. Result confirmed the pre-test mean score of students taught with the use of improvised instructional materials as 11.50 and the standard deviation of 3.967 with the post-test mean score of 29.53 and standard deviation of 1.873. These results shows that the students had a better mean score in post-test compared to the pre-test mean score. Also, the paired sample t-test shows the t-value of 31.347, with the Significant value of 0.000 ($P<0.005$). The stated null-hypothesis was rejected because there was a significant difference in the treatment effects for the students taught Social studies using improvised instructional materials. This study concurred with the findings of Osuagwu (2010). The study found out that the use of instructional materials in the teaching-learning process is very effective and that it helps Teachers in clarifying objectives, while it helps the students to gain and retain knowledge permanently.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The aim of the study is to examine the effects of improvised instructional materials on the academic performance of junior secondary school students in Social studies in Kaduna state, Nigeria. This study was carried out with four research objectives, four research questions and four null-hypotheses were formulated. The study adopts the use of quasi-experimental research and out of the thirty nine thousand, two hundred and twenty seven (39,227) JSS II Social studies students, comprising of twenty two thousand, one hundred and fifty five (22,155) male and seventeen thousand and seventy two (17,072) female students, the total of 117 students was sampled out for the experimental group. This comprises of 71 males and 46 females while the control group was also made up of 70 males and 46 female students. Data for the study was collected through the pre-test, treatment and post-test using a researcher made instrument (Improvised Social Studies Performance Test- ISSPET), the ISSPET consists of 30 objective test items. Data collected were analyzed statistically through the use of descriptive and inferential statistics. Major findings drawn from the study among others revealed a significant difference in the performance of students taught Social studies with the use of improvised instructional materials when compared with those taught Social studies without the use of improvised instructional materials. Also, finding shows a significant difference in the performance of boys and girls taught Social studies using improvised instructional materials.

5.2 Conclusion

The following conclusions can be made based on the findings of the study;

1. Since the students taught Social studies with the use of improvised instructional materials had a better mean score than those taught without the use of improvised instructional materials, there is need for teachers to be trained to improvise as this will enable them acquire the appropriate techniques and skills necessary for improvisation.

2. Finding shows a significant difference in the performance of boys and girls taught Social studies using improvised instructional materials. As a result, it can be concluded that the use of instructional material motivate learners to pay more attention in the learning activities so as to comprehend effectively and thereby improve their performance.
3. Based on the findings from hypothesis three, it can be concluded that a significant difference exist in the pre-test and post-test mean scores of students taught Social studies without the use of improvised instructional materials. This shows that students' performance can get better when taught by a qualified and experienced teacher.
4. Finally, it can be concluded that the use of instructional materials in the teaching-learning process is very effective as result revealed a significant difference in the treatment effects for the students taught Social studies using improvised instructional materials.

5.3 Recommendations

The following explicit recommendations can be made based on the findings of the study;

1. Teachers should be trained and re-trained through workshops, seminars and conferences for the purpose of skill acquisition necessary for the production and use of instructional materials by teachers.
2. The use of instructional materials which will motivate learners to pay more attention in the learning activities in schools should be encouraged.
3. In respect to the findings of the study, teachers should be enlightened on the use of appropriate instructional material as this will aid teaching and learning in schools.
4. It is also recommended that teachers should be adequately motivated to improvise and use instructional materials. This can be done by improving condition of service for teachers and better remuneration.

5.4 Implications for Teachers

1. The various findings of this study have implications for teachers in most secondary schools in terms of required skills development.
2. The study has shown that it is possible to develop skills in teachers in terms of materials production drawing opinions from professionals.
3. The study has its implication for teachers in secondary schools in the state as well as in Nigeria as a whole in terms of effectiveness, government support; funding, proper management and monitoring of equipment and materials should be given paramount consideration.
4. The study, if properly implemented is advantageous for mass awareness among teachers nationwide.

5.5 Suggestions for Further Study

The following suggestions for further studies are put forward:

1. Impact of teacher's quality on the production of instructional materials.
2. Impact of locally produced instructional materials in curbing examination mal-practice in secondary schools.

REFERENCES

Abdullahi, M. (2009). Educational Resource Centers as Providers of Instructional Materials for schools. Department of Education, Bayero University Kano.

Abdullahi, M. (2010). Designing and Developing Instructional Materials By School Teachers. A leader paper presented at an Annual Conference and Convention, Organized by the Nigeria Association for Educational Media and Technology (NAEMT). C.O.E Minna 20th – 26th September, 2010.

Abimbola, O. (2004). *Issues in the Development of Education in Nigeria School Of academic excellence*. Lakewood: Grenbrigge publishing Ltd.

Adewoyin, O. (1991). *An Introduction to Educational Technology*. Lagos: John-lad Publication Ltd.

Adeyanju, J.I. (1991). Production of Cheap Instructional Materials for the 63-3-4 System of Education with emphasis on the first six years. *Trends and Research in Educational Technology,* 45 – 53.

Adeyanju, O. (2001). Teachers Perception of the effects and uses of learning aids in teaching: A Case study of Winneba basic and Secondary Schools (Electronic Version).

Aggarwal, J. (2006). *Principles, Methods & Techniques of Teaching.* New Delhi: Vikas Publishing House PVT LTD.

Aquino, C.C. (1999). Teacher Attitudes to Media Teaching Environments. *British Journal of Educational Technology,* 75 -79.

Asokhia, M.O. (2009). Improvisation/Teaching Aids: Aid to Effective Teaching of English Language. Institute of Education. Ambrose Ali University Ekpoma, Edo State.

Awosiyan, J. C. (2005). *Production and Utilization of Teaching Materials*. Ibadan: Fulladu Publication Co.

Baikie, A. (2002). *Recurrent Issues in Nigerian Education*. Wusasa, Zaria: Tamaza publishing Company Ltd, No.4 Kaduna Bypass,

Balarabe, M. & Mannir, A. R. (2003). Influence of home and pre-school experience on cognitive and psychomotor skills on children's motivation toward Mathematics and Physical and Health Education. *A research article for publication*. pp 20-21.

Balogun, D. Barth, J. & Tanko, A. (1981). *Introduction to Instructional Technology*: A.B.U. Institute of Education, Zaria.

Botswana Conference, (2004). *Journal of Adult Education and Development: IIZ DVV*. Institute of International Cooperation of the German Adult Education Association Vol. 63.

Brijesh, U. Yoghish, K. (2007). *Educational Psychology:* APH Publishing Corporation. New Delhi: Ansari Road, Darya Ganji.

Clark, B. (2008). Impact of media on learning. WWW. Study interactive.org. UK

Crowley, F. (2004). Examining Teachers' Decisions to adopt new Technology. *Educational Technology and Society*, 7 (4), 201 – 213.

Crowley, J. & Fine, B. (2004). Examining Teacher's Decisions to adopt new Technology. Educational Technology and Society. *The Turkish Online Journal of Educational Technology*, 7(4), 201-213.

Eminah, J.K. (2009). Rationale and Approaches for Improvisation in Science. Katsina State: .*Journal of Education Research*, Vol. 1 No. 1 Umar Musa Yar'adua University.

Enaiaye, C. (2003). Improvisation in Teacher Education: Implications, for Primary and Junior Secondary Education. *Nigeria: Journal of Teacher Education and Teaching*. Vol. 1 No. 2, Jan, 2005.

Esu, A.E.O. & Inyang-Abia (2004). *Social Studies Technologies, Methods & Media*. Port-Harcourt: Double Diamond Publication.

Esu, A.E.O., & Umoren, G.U. (1998) *Curriculum Development in Nigeria for Colleges and Universities*. Calabar: Mediamark Associates.

Federal Government of Nigeria (2004). *National Policy on Education* (Revised edition) Abuja: NERDC.

Gomez, R.A. (2005). Teachers' Perceptions on the Role of Educational Technology. *Educational Technology and Society*, 8(2). 102-106

Gray, K,C. (2001). Teachers' Perceptions of Innovation adoption, *action in Teacher Education*, 23, (2), 30 – 35.

Hamza, M. (2010). *Isa Kaita Journal of Quality Education*. Vol. lI, No I, Dutsinma: Nigeria.

Harvey, F. Richard, W., & Mathew, J. (2000). Integrating Learning Style and Multiple Intelligence. Association for Supervision & Curriculum Development.1703 N. St. Alexandria VA, U. S. A: Beauregard

Hassan, M.S. (2007). *Challenges of Educational Technology*. Ansari Road Darga Ganj. A PH Publishers Corporation: New Delhi.

Heinich, R., Molenda, M., & James, D. (2006). *Instructional Media and Learning*. 5th ed. Prentice –Hall,inc. A Simon & Schuster Company. Upper Saddle River.

Herr, J., Libb, Y., & Grimm, D. (2004). *Teacher Made Materials that Really Teach*! New York: Thomson Delmar Learning.

Higgins, S., & Moseley, D. (2001). *Teachers' Thinking about Information and Communication Technology and Learning:* Beliefs and Outcomes. *Teachers Development*, 5 (2), 191-210. Higher education. San Francisco: Josses-Bass.

Holmes, R.D. (1999). A Study of the Reasons Given for the Limited use of Certain Audiovisual Materials at Syracuse University. In S. Sukaran (Ed.). Teacher and Technology: Which way. New York: Teachers College Press, 40 - 64.

Illoputaife, E. C. (2001). Effects of Analogy and Stofflet – Stoddart Conceptual Change Instructional Models on Physics Achievement in J. O Nogbo (ed.) *Journal of University of the Gambia*, University of the Gambia Press Published.

Jibri, l. A. (2006). Nigerian *Journal of Professional Teaches*. Vol. 1 & 2 Teachers' registration council of Nigeria.

Judy, L. (2004). Teaching Science Effectively, Onitsha, Space Matrix Publishers Ltd.

Lam, Y. (2000). Technophobia vs. technophobia: A preliminary look at why second language teachers do or do not use technology in their classrooms. *Canadian Modern Language Review*, 56 (3), 390-420.

Lomax, A.A & Chambers, E. (2001). Assessing Teacher context belief about Technology Utilization. *Journal of Research in science education*. 34 (1), 93 – 107. Michigan State University, Instructional Media Section.

Maduabum A. M. (1995). *Teaching Science Effectively*, Onitsha, Space Matrix Publishers Ltd.

Momoh, S. (1990). "A study of the relationship between Instructional Resources and Academic Achievement of Students in Ilorin Local Government Kwara State". An Unpublished M.Ed Thesis.

Murphy, D. (2000). *Enhancing Learning through Technology*: Challenges and Responses, Australia: Center for the Advancement of Learning and Teaching, Monash University.

Murphy, G. C. (2007). *An Introduction to Psychology*, New Delhi, Oxford and IBH, 1968 (2nd Ind. Reprint.

National Council for the Social Studies, NCSS (1992). Introduction*: Curriculum Standards for Social Studies*. Washington, D.C. Retrieved May 3rd, 2015 from www.socialstudies.org/standards/introduction

National Policy on Education (2004). Federal Government Printing Press, Lagos. 4th Edition New Jersey 07458.

Nbina, J.B. (2010). Developing Improvisation Skills for Alleviating poverty in Nigeria: *The Place of Chemistry in Entrepreneurship Education*. Vol. 8. Issue 4.

Njoku, Z. C. (1993). Strategies for the Enrolment of Girls in Science, Technology and Mathematics at Secondary School level, *Journal of Qualitative Education*, 4 (3), 6-11.

Nkom, A. (2002). Instructional Communication for Effective teaching in University; Baraka press Nigeria.

NTI (MODULE TWO). PDE 115: Social Studies Teaching Methods. Kaduna.

Nwosu, G. (2004). *Foundations of Social Studies. Social Studies Association of Nigeria*, (SOSAN), Western Zone, University of Ibadan.

Offor, J. E. (2000). *Research Methods and Statistics in Education and Social Sciences*. Lagos: Joga Educational Research and Publishers Ltd.

Ogbeh, A. (2007). *Rationale for Improvisation*. John Wiley, series. Nsuka: University of Nigeria.

Ogunlade, A. (2005). Improvisation in Instructional Technology: Implications, for Primary and Teacher Education. Nigeria. *Journal of Teacher Education and Teaching.* Vol. 1 No. 2, Jan, 2005.

Okereke, C. O. (2005). Effects of Electronic Calculators on Learners' Achievement in Speeded and Difficult Arithmetic Tasks, *Ebonyi Technology and Vocational Educational Journal*, 1 (1), 35-41.

Okojie, M.U. (2007). "Information Technology and Effective Teaching and Learning. Focus on Social Studies Education, in *Journal of Educational Research and Development*. Vol. 2 No.1 2007.Zaria. Faculty of Education A.B.U.

Okoye, R. (2004). Fundamentals of Teaching on Academic Achievement and Attitudes in Senior Secondary School Geography, Unpublished Ph.D Thesis University of Nigeria, Nsukka.

Osuagwu, K. (2010). The improvisation Game: Discovering the Secrets of Spontaneous Performance. Nick Hern Books. ISBN 978-1-85459-668-0.

Patrick, E. (2004). Effect of Instructional Materials on the Performance of Senior Secondary School Biology Students in Enugu Metropolis, *Nigeria Peccop Journal of Research and Practice in African Education 1 (1).*

Popoola, T.A. (1990). An investigation into the relationship between instructional resources and students academic performance in Secondary Schools in Abeokuta Local Government Area of Ogun State ofNigeria. An Unpublished M.Ed Thesis.

Sambo, A. A. (2005). *Research Methods in Education*. Stirling-Horden Publisher (Nig) Ltd.

Shah, A.J. (2007). Using Learning style Instruments to enhance students Learning" Decision Sciences *Journal of Innovative Education* (5) 1, pp. 1 – 20.

Simon, G. (2006). *Successful Teaching in Secondary Schools*. A guide for students and In-service Teachers. Scott, Foreman and Company.

Smith, A. (2001). *What makes a good teacher. Accelerated Learning in practice*, Network Educational Press. New York.

Stoddert, T. (2001). *Teachers Instructional Perspectives and use of Educational Software*. Teaching and Teacher Education.

Taiwo, S. (2009). Teachers' Perception of the Role of Media in Classroom Teaching in Secondary School: Benue State: *Journal of Educational Technology January*, 2009. Vol. 8.C. O. E. Oju.

Tella, A. (2007). The Impact of Motivation on Students' Achievement and learning outcomes in mathematics in Nigeria. Eurasic *Journal of Mathematics Science and Technology Education* 3 (2) 149-156.

Tikon, B. (2006). Improvisation of materials and teaching aids in Physical education at the primary schools. A paper presented at training workshop for physical education supervisors of LGUBEA, game teachers and physical education teachers. Monday 14th to 19th Aug. 2006.

Tukur, A, K. (2000). Educational Technology. Application and Implications in Classroom *Teaching; educational development. Sokoto Educational Review*, Vol.1 No.1

Umar, Z. (2012). The use of resources materials in primary schools in Mubi, H. M. and Degereji, U. M. (eds). Reflection in action, Yola: Education and Management Services.

Wadi, D. (2003). *Nature of Student Learning Technologies @ Knowledge Enterprise Organization*, Nsuka: John Wiley, series. University of Nigeria.

Webster, L. David, M. (2007). Enhancing Learning through Technology: Challenges and Responses. Centre (4) Advantage of Learning and Teaching, Australia: Monarch University,.

Yusuf, H. O., Maina, B., & Dare, M. O. (2013). Availability, Utilization and Management of ICT Facilities in teaching English Language in Kaduna State, Nigeria. *Australian International Academic Centre PTY. LTD*, Vol 4(1).

Yusuf, M. (2002). Influence of availability of learning resources on the academic performance of students in the senior secondary schools in Kebbi state. *Journal of Curriculum and Instruction,* Ilorin: Vol. 6 Nos 1&2.

Appendix I

LESSON PLAN FOR THE EXPERIMENTAL GROUPS

Week One

Date

Class : J.S.S. II

Sex : Mixed

Subject : Social Studies

Duration : 45 mint.

Topic : Transportation

Sub-topic : Meaning and means of transportation

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

(i) explain transportation

(ii) list means of transportation

(iii) give example of means of transportation

Instructional material : Improvised instructional materials such as car, aeroplane, boat with the use of iron materials.

Previous knowledge : The students have been taught about family.

Introduction : The lesson was introduced by asking questions from the Students for example.

(1) how did you get to school this morning

(2) did you treck to school ? and so on.

Presentation The lesson was presented using the following steps

Step I: The concept of transportation was defined.

Transportation is the means of moving goods and services from one place to another.

Step II: Means of transportation:

1. olden days means of transportation
2. modern means of transportation

The students were shown car, aeroplane and boat improvised with the use of iron material.

Step III: Examples of olden days and modern means of transportation

Olden days

a. donkeys b. horse c. canoes d. camel and so on.

Modern days

a. car b. train c. ship and so on

Evaluation: The lesson was evaluated by asking question based on the topic taught. For example

1. what is transportation? 2. how many means of transportation do we have?

Conclusion: The lesson was concluded by giving the students note to copy

Assignment: List two examples of olden days means of transportation and any three examples of modern means of transportation.

Week Two

Date

Class : J.S.S. II

Sex : Mixed

Subject : Social studies

Duration : 45 mint.

Topic : Transportation

Sub – topic : Modes of transportation, advantages and problems of modern means of transportation

Behavioural objectives : By the end of the lesson, student should be able to:

i. list modes of transportation
ii. list the advantages of modern means of transportation
iii. list the problem of modern means of transportation
iv. proffer solution to the problems means of transportation

Instructional materials : Improved materials such as aeroplane, train, canoe with the use of iron material.

Previous knowledge : Student have been taught about meaning and means of transportation

Introduction : The lesson was introduced by asking questions on the previous knowledge, for example 1. what is transportation? 2. list means of movement.

Presentation : The lesson was presented using the following steps

Step I Modes of transportation:

1. transportation by land for example, car, donkey.
2. transportation by rail for example, train
3. transportation by water for example, canoe, ship boat etc
4. transportation by air for example, aeroplane, jet, helicopter

Step II Advantages of modern means of transportation

1. movement is made easier
2. movement is faster
3. more people and things are transported easier
4. it reduces stress

Step III Problems of modern means of transportation

1. poor maintenance
2. high cost of purchase and maintenance
3. poor infrastructural facilities for example roads, rail line, airports, seaports etc

Step IV Solutions to the problems of modern means of transportation

1. patriotism
2. effective supervision
3. subsidized cost of purchase and so on.

Evaluation : The lesson was evaluated by asking questions based on the topic taught.

1. what are the advantages of modern means of transportation ?
2. mention two (2) problems of modern means of transportation
3. what are the solutions to these problems

Conclusion : The lesson was concluded by giving the students note to copy.

Assignment : List two (2) advantages, problems and solution of modern means of transportation

Week Three

Date

Class : JSS II

Sex : Mixed

Subject : Social studies

Duration : 45 mint

Topic : Communication

Behavioural objectives : By the end of the lesson, student should be able to

1. define communication
2. list types of communication
3. explain important of communication

Instructional material : Improvised material such as handset, talking drum, television and radio.

Previous knowledge : The students have been taught transportation

Introduction : The lesson introduced by asking questions on the previous knowledge. For example (1) what is transportation? list two types of transportation

Presentation : The lesson was presented using the following steps

Step I The concept of communication was defined, communication is the process of sending or receiving information from one place to another .

Step II Types of communication: (1) traditional means of communication (2) modern means of communication.

Traditional communication: this is a means of communication used in the olden days for example gongs, flutes, fire, talking drum, town criers, sound and signs and so on.

Modern communication: this is a means of communication used in modern days for example newspaper, telephone, internet, postal system , handset, television, radio and so on.

Step III Importance of communication

a. social importance
b. economy importance
c. political importance

Evaluation : The lesson was evaluated by asking questions based on the topic taught: (1) what do you understand by the word communication (2) how many types of communication do we have? (3) what are the social, political and economy benefit of communication?

Conclusion : The lesson was concluded by checking and marking of students notes.

Week Four

Date

Class : J.S.S II

Sex : Mixed

Subject : Social studies

Duration : 45 mints

Topic : Information Communication and Technology (ICT)

Behavioural objectives : By the end of the lesson, student should be able to :

(i) explain ICT

(ii) mention types of ICT

(iii) explain the advantages and disadvantages of ict

Instructional material : Improvised materials such as satellite dish, handset etc

Previous knowledge : Students have been taught communication

Introduction : The lesson was introduced by asking questions based on the previous knowledge.

Presentation : The lesson was presented using the following steps

Step I The concept of information and communication technology (ICT) was defined.

- ICT simply means technologies that provides access to information through tele communications. it include the wireless networks, cell phones, and other communication medium

Step II Types of ICT

1. information systems
2. control systems
3. communication system

Step III Advantages and disadvantages of ICT

Advantages

1. time saving 2. convenience 3. fficiency 4. source of longer volume of information collection 5. entertaining and so on.

Disadvantages

1. browsing anti – social sites on net
2. encouraging crimes for example fraud, phonography films, 419 i.e yahoo yahoo and so on.
3. transmission of negative practices and alied cultures which tend to influence our youth negatively

Evaluation : The lesson was evaluated by asking students questions based on the topic taught.

1. what is ICT
2. how many types of ICT do we have?

Conclusion : The lesson was concluded by giving the students notes to copy

Assignment : List three (3) other advantages and two (2) disadvantages of ICT

Week Five

Class	:	JSS II
Sex	:	Mixed
Duration	:	45mins
Subject	:	Social studies
Topic	:	Culture
Objective	:	By the end of the lesson, students should be able to:

(1) define culture
(2) list elements of culture
(3) mention similarities in our culture

Instructional material	:	Handmade cloths representing different culture
Previous knowledge	:	Students have been taught information and communication technology
Introduction	:	The lesson was introduced by asking the students question based on their previous knowledge for example;

(1) what is communication and information technology?
(2) mention (2) advantages of ICT

Presentation	:	The lesson was presented using the following steps

Step I The term culture was explained:

Culture is the total way of life of group of people.
Culture therefore includes the totality of people`s, beliefs their mode of worship, way of dressing, dancing etc.

Step II Elements of culture.

There are certain things that are present in every culture, these are called elements of culture.

- ✓ Language, food, dressing, marriage, music, names, way of greeting, arts and craft, weapons of war, buildings and so on.

Step III Similarities in our culture:

a) We all believe in God
b) Many ethnic groups love the same kind of food like yam, vegetable, beans, groundnuts and palm oil
c) We all believe that we should respect our elders
d) We all love music and sports.
e) We believe that people's names should mean something specific.

Evaluation : The lesson is evaluated by asking questions based on the topic taught. for example;

1. What is culture
2. Mention three elements of cul;ture
3. List two similarities of our culture

Conclusion : The lesson was concluded by giving the students note to copy and mark their notes

Assignment : 1. List five elements of culture
2. why do people practice different culture?

Week Six

Class	:	JSS II
Sex	:	Mixed
Average age	:	13 years
Duration	:	45 mints
Subject	:	Social studies
Topic	:	Home appliances
Behavioral objective	:	By the end of the lesson student should be able to :

1. Define home appliances
2. List and explain the uses of home appliances
3. Say the danger in the wrong use of home appliances

Instructional materials: Improvised home appliances pot, plate, cup spoon and so on.

Previous knowledge : Students have been taught culture

Introduction : The lesson was introduced by asking questions based on their previous knowledge, for example;

1. What is culture?
2. Mention four elements of culture
3. Mention two similarities in our cultures.

Presentation: The lesson was introduced using the following steps:

Step I The concept of home appliance was defined

- Home appliances are devices or machines usually electrical and non electrical that are in your home which you use to do works such as cooking

Step II Types of home appliances and uses

1. Electrical iron for ironing cloths
2. Refrigerator for cooling and preserving food
3. Electric kettle or boiling ring for boiling water
4. Stove and pot for cooking food
5. Blender for grinding things

Step III The danger in the wrong use of home appliances

1. The wrong use of home appliances could lead to injury
2. It can also lead to premature death

Evaluation : The lesson was evaluated by asking questions based on the topic taught

1. What that are home appliances
2. mention three types of home appliances
3. explain the use of home appliances

Conclusion : The lesson is concluded by giving the students note to copy.

Assignment : 1. write five home appliances you know

2 explain the uses of these home appliances

Week Seven

Class	:	J.S.S. II
Sex	:	Mixed
Subject	:	Social studies
Duration	:	45min
Topic	:	Storage of Food
Behavioral objective	:	By the end of the lesson, students should be able to
1		Define storage
2		List food we can store
3		Explain ways and reasons for storing
Instructional material		Handmade fish and meat dryer, locally made oven
Previous knowledge	:	The students have been taught home appliances
Introduction	:	The lesson was introduced by asking the students questions based on their previous knowledge
Presentation	:	The lesson was presented through the following steps
Step I	:	The concept of storage was defined. Storage is the process of keeping things in a particular place until it is needed
Step II	:	Things we can store are; Meat, pepper, fish, yam, beans, onions and so on.
Step III	:	Ways of storing things (1) Drying (2) roasting, bagging, refrigeration and so on.
Step IV	:	Reasons for storing things (1) To be in good condition and fresh for consumption (2) To preserve and get them to stay longer (3) To preserve for future consumption
Evaluation	:	The lesson was evaluated by asking questions based on the topic taught (1) What is storage? (2) List 3 types of food we can store (3) What are the reasons for storing foods?
Conclusion	:	the lesson was concluded by given the students notes to copy

Week Eight

Date
Class : J.S.S. II
Sex : Mixed
Subject : Social studies
Duration : 45min
Topic : Savings and ways of saving
Duration : 45min
Behavioral objectives : By the end of the lesson, students should be able to
(1) Define saving
(2) List and explain ways of saving

Instructional material : A local made save for example pigeonhole
Previous knowledge : The students have been taught storage
Introduction : The lesson was introduced by asking questions based on the previous knowledge
Presentation : The lesson was presented through the following steps
Step I : The concept of saving was defined as an amount of money that you do not spend and you keep in the bank or home for future purpose.
Step II : Ways of saving

(1) Olden ways of saving
(2) Modern ways of saving

Step III : The olden ways and modern ways of saving
(1) Olden days way of saving money includes the use of a "mud jars" or pigeon save, post in the ground with money keeper
(2) Modern ways of saving money includes banks, finance house, co-operatives, buying of stocks/shares and so on.

Evaluation : The lesson was evaluated by asking questions based on the topic taught
(1) What is saving?
(2) How many ways of saving do we have?
(3) List ways of saving

Conclusion : The lesson was concluded by given the students notes to copy.

Appendix II

LESSON PLAN FOR THE CONTROL GROUPS

Week One

Date

Class : J.S.S. II

Sex : Mixed

Subject : Social Studies

Duration : 45 mint.

Topic : Transportation

Sub-topic : Meaning and means of transportation

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

(i) explain transportation

(ii) list means of transportation

(iii) give example of means of transportation

Instructional material : Improvised instructional materials such as car, aeroplane, boat with the use of iron materials.

Previous knowledge : The students have been taught about family.

Introduction : The lesson was introduced by asking questions from the Students for example.

(1) how did you get to school this morning

(2) did you treck to school? and so on.

Presentation The lesson was presented using the following steps

Step I: The concept of transportation was defined.

Transportation is the means of moving goods and services from one place to another.

Step II: Means of transportation:

1. olden days means of transportation
2. modern means of transportation

The students were shown car, aeroplane and boat improvised with the use of iron material.

Step III: Examples of olden days and modern means of transportation

Olden days

a. donkeys b. horse c. canoes d. camel etc

Modern days

a. car b. train c. ship and so on

Evaluation: The lesson was evaluated by asking question based on the topic taught. For example

1. what is transportation? 2. how many means of transportation do we have?

Conclusion: The lesson was concluded by giving the students note to copy

Assignment: List two examples of olden days means of transportation and any three examples of modern means of transportation.

Week Two

Date

Class : J.S.S. II

Sex : Mixed

Subject : Social studies

Duration : 45 mint.

Topic : Transportation

Sub – topic : Modes of transportation, advantages and problems of modern means of transportation

Behavioural objectives : By the end of the lesson, student should be able to:

i. list modes of transportation
ii. list the advantages of modern means of transportation
iii. list the problem of modern means of transportation
iv. proffer solution to the problems means of transportation

Instructional materials : Improved materials such as aeroplane, train, canoe with the use of iron material.

Previous knowledge : Student have been taught about meaning and means of transportation

Introduction : The lesson was introduced by asking questions on the previous knowledge, for example 1. what is transportation? 2. list means of movement.

Presentation : The lesson was presented using the following steps

Step I Modes of transportation:

1. transportation by land for example, car, donkey.
2. transportation by rail for example, train
3. transportation by water for example, canoe, ship boat and so on
4. transportation by air for example, aeroplane, jet, helicopter

Step II Advantages of modern means of transportation

1. movement is made easier
2. movement is faster
3. more people and things are transported easier

4. it reduces stress

Step III Problems of modern means of transportation

1. poor maintenance
2. high cost of purchase and maintenance
3. poor infrastructural facilities for example roads, rail line, airports, seaports and so on.

Step IV Solutions to the problems of modern means of transportation

1. patriotism
2. effective supervision
3. subsidized cost of purchase and so on.

Evaluation : The lesson was evaluated by asking questions based on the topic taught.

1. what are the advantages of modern means of transportation ?
1. mention two (2) problems of modern means of transportation
1. what are the solutions to these problems

Conclusion : The lesson was concluded by giving the students note to copy.

Assignment : List two (2) advantages, problems and solution of modern means of transportation

Week Three

Date

Class : JSS II

Sex : Mixed

Subject : Social studies

Duration : 45 mint

Topic : Communication

Behavioural objectives : By the end of the lesson, student should be able to

1. define communication
2. list types of communication
3. explain important of communication

Instructional material : Improvised material such as handset, talking drum, television and radio.

Previous knowledge : The students have been taught transportation

Introduction : The lesson introduced by asking questions on the previous knowledge, for example (1) what is transportation? list two types of transportation

Presentation : The lesson presented using the following steps

Step I The concept of communication was defined, communication is the process of sending or receiving information from one place to another.

Step II Types of communication: (1) traditional means of communication (2) modern means of communication.

Traditional communication: this is a means of communication used in the olden days for example gongs, flutes, fire, talking drum, town criers, sound and signs and so on.

Modern communication: this is a means of communication used in modern days for example newspaper, telephone, internet, postal system , handset, television, radio and so on.

Step III Importance of communication

a. social importance

b. economy importance

c. political importance

Evaluation : The lesson was evaluated by asking questions based on the topic taught: (1) what do you understand by the word communication (2) how many types of communication do we have? (3) what are the social, political and economy benefit of communication?

Conclusion : The lesson was concluded by checking and marking of students notes.

Week Four

Date

Class : J.S.S II

Sex : Mixed

Subject : Social studies

Duration : 45 mints

Topic : Information Communication and Technology (ICT)

Behavioural objectives : By the end of the lesson, student should be able to:

(i) explain ICT

(ii) mention types of ICT

(iii) explain the advantages and disadvantages of ict

Instructional material : Improvised materials such as satellite dish, handset and so on

Previous knowledge : Students have been taught communication

Introduction : The lesson was introduced by asking questions based on the previous knowledge.

Presentation : The lesson was presented using the following steps

Step I The concept of information and communication technology (ICT) was defined.

- ICT simply means technologies that provides access to information through tele communications. it include the wireless networks, cell phones, and other communication medium

Step II Types of ICT

1. information systems
2. control systems
3. communication system

Step III Advantages and disadvantages of ICT

Advantages

1. time saving 2. convenience 3. fficiency 4. source of longer volume of information collection 5. entertaining and so on.

Disadvantages

1. browsing anti – social sites on net
2. encouraging crimes for example fraud, phonography films, 419 that is, yahoo yahoo and so on.
3. transmission of negative practices and alied cultures which tend to influence our youth negatively

Evaluation : The lesson was evaluated by asking students questions based on the topic taught.

1. what is ICT
2. how many types of ICT do we have?

Conclusion : The lesson was concluded by giving the students notes to copy

Assignment : List three (3) other advantages and two (2) disadvantages of ICT

Week Five

Class	:	JSS II
Sex	:	Mixed
Duration	:	45mins
Subject	:	Social studies
Topic	:	Culture
Objective	:	By the end of the lesson, students should be able to:

(1.) define culture
(2.) list elements of culture
(3.) mention similarities in our culture

Instructional material	:	Handmade cloths representing different culture
Previous knowledge	:	Students have been taught information and communication technology
Introduction	:	The lesson was introduced by asking the students question based on their previous knowledge for example;

(1) what is communication and information technology?
(2) mention (2) advantages of ICT

Presentation : The lesson was presented using the following steps

Step I The term culture was explained:

Culture is the total way of life of group of people.
Culture therefore includes the totality of people`s, beliefs their mode of worship, way of dressing, dancing etc.

Step II Elements of culture.

There are certain things that are present in every culture, these are called elements of culture.

- ✓ Language, food, dressing, marriage, music, names, way of greeting, arts and craft, weapons of war, buildings and so on.

Step III Similarities in our culture:

(a) We all believe in God

(b) Many ethnic groups love the same kind of food like yam, vegetable, beans, groundnuts and palm oil

(c) We all believe that we should respect our elders

(d) We all love music and sports.

(e) We believe that people's names should mean something specific.

Evaluation : The lesson is evaluated by asking questions based on the topic taught, for example;

1. What is culture
2. Mention three elements of cul;ture
3. List two similarities of our culture

Conclusion : The lesson was concluded by giving the students note to copy and mark their notes

Assignment : 1. List five elements of culture

2. why do people practice different culture?

Week Six

Class : JSS II

Sex : Mixed

Average age : 13 years

Duration : 45 mints

Subject : Social studies

Topic : Home appliances

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

1. Define home appliances
2. List and explain the uses of home appliances
3. Say the danger in the wrong use of home appliances

Instructional materials: Improvised home appliances pot, plate, cup spoon and so on.

Previous knowledge : Students have been taught culture

Introduction : The lesson was introduced by asking questions based on their previous knowledge, for example;

1. What is culture?
2. Mention four elements of culture
3. Mention two similarities in our cultures.

Presentation: The lesson was introduced using the following steps:

Step I The concept of home appliance was defined

- Home appliances are devices or machines usually electrical and non electrical that are in your home which you use to do works such as cooking

Step II Types of home appliances and uses

1. Electrical iron for ironing cloths
2. Refrigerator for cooling and preserving food
3. Electric kettle or boiling ring for boiling water
4. Stove and pot for cooking food
5. Blender for grinding things

Step III The danger in the wrong use of home appliances

1. The wrong use of home appliances could lead to injury

2. It can also lead to premature death

Evaluation : The lesson was evaluated by asking questions based on the topic taught

1. What that are home appliances
2. mention three types of home appliances
3. explain the use of home appliances

Conclusion : The lesson is concluded by giving the students note to copy.

Assignment : 1. write five home appliances you know

2 explain the uses of these home appliances

Week Seven

Class	:	J.S.S. II
Sex	:	Mixed
Subject	:	Social studies
Duration	:	45min
Topic	:	Storage of Food
Behavioral objective	:	By the end of the lesson, students should be able to
1		Define storage
2		List food we can store
3		Explain ways and reasons for storing
Instructional material		Handmade fish and meat dryer, locally made oven
Previous knowledge	:	The students have been taught home appliances
Introduction	:	The lesson was introduced by asking the students questions based on their previous knowledge
Presentation	:	The lesson was presented through the following. steps
Step I	:	The concept of storage was defined.
		Storage is the process of keeping things in a particular place until it is needed
Step II	:	Things we can store are;
		Meat, pepper, fish, yam, beans, onions and so on.
Step III	:	Ways of storing things
		(1) Drying (2) roasting, bagging, refrigeration and so on.
Step IV	:	Reasons for storing things
		(1) To be in good condition and fresh for consumption
		(2) To preserve and get them to stay longer
		(3) To preserve for future consumption
Evaluation	:	The lesson was evaluated by asking questions based on the topic taught
		(1) What is storage?
		(2) List 3 types of food we can store
		(3) What are the reasons for storing foods?
Conclusion	:	the lesson was concluded by given the students notes to copy

Week Eight

Date		
Class	:	J.S.S. II
Sex	:	Mixed
Subject	:	Social studies
Duration	:	45min
Topic	:	Savings and ways of saving
Duration	:	45min
Behavioral objectives	:	By the end of the lesson, students should be able to (1) Define saving (2) List and explain ways of saving
Instructional material	:	A local made save for example pigeonhole
Previous knowledge	:	The students have been taught storage
Introduction	:	The lesson was introduced by asking questions based on the previous knowledge
Presentation	:	The lesson was presented through the following steps
Step I	:	The concept of saving was defined as an amount of money that you do not spend and you keep in the bank or home for future purpose.
Step II	:	Ways of saving (1) Olden ways of saving (2) Modern ways of saving
Step III	:	The olden ways and modern ways of saving (i) Olden days way of saving money includes the use of a "mud jars" or pigeon save, post in the ground with money keeper (ii) Modern ways of saving money includes banks, finance house, co-operatives, buying of stocks/shares and so on.
Evaluation	:	The lesson was evaluated by asking questions based on the topic taught (1) What is saving? (2) How many ways of saving do we have? (3) List ways of saving
Conclusion	:	The lesson was concluded by given the students notes to copy.

Appendix III

Curr & Instructn. Sectn.,
Dept. of Educ. Foundations & Curriculum, Faculty of Education, Ahmadu Bello University, Zaria.

REQUEST TO ANSWER RESEARCH INSTRUMENT

Dear Respondent,

This research instrument is designed to determine the Effects of Improvised Instructional Materials on The Academic Performance of Junior Secondary School Students in Social Studies in Kaduna State, Nigeria. The purpose of the study is to help teachers in designing and producing appropriate materials for effective teaching – learning process.

You are please required to respond to the questions by ticking (√) the most appropriate to you. Kindly answer the questions objectively so as to enhance the quality of the research. I sincerely thank you for your assistance.

Yours faithfully,

Shodeinde Bukola Ifedayo
M.Ed/Educ/1153/2011-2012

Appendix IV

Improvised Social Studies Performance Test (ISSPET) for Experimental Group

Sex: Male ( ) Female ( )

Class: …….

(1) Communication is……. (a) way of fighting with people (b) process of sending and receiving information from one person to another (c) way of sending message and news from one person to another (d) means of passing information from one person to another.

(2) Living together in the family will bring about …….. and …… (a) protection and happiness (b) unity and quarrel (c) happiness and sadness (d) protection and disaster.

(3) School is a place where …….. and ……. takes place (a) dancing and sleeping (b) learning and fighting (c) teaching and learning (d) learning and lending.

(4) ……, …… and ……. are the major types of religion (a) Christianity, Islam and African Traditional Religion (b) Mosque, Church and Shrine (c) Pastor, Imam and Priest (d) Church, Muslim and School.

(5) …… are types of accidents in the school except; (a) cuts (b) electrical shocks (c) burns (d) wound.

(6) The following are the food we can store (a) meat, fish and pepper (b) stones, vegetables and wires (c) button, book and yam.

(7) Storage means …….. (a) buying and keeping things for future use (b) keeping things for a day.

(8) Modern ways of saving are …… and …… (a) pot and bank (b) cooperatives and buying of stock/shares (c) in the ground and financial houses (d) under the pillow and sand.

(9) …….. and …….. are Nigeria food (a) pounded yam, tuwo and amala (b) sala, orange and tuwo (c) amala, eba and mango (d) rice, beans and sugarcane

(10) We have …….. major religions in Nigeria (a) 4 (b) 5 (c) 6 (d) 3.

(11) Culture is …… (a) total way of life of people (b) total way of life of sleeping (c) total way of Nigeria (d) total way of living together.

(12) The rules that guide road users are called …… (a) home regulations (b) school regulations (c) traffic regulations (d) travel regulations.

(13) The following are types of accidents except (a) domestic or home (b) air crash (c) road accident (d) food accident.

(14) ……. is one of the major causes of road accident (a) driving (b) riding (c) pushing (d) high speed.

(15) ……. and ……. are types of ICT (a) browsing and e-mail (b) internet and typing (c) e-mail and writing (d) information and communication systems.

(16) …… is modern means of communication (a) telephone (b) fire (c) flute (d) dancing.

(17) …… is traditional means of communication (a) fire (b) calling (c) telephone (d) e-mail.

(18) The use of internet encourages ……. and …….. (a) reading and writing (b) fraud and pornographic (c) running and fraud (d) reading and sleeping.

(19) When people's lives and property are destroyed unexpectedly, it is called (a) diseases (b) hospital (c) accident.

(20) Transportation means ……. (a) moving goods and services from one place to another (b) moving people and their houses from one place to another (c) moving

schools and students from one place to another (d) moving goods and cars from one place to another.

(21) …….. and ……. are modern means of transportation (a) donkey and car (b) horse and aeroplane (c) canoes and donkeys (d) cars and aeroplane.

(22) …….. and …….. are olden days means of transportation (a) donkey and car (b) car and aeroplane (c) train and ship (d) cars and train.

(23) …… and …… are the problems of modern means of transportation (a) it reduces stress and movement is faster (b) poor maintenance and high cost of purchase (c) it reduces stress and poor maintenance (d) movement is faster and poor maintenance.

(24) One of the major advantages of modern means of transportation is ……. (a) poor maintenance (b) patriotism (c) movement is faster (d) movement is slow.

(25) …… is one of the solutions to modern means of transportation is …… (a) poor maintenance (b) movement is faster (c) bad roads (d) effective supervision.

(26) Democracy means ……. (a) government of the people, for the people and by the people (b) government by the government for the people (c) freedom of the people for the government (d) demonstration of power by the leaders.

(27) A leader is …….. (a) follower of the people to help the people (b) someone who help himself and others to do right thing (c) someone who helps himself at the expenses of his followers (d) someone who quarrels and fights all the time.

(28) ……. and …….. are examples of home appliances (a) sand and pot (b) stove and iron (c) refrigerator and wall (d) bag and water.

(29) …….. and ……. are types of leader (a) democracy and lazy leader (b) democratic and autocratic leaders (c) quick and gentle leaders (d) strong and weak leaders.

(30) …….. and …… are elements of culture (a) book and song (b) shoe and cloth (c) car and house (d) food and dressing.

Appendix V

Improvised Social Studies Performance Test (ISSPET) for Control Group

Sex: Male ( ) Female ( )

Class: …….

(1) Communication is……. (a) way of fighting with people (b) process of sending and receiving information from one person to another (c) way of sending message and news from one person to another (d) means of passing information from one person to another.

(2) Living together in the family will bring about …….. and …… (a) protection and happiness (b) unity and quarrel (c) happiness and sadness (d) protection and disaster.

(3) School is a place where …….. and ……. takes place (a) dancing and sleeping (b) learning and fighting (c) teaching and learning (d) learning and lending.

(4) ……, …… and ……. are the major types of religion (a) Christianity, Islam and African Traditional Religion (b) Mosque, Church and Shrine (c) Pastor, Imam and Priest (d) Church, Muslim and School.

(5) …… are types of accidents in the school except; (a) cuts (b) electrical shocks (c) burns (d) wound.

(6) The following are the food we can store (a) meat, fish and pepper (b) stones, vegetables and wires (c) button, book and yam.

(7) Storage means …….. (a) buying and keeping things for future use (b) keeping things for a day.

(8) Modern ways of saving are …… and …… (a) pot and bank (b) cooperatives and buying of stock/shares (c) in the ground and financial houses (d) under the pillow and sand.

(9) …….. and …….. are Nigeria food (a) pounded yam, tuwo and amala (b) sala, orange and tuwo (c) amala, eba and mango (d) rice, beans and sugarcane

(10) We have …….. major religions in Nigeria (a) 4 (b) 5 (c) 6 (d) 3.

(11) Culture is …… (a) total way of life of people (b) total way of life of sleeping (c) total way of Nigeria (d) total way of living together.

(12) The rules that guide road users are called …… (a) home regulations (b) school regulations (c) traffic regulations (d) travel regulations.

(13) The following are types of accidents except (a) domestic or home (b) air crash (c) road accident (d) food accident.

(14) ……. is one of the major causes of road accident (a) driving (b) riding (c) pushing (d) high speed.

(15) ……. and ……. are types of ICT (a) browsing and e-mail (b) internet and typing (c) e-mail and writing (d) information and communication systems.

(16) …… is modern means of communication (a) telephone (b) fire (c) flute (d) dancing.

(17) …… is traditional means of communication (a) fire (b) calling (c) telephone (d) e-mail.

(18) The use of internet encourages ……. and …….. (a) reading and writing (b) fraud and pornographic (c) running and fraud (d) reading and sleeping.

(19) When people's lives and property are destroyed unexpectedly, it is called (a) diseases (b) hospital (c) accident.

(20) Transportation means ……. (a) moving goods and services from one place to another (b) moving people and their houses from one place to another (c) moving schools and students from one place to another (d) moving goods and cars from one place to another.

(21) …….. and ……. are modern means of transportation (a) donkey and car (b) horse and aeroplane (c) canoes and donkeys (d) cars and aeroplane.

(22) …….. and …….. are olden days means of transportation (a) donkey and car (b) car and aeroplane (c) train and ship (d) cars and train.

(23) …… and …… are the problems of modern means of transportation (a) it reduces stress and movement is faster (b) poor maintenance and high cost of purchase (c) it reduces stress and poor maintenance (d) movement is faster and poor maintenance.

(24) One of the major advantages of modern means of transportation is ……. (a) poor maintenance (b) patriotism (c) movement is faster (d) movement is slow.

(25) …… is one of the solutions to modern means of transportation is …… (a) poor maintenance (b) movement is faster (c) bad roads (d) effective supervision.

(26) Democracy means ……. (a) government of the people, for the people and by the people (b) government by the government for the people (c) freedom of the people for the government (d) demonstration of power by the leaders.

(27) A leader is …….. (a) follower of the people to help the people (b) someone who help himself and others to do right thing (c) someone who helps himself at the expenses of his followers (d) someone who quarrels and fights all the time.

(28) ……. and …….. are examples of home appliances (a) sand and pot (b) stove and iron (c) refrigerator and wall (d) bag and water.

(29) ……. and …… are types of leader (a) democracy and lazy leader (b) democratic and autocratic leaders (c) quick and gentle leaders (d) strong and weak leaders.

(30) …….. and …… are elements of culture (a) book and song (b) shoe and cloth (c) car and house (d) food and dressing.

Appendix VI

ANSWERS TO QUESTIONS

1. B	11. A	21. D
2. A	12. C	22. A
3. C	13. D	23. B
4. A	14. D	24. C
5. C	15. D	25. D
6. A	16. A	26. A
7. A	17. A	27. B
8. B	18. B	28. B
9. A	19. C	29. B
10. D	20. A	30. D

Appendix VII

EFFECTS OF IMPROVISED INSTRUCTIONAL MATERIALS ON THE ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN SOCIAL STUDIES IN KADUNA STATE, NIGERIA

RELIABILITY

```
VARIABLES = VAR00001
SCALE('ALL VARIABLES') ALL
MODEL = ALPHA.
```

Reliability
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.77	1