EFFECT OF REALIA ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN GEOGRAPHY IN KANKIA ZONE; KATSINA STATE-NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

NOVEMBER, 2015

DECLARATION

I declare that, the work in this thesis entitled "Effect of Realia on Academic Performance of Senior Secondary School Students in Geography Kankia Educational Zone of Katsina State, Nigeria" has been carried out by me in the Department of Educational Foundation and Curriculum, Ahmad Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

_____ _____

Usman HASHIMU **Date**

CERTIFICATION

This research thesis titled "Effects of realia on Academic Performance of Senior Secondary School Students in Geography in Kankia Educational Zone Katsina State, Nigeria by Usman Hashimu has been read and meets the regulations governing the award of the masters degree (Instructional Technology) of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my Father Malam Hashimu Abdullahi and my Mother Malama Hajara Lawal, my Wife Aisha Nuhu and to my Children (Fatima, Umar Faruq and Yusuf) for their patience, prayers, encouragement, and support throughout the course of my study.

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ABSTRACT

This study Investigated the Effect of Realia on Academic Performance of Senior Secondary School Students in Geography in Kankia Educational Zone Katsina State-Nigeria. The study is prompted by persistent mass failure of geography students in the final year SSCE examination. The study objectives were; to determine the effect of realia on the academic performance of senior secondary school students in Geography; examine the effect of realia on performance of gender as well as rural and urban students in Geography. This is guided by three research questions among which include, what is the effect of realia on academic performance of senior secondary school students in geography? To further achieve this, three null hypotheses were formulated and include, there is no significant difference between the academic performance of senior secondary school students exposed to realia (experimental group) and those who were not exposed to it (control group).The study is delimited to only SS I Geography Students of public Secondary Schools in Kankia Education Zone of Katsina state. The study adapted pre-test post-test quasi-experimental and control group design. A total number of 200 students, from a population of 2089 SS1 Geography students were selected using purposive sampling technique, formed the sample of the study. Geography Achievement Test developed by the researcher and validated by expert guided in data collection. Research questions were answered using Mean and Standard Deviation while t-test statistic at 0.05 confidence level were used test the hypotheses , using SPSS package. From the result of findings, it was confirmed that, there is significant difference in the academic achievement scores of Geography Students exposed to realia and those taught the same concept using lecture method only. Students taught geography using realia performed perform better than their counterpart taught the same

concept using lecture method only. The result obtained further revealed that there is no significant difference in the performance of geography students in the rural and urban area taught using realia only. There is also no significant difference between the performance of male and female students taught geography using realia as instructional material, therefore the use of realia is gender friendly. Based on the findings obtained from this study, it was recommended that the use of realia in teaching Geography in schools should be encouraged by Federal Ministry of Education, and State Ministries of Education. It was also recommended that Stake holders in education industries such as Federal and state ministries of education across the nation should train and retrain teachers on utilization of realia in teaching through organizing periodic seminars, conferences and workshops to teachers. It was also recommended that teachers should be sourcing realia from various sources prescribed by National Policy on Education.

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ABBREVIATIONS

- ICT- Information and Communication Technology
- N.P.E- National Policy on Education
- ERC- Education Resource Centre
- CD-ROM - Compass Disc Read Only Memory
- NTI- National Teachers Institute
- GAT- Geography Achievement Test
- IMAA- Instructional Material Accessibility Act

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OPERATIONAL DEFINITION OF TERMS

- **Rural Schools**; in this study, are schools located in the villages of local government. They are characterized by unavailability of infrastural facilities such as electricity, pipe born water, and road in other words these are schools having students with homogenous background.

- **Urban Schools**; these are schools located in the local government headquarters. They are characterized by the presence of infrastural facilities like electricity, pipe born water and students from heterogeneous background.

- **Realia**: This refers to objects from real life used in classroom instruction by educators to improve students' understanding of concepts, other cultures and real life situations.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the process of transforming society through imparting knowledge, values, attitude, norms and skills by a learned individual to less knowledgeable individual called learner. It is one of the fundamental rights that an individual in the society must acquire in order to transform him into useful member of that society. Education according to Rocser (2005) consists of two components; inputs and outputs. Inputs consist of human and material resources, while outputs are the goals and outcomes of the educational process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, effects of one component on the other must be examined.

Realia, one of the real objects, are among the educational inputs that play a vital role in the teaching and learning processes. Ricardo (2008) viewed realia as tools used to supplement the written or spoken word in the transmission of knowledge, attitude and idea and to emphasize or clarify, the instruction. Okoye and olu (2008) opined that realia are one of the tools that can be used by the teacher to provide help and encouragement to learners and learning activities. Such materials bring together man and materials in systematic co-operation to effectively solve educational problems. Adeyeni (2010) stated that visual instructional materials include all materials, a teacher could use during the lesson to aid learning and retention. He further stated that in order to meet individual difference in the classroom; the teacher must employ various types of instructional materials that appeal to different senses. Adesanya (2011) affirmed that visual instructional materials like text books, rock type, television, radio and other projected and non-projected tools can brings

about effectiveness and efficiency in the teaching and learning process and invariably, promotes and enhance the achievement of instructional objectives. While, Abdullahi (2012) referred to instructional materials to mean all those resources used to supplement the normal learning process of seeing, reading and writing.

The psychology of using realia as visual instructional materials is as suffice to the saying that "what I hear I forget and what I see, I remember, but what I do, I understand". Brown (2011) stated that teachers like medical doctors and professional workers, needed essential tools and equipments to do their best work of course it is true that, the fundamental figures in any learning situation are always the students and teachers. Thus, the organized combination and utilization of materials facilitate teachers' presentation of content for the realization of the stated objectives (Richert, 2008). Edward (2011) further acclaimed that, the more senses used in a lesson through the use of l instructional material, the more reality is stimulated.

Wales (2006) was of the opinion that the use of realia would go a long way in enhancing students' performance. Savoury (2004) also added that, a well planned and imaginative use of realia in lessons could do much to banish apathy, supplement inadequacy of books as well as arouse students' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. Savoury (2004) suggested a catalogue of useful realia such as rock types, among others that are good for teaching geography. The researcher further explained that, the selection of realia which are related to the basic contents of a course or a lesson, helps greatly in understanding of such a lesson by the students in that they make the lesson attractive to them, thereby arresting their attention and thus, motivating them to learn. Acikgoz (2005) advocated the

use of pictures which will help children in grounding their thoughts and feelings. The scholar further stated that pictures are used as alternatives to real objects where it is impossible to show students the real objects, and they do serve effectively in illustrating information.

It is also very vital to have competent and adequate human resources in terms of teacher quality for the teaching of not only geography but all subjects in the school curriculum. Without the teachers as an implementing factor, the goals of education can never be achieved. In order to achieve such an egalitarian society as spelt out in the Federal Republic of Nigeria (FRN, 2013) schools should be properly and uniformly equipped to promote sound and effective teaching. Suitable visual aids, qualified teachers, libraries which are adequate should also be provided for schools. Scarcity of these, according to Rocser (2005), wills constraint educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity among male and female students in rural and urban areas in Nigeria, there is a need for integrating teaching with better learning materials such as realia and other instructional materials.

In education, realia are objects from real life used in classroom instruction by educators to improve students' understanding of the concepts and are considered as important tools in teaching and learning geography Abayomi (2008) stated that, it provides and carries information. Realia all types of rocks. This is teaching - learning processes which enhance the knowledge, interest of student and also helps to enhance the quality of teacher's presentation. learners' interest, reinforce verbal and visual messages, elucidate verbal concepts, save teacher's time for presentation, provide source of information and authority, provide experience not otherwise available, make learning more practical,

exciting and lively, for easy evaluation of the learning outcomes and make the learning more permanent and real in the learners.

Educational research has examined rural and urban differences in their achievement. Many educators, researchers, legislators and the general public believe that students from rural schools mostly receive an education that is inferior compared to the students that live in urban areas. Students background also impact on their performance where we can see that many of the students that lives in rural areas has low academic achievement when we compared it with the students that lives in urban areas. There are many factors that cause to the gap performance between students in rural and urban areas. Students in urban schools get excess to educational facilities compared to students in rural schools (Khan, 2011). The excellent performance of urban students is because of their better quality in their education, availability of the information that they get from various sources like mass media and electronic media, their educated families and peers groups which help them for better performance. They have many advantages and facilities in their education compared to rural students. Students in rural areas are less- exposed to the outside world and also lack of knowledge about the currents issues that happen. Education is proving to be effective instrument that can raise students' self-belief, forethought, self-esteem and self-efficacy. Students that lives in undeveloped village must try to attain the best education for them and do not make their living environment as one of the factors that be a barrier in their success. One can see that students in rural areas are much less likely to earn a college degree than students of urban areas (Khan, 2011).

Gender in this study refers to male or female students. The effect of gender on the academic achievement of students has now been attracting attention from researchers and psychologists. There is however no consensus among scholars on the effect of gender on

students' performance in schools. While some studies (Bichi, 2002 and Usman, 2010), revealed statistically significant in favour of gender on performance in sciences, show no significant difference in the performance of both boys and girls in Chemistry, Social Studies and Geography respectively. A critical observation of students' enrolment in geography in both secondary schools and higher institutions of learning reveals the fact that male students are more than their female counterparts, giving an impression that geography is gender sensitive. This is why it is intended in this study to provide empirical evidence to explain this gender issue as it relates to the study of geography in secondary schools in general and using realia. It is against this background that, this study is carried out to examine the effect of Realia on Academic Performance of Senior Secondary School Students in Geography in Kankia Educational Zone."

1.2 Statement of the Problem

The performance of senior secondary school students in SSCE geography is not encouraging. Statistics obtained from Kankia zonal inspectorate, revealed a progressive decline in the performance of students in geography subjects. For instance, a survey of performance of students from 2009 to 2012 in some secondary schools of Kankia zone revealed the following; it revealed that out of 284 students who registered and sat for WAEC in 2009, only 42.6% of students pass geography at credit level. The situation is not different in 2010 with just 42.8%t. In 2011, the situation worsens with only 40.3% of students passed the subject at credit level. Poor academic performance is attributed to some factors which include use of lecture method in teaching Geography, lack of encouragement from parent towards learning geography and lack of use of instructional materials. The use of instructional materials such as realia in schools is not encouraging. As a result, it makes the morale and interest of the students low. This is because teachers adopt the verbalistic

and theoretical method as a way of teaching and learning the subject, mainly due to non-availability of instructional material in schools. However, realia such as rocks, among others are found to be available in almost all the schools irrespective of rural or urban setting can be accessed by students regardless of male or female. Consequently, the question now is, to what extent does the use of realia affect students' performance in geography in secondary schools of Kankia Zone? **Source;** Statistic Office, Kankia Education Zone`(17/09/14)

1.3 Objectives of the Study

This study on the effect of realia as instruction materials on a academic performance among students in senior secondary school in Kankia Educational Zone of Katsina State . the objectives of this study are to:

1. Determine the effect of realia on the academic performance of senior secondary school students in Geography.
2. Find out the effect of Realia on academic performance of senior secondary school students in Geography located in urban and rural areas.
3. Find out the effect of realia on academic performance of males and females students in SSS in Geography.

1.4 Research Questions

This study seeks to find answers to the following questions:

1. What is the effect of realia on academic performance of senior secondary school students in geography?
2. What is the effect of realia on academic performance of students in experimental located in urban and rural areas?
3. What is the effect of realia on academic performance of male and female students in Geography?

1.5 Research Hypotheses

The following null hypotheses were formulated to guide the study:

H_{01}: There is significant difference between the academic performance of senior secondary school students exposed to realia (experimental group) and those who were taught the same concept using lecture method.

H_{02}: There is no significant difference between the academic performance of urban and rural senior secondary students taught geography using realia.

H_{03}: There is no significant difference between the academic performance of male and female students exposed to realia.

1.6 Basic Assumptions of the Study

In the course of this study, the following assumptions were made;

i. schools used in the study are using the same prescribed syllabi of WAEC and NECO.

ii. Both realia and lecture methods are effective in teaching geography.

iii. Students in secondary schools are similar in terms of their academic performance in geography.

1.7 Significance of the Study

The finding of this study are expected to serve as one of the countless efforts made by educators in Nigeria to students, geography teachers, parent/guardians, curriculum planners, administrators and government see the need for more effective teaching of geography in the following ways;

The findings of this study will benefit students in terms of their academic performance when geography teachers used realia in teaching abstract concept of geography. Consequently, it will reduce their task, the difficulty in learning and perhaps stimulate their desire towards the subject.

The findings of this study would provide geography teachers with relevant information on skills needed as a teacher to make geography class as real, practical as possible and more interesting by using realia as instructional material in teaching.. The study will also serve as reference materials to teachers.

The study will benefit parents/guardian of students economically by reducing the amount spent on teaching materials of their children.

The study will help curriculum planners in designing policies in curriculum that are in line with the use of realia in teaching geography.

Administrators and government will benefit from this study as source of enlightenment on the importance of realia in teaching. This consequently may make the teachers to use instructional materials in their teaching. That is; providing the schools with realia and supervising whether teachers are utilising it or not.

1.8 Scope of the Study

This research work focuses on "effect of realia on Secondary Students Academic Performance on Geography in Kankia Educational Zone, of Katsina State. Four schools were selected based on gender and geographical location i.e. urban and rural areas. SS 1 students formed the the sample for the study. The study is delimited to the use of realia of rocks, in teaching the concept of Rocks .However, which convey the following:

Concept of rocks, type of rocks, mode of formation of each type of rock, characteristics of each type of rock, importance of rocks.

These concepts were chosen for this study in order to address the problems of poor performance of senior secondary school students in geography in Kankia zone, Katsina state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focus on review of literature as it relate to this study. In doing so the researcher reviewed related literature on Conceptual Framework, Overview of Instructional Materials, Classification of Instructional Material in Teaching Geography, Sources of Instructional Materials, Criteria for Selecting instructional materials ,Concept of Improvisation, Importance of Improvisation, The Concept of Realia, Characteristics of realia' Concept of academic performance, Gender and Academic Performance, Factors Affecting Students Academic Performance, Importance of Realia in Teaching Geography, Problems of using Realia in Teaching Geography, Solution to the identified problems of using Realia in teaching Geography, Empirical studies, summary.

2.2 Conceptual Framework

. This aspect of the review presents the review of some major variables of the study by various researchers over time.

2.2.1 An Overview of Instructional Materials

Instructional materials are materials that assist in deeping students. Egunjobi (2009) conceptualized instructional material as aids which make it easier for the teacher to impart knowledge and skills to the learners. Te researcher stressed that teaching materials and facilities save time, make learning more effective and promote interest for both teacher and the learners. (Ricardo, 2008) viewed instructional materials as tools used to supplement the written or spoken word in the transmission of knowledge, attitude and idea and to emphasize, clarify or vitalize the instruct· Silver (2010) asserted that instructional

material are written and pushed text books and related core materials (including those specific material which is used by the teacher for classroom instruction) needed by a state or local education authority or agency, for use in primary and post primary schools instruction including specifically requested teachers editions of such materials. He further lamented that teaching aids or instructional materials consist of carefully planned and selected resources to facilitate teaching leaning process, instructional materials are all the object, things, peoples used to promote the teaching learning of geography. The organized combination and utilization of materials, equipments and people facilitate the presentation of content for the realization of the stated objectives (Richert, 2008)

John, (2010) described instructional materials as any devices, pieces of equipment graphic representation and illustration designed and used to assist the learners to learn comprehensively. Also Egunjobi (2009) explained further that, instructional materials are anything that can be used by the teacher and learners before, during and after the lesson to ease the realization of the objectives in other words, instructional materials are tools that facilitate the transmission, understanding and appreciation of concepts, skills, values and attitudes, the use of such materials task the various sense organs of the learners, encouraging their active participation in the instructional process, learners are opportune to contribute in the instructional process through their various senses their understanding is promoted and teacher delivered from making lengthy explanation that can further confused the students. Also the more senses contributed in a lesson through the use of visual instructional material, the more reality is stimulated (Edward, 2011).

Okoye and Olu (2008) opined that, instructional materials are all the tools that can be used by the teacher to provide help and encouragement to learners and learning activities.

Such materials bring together man and materials in systematic co-operation to effectively solve educational problems. Adesanya (2011) viewed realia like text books, chalkboard, models, comics chart, and other non-projected tools which brings about efficacy and efficiency in the teaching and learning process and invariably, promotes and enhance the achievement of instructional objectives.

Instructional materials include all the materials, a teacher could use during the lesson to aid learning and retention (Adeyeni, 2010). He further stated that, in order to meet individual differences in the classroom; the teacher must employ various types of aids and appeal to different senses. In psychology of using instructional materials is as suffice to the saying that "what I hear a forget and what I see, I remember, but what I do, I understand" (Brown, 2011) said teachers like other medical doctors and professional workers, needed essential tools and equipments to do their best work, of course it is true that, the century figures in any learning situation are always the students and teachers. (Abdullahi,2012) stated that instructional materials to mean all those resources used to supplement the normal learning process of listening, seeing, reading and writing. (Abimbade ,2008) reaffirmed that instructional materials are the devices which facilitate teaching and learning. It is a general term referring to communication, experiment equipment and materials use for communication of instruction in which more than one senses are used in learning, retention will be higher.

2.2.2 Classification of Instructional Materials

Instructional materials for teaching are classified differently by scholars. Shuaibu (2011) lamented that, instructional materials are being classified into three major categories namely: visual materials; audio materials; and audio visual materials

Visual Materials; Visual materials involve the use of visual perception in the development of skills and understanding which include: Three dimensional material objects, models and specimens, Three dimensional material objects, models and specimen, Three dimensional material objects, models and specimens, Printed materials textbooks, workbooks, journals, newspapers, magazines, newsletters, Boards, chalkboard, bulletin boards, flannel or flat boards, Still pictures: non-projected (photograph illustrations) and Graphics: charts, graphs, maps, globes, posters, diagrams

Audio Materials: Audio materials convey messages through sound productions which include the following, Radio, record player and tape recorder.

Audio Visual Materials: e.g. motion pictures, television, computer, video tape/cassette, AVD/MP3/CD Players etc.

The instructional materials (teaching aids) are classified into graphic materials, still pictures, motion pictures, audio materials, three dimensional materials, computer aided and computer managed instructions (Dike, 2008) Instructional materials can further be classified as follows, print and non-print, visual, audio and audio visual

In the print, instructional materials comprise of the most commonly used materials available to man. These include textbooks, workshop, proceedings journals, newspapers and bulletin while the non-print on the other hand constitute all instructional materials that are non-book. Ughamadu, (1992) classify instructional materials into printed media i.e. textbook, reference book, journal, posters) and non-printed media (i.e. pore/bonds, models 16mm film projector, transparencies and overhead projector). They have also been classified as audio-media (example are real things, model pictures, slide filmstrips and

transparencies). Also we have audio-visual media which include items like instructional television, 16mm and 8mm sound films (Obeka, 2010). Another classification is that of hard ware (example are audio cassette recorder, video recorder, slide and film strip projector, overhead projector, motion pictures projector and software (example audio tapes, video tapes, slide films, transparencies and motion pictures films) hardware transmit and retrieve information (Udo, 2006).The table Fig 1: is in appendx G

2.2.3 Sources of Instructional Materials

Thorough studies revealed that realia may be acquired by schools through the following means:. Collecting Items from the Immediate Locality based on the advice of the teacher, learners could collect the following items from their homes or elsewhere in the locality. Milk and beverage containers, discarded plastic containers, bottle tops, old magazines, calendars etc.

Teachers and learners produce some cheap material like charts, models etc.

Governmental and non-governmental organization occasionally, acquires and distributes to schools items, ranging from charts, maps, globes, textbooks etc. to move sophisticated materials equipments such as projectors and other laboratory, equipments. Non-governmental organizations such as UNESCO, UNDP, UNICEF, DFID, USAID, ICA also donate instructional materials to schools. .(obeka,2010)

Philanthropist and other well-to-do people within the school community town, unions, old students associations, parent associations, and school based management committee, board of governors and other similar bodies can also donate instructional materials to schools.

Distribution of production by student in tertiary institution (Dike, 2008):

Instructional materials produced by student in tertiary institutions as part of their projects or assignment is subsequently distributed to neighboring schools after being graded. These materials are then use in schools for promotion of the teaching/learning process.

Education resources center is a place where varieties of teaching –learning materials exist for use by teachers, learners and other interested individuals within a school or an area. E.R.C can be created by institutions, local or state government, an individual or non-governmental organizations virtually all the state in the country have ERCs. These centers does not only store, sell and distributes teaching-learning materials, they also run short courses on how to use these materials (N.T.I, 2009).

2.2.4 Criteria for Selecting Instructional Materials

The need of individual teacher could vary considerably. To meet these needs, schools or individual teachers could develop their own set of specific criteria (Obeka, 2010). In selecting instructional materials to be used by the teacher, Udo 2006 asserted that, learners' characteristics and needs should be properly analyzed and addressed so that selected media may match their needs and interest. The central objectives of the required instruction and supporting or enabling objectives should be clear and focused of the expected responses from the learners at the end of their interaction with the chosen media resources should also be anticipated.

Adesanya (2011) reported many factors are responsible for the selection of instructional material. These include objectives, subject matter, learner's task, learners'

characteristics, teachers' attitudes, method and constraints. Udo (2006), identify that, the following steps in selecting and using visual aids could improve their effectiveness, select the materials on the basis of a real need.

Suleiman (2009) also suggested some factors to be considered in selecting material for instructions in teaching geography in our secondary schools. These are:

Nature of objectives, characteristics of the learner instructional methodology and constant of the instructional situations. Kadage, (2012) also identified fifteen criteria to be considered when selecting instructional material to be used. The criteria requires a teacher to take into cognizance the following: Instructional objectives; Learners age; Learners interest; Background of the learner; Learners level of education; Availability and accessibility of the learners; Ability of the teacher; Characteristics of instructional material; Quality of instructional material; Cost benefit analysis; Instructional amenities; Competent personnel; Popular instructional material; Duration of the lesson and; Official backing.

Instructional objectives: These criterions comprise of all what the teacher want to impart to the learner and thus has to do with the well-organized lesson plan.

Learner's age: the learner's age must be put into consideration i.e. he should be thought according to his level of age for proper perception of instructional objectives.

Learner's interest: when selecting instructional materials learner's interest must be put into consideration for the lesson to be effective.

Learner's level of education: whatever to be taught to the learner should be according to the level of his education i.e. SI, SII, SIII i.e. each student should be taught according to the level of their class.

Background of the learner: background of the learner must be put into cognizance when selecting instructional media e.g. less privilege one should be given special consideration in the teaching and learning process.

Availability and accessibility of instructional materials: when selecting instructional materials the material should be available if not accessible within the neighbouring environment or place where they can be found and utilize easily.

Ability of the teacher: while selecting instructional materials these should be those that are of help to the teacher and the learner for the lesson to be more effective.

Characteristics of instructional: the materials should be those that can be moved . portable not easily broken colourful that can easily arouse the learner's attention.

Instructional amenities: when selecting instructional material, this should be done in a place that is equip with amenities and proper lightings conducive class room that will be good for showing pictures and what have you.

Cost benefit analysis: in selecting instructional materials those that cost low money should be purchased in order to enable the instructor to provide much material that will be use adequately in teaching and learning process.

Quality of instructional materials: good instructional materials should be related to curriculum, unit of instruction the lesson to be taught and suitable for particular aged group

and should be Free not bias, current i.e. up to date that reflect current thought and lastly those that live longer without being spoiled or distorted.

Competent personnel: while selecting instructional materials those individuals that have the technical knowledge should be selected for the effectiveness of teaching and learning process.

Popular instructional materials: in selecting the realia those that are common i.e. easily found almost everywhere should be used in teaching and learning process e.g. books, rulers, stones, sticks etc.

Duration of the lesson: the instructional materials that will enable the teaching and learning process to be finished within the stipulated period of time should be selected not heap ones that may take long time and even pass the stipulated period.

Official backing: the instructional materials to be use must have an official back up by the school authority (Dike, 2008).

2.3 Concept of Improvisation

Improvisation has been viewed by different researchers in different ways. For instance, Ibitoye (2009) defined improvisation as the substituting for available real thing. While, Okafor (2009) viewed inprovisation as the act of providing teaching materialss from resources materials within our society. In the same way John (2008) viewed improvisation of science teaching as the act of using alternative materials resources to facilitate instruction whenever there is lack or shortage of some specific firsthand teaching aids. Ibitoye (2005) describe the equipment made by the teacher or even school carpenter as the truly improvised materials while equipment made by local carpenter, blacksmith, trade centers

technical and other organization are regarded as locally manufactures science equipment in the word of Musa (2011) there can be no hard fast race in distinguishing improvisation from local production because what is improvised by a teacher today could be improved upon, production tomorrow. The fact remain that both are produced from within an around the teacher environment.

Olarewaju (1994) sees improvisation as the making of geography teaching and learning materials from locally available resources. According to Balogun (1980) as was quoted by Olarewaju (1994) sees improvised materials equipment as that which is designed by the teacher or with the help of some carpenters, blacksmith, trade center, technical institute and polytechnic. Johnson (2000) views improvisation differently to him improvisation is not only the production of import-substitution of materials real things, rather it is an activity in importing curiosity creativity alertness endurance and perseverance all of which are indispensable scientist and learning as a whole.

National Teachers Institute (NTI, 2009) described improvisation as the making of substitutes from local materials found at home or school premises when the real or original material / equipment is not available. The improvised material should be able to convey special instructional messages just as the original material.

Appropriate use of well-designed material for improvisation by the teacher in the classroom presents to the lecturers the same properties as the real instructional materials in teaching process. In other words, the improvised materials provide very rich visual experiences to all the learners. They also enable the teachers to exercise physical control of stimuli and afford the students the opportunity of toughing and manipulating for direct

concrete experience (Emmanuel, 2010). Improvised material promote quick understanding by arresting learners attention and they also give first hand experiences which are not easily forgotten to students because they are both involved in contrasting and manipulating the material in the teaching learning process. According to Joseph (2011) improvised materials stimulate creative expression in pupils and encourage active participation in the lesson. They afford the students the opportunity of individualized, studied hence promoting individualization of instruction and self-study.

Adebimpe (2007) asserted that by improvising not only the geography teacher providing teaching aids for the lesson but also he is minimizing cost of materials and equipment. He is also providing an inexpensive method of widening the slope of inquiry. A challenge to and productive application of intellect, as a means of local re-application of the universality of geography. Also fosters the development of desirable attitudes such as patience, tolerance, team work, reasonableness, economy, leadership, and so on. apart from imparting in both teachers and students' positive scientific attitudes. It also make learning last long to the students. Usman (2009) stated that improvisation is the sensory experience given to learners as alternative to the ideal objects, topic and ideas even aimed at effective teaching and learning process.

Usman (2009), further lamented that improvisation can be simply seen as using teacher or student made materials as alternative to standardize materials, which are not available for the purpose of instruction. Also Adebimpe (2007) asserted conclusively that improvisation in all its usage means the following:

Substituting material for another to serve the same purpose, Converting teaching material or equipment into another form, Initiating or devising an idea as a means of solving an instructional problem at hand originating or formulating totally new materials for serving a particular function.

Improvised materials are very useful and essentials items for geography teaching and learning. Geography teachers should make use of their acquired knowledge to improvised the needed materials using available materials around the environment to enhance teaching and learning of Geography and science subjects at large Usman (2009). Improvisation can generally be defined as an act of substituting altering, formulating and converting a tool or device or an instrument to replace the unavailable material using ones intellectually ability to serve same function of the real thing to achieve the instructional objective of a given topic

2.4 Concept of Realia

The word ‘realia’, sounds a little bit too scientific, it means, using real items found in the world around us to help teach students. In education, realia are objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real life situations. A teacher employs realia to strengthen students' associations between words for everyday objects and the objects themselves. In many cases, these objects are part of an instructional kit which includes a manual and is thus considered as being part of a documentary whole by librarians. Harmer, (2006) posited that realia are also used to connect learners with the key focal point of a lesson by allowing tactile and multidimensional connection between learned material and the object of the lesson. They

are best utilized for simple objects lending themselves to classroom settings and ease of control with minimum risk of accident throughout the student object interaction.

Technology has begun to impact the use of realia by adding the virtual realia option, whereby three-dimensional models can be displayed through projection or on computer screens, allowing the learner to see detail otherwise difficult to acquire and to manipulate the object within the medium on which it is displayed. The option of zooming and looking within objects makes virtual realia an important learning tool in technical environments where it may be difficult or impractical to examine an object in as much detail manually, such as the workings of living organs or machinery containing hazardous parts, such as combustion engines.

The use of realia is only limited by your imagination and possibly practicality too. Harmer, (2006) further stated that in English teaching, for instance, using realia stimulates the mind, and makes the vocabulary more memorable than a picture would. Students can, touch , smell, and with a food item, taste it. Realia saves time, as recognition of an object is often immediate; elicitation of vocabulary becomes much easier as simply holding up the object with a raised eyebrow, will usually result in the desired word being spoken. Realia breathes life into new vocabulary, and the chances of your students remembering the new words you have taught them, increases. Take the word, biscuit: the probability of remembering the word becomes much higher after experiencing the taste, touch and smell of the object. Realia does not have to be limited to food or drink. Timetables, tickets, newspapers, and clothes may all be used to help breathe life into lessons, and help provide interest.

2.4.1 Realia as Instructional Materials for Teaching Geography

The term realia is defined as real object used in teaching(. Harmer, 2006) posited that Realia are also used to connect learners with the key focal point of a lesson by allowing tactile and multidimensional connection between learned material and the object of the lesson. They are best utilized for simple objects lending themselves to classroom settings and ease of control with minimum risk of accident throughout the student object interaction. Technology has begun to impact the use of realia by adding the virtual realia option, whereby three-dimensional models can be displayed through projection or on computer screens, allowing the learner to see detail otherwise difficult to acquire and to manipulate the object within the medium on which it is displayed. The option of zooming and looking within objects makes virtual realia an important learning tool in technical environments where it may be difficult or impractical to examine an object in as much detail manually, such as the workings of living organs or machinery containing hazardous parts, such as combustion engines.

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of the object. Realia does not have to be limited to food or drink. Timetables, tickets, newspapers, and clothes may all be used to help breathe life into lessons, and help provide interest

Realia enhance teaming by appealing to the sense of vision e.g. chalkboard, bulletin, panel boards, still pictures, diagram and models (Udo, 2006). Realia are important tools and techniques in the geography teaching-learning process. It provides and carries information to students also create interest of the students regarding geography. Instructional materials include world globe, topographical maps, atlas, realia, models, charts, photographs, pictures, etc. This is teaching - learning processes which enhance the knowledge, interest of student and also helps to enhance the quality of teacher's presentation. Instructional materials means, "educational resources used to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing" (Wathore, 2012).

2.4.2 Characteristics of Realia

Realia as an Instructional materials are characterized b the following features: Dubey**, (**2009**)** stated that Realia Materials which offer content for example charts**,** graphs**,** audio recording**,** tools implements, print materials of all kinds of maps, painting and resources in the community Instructional materials are essential to effective instruction. The instructor should know how to prepare and use instructional materials and should recognize their value in fostering good instruction. the greatest value of instructional materials lies in, their appeal to trainees' senses and perceptions, their ability to attract and hold trainees attention and interest .The ability in developing understanding of the material to be learned

and helps the trainees to learn faster and save instructional time and to understand the relationships between different concepts or ideas.

A good realia as an instructional material should promote certain desirable results. It should stimulate interest, command attention, be easily understood and promote a positive reaction on the part of the trainee. Visual instructional aid should be complete, have some explanation in the form of a label, and finally be as simple as possible. Teachers, therefore has no excuse to avoid using such available visual materials in their teaching learning process. This is the diagrammatical illustration of some of the important realia to support the statement or for better understanding (Fusita, 2006)

2.4.3 Importance of using realia in teaching geography

Several people have written on the importance of Realia to teaching, Oluyori (2009) while stressing the importance of instructional technology commented that if the 6-3-3-4 system of education in accordance with the National Policy on Education is to be a success, then instructional technology such as realia has a role to play. Balogun (1999) commented that "realia, as integral part of teaching-learning situations help to bring about permanent and meaningful experience. The researcher added that realia provide first-hand experience where possible or of vicarious one where only that is feasible.

Realia are powerful tools for making presentations.They offer unique advantages in the field of Geography education. For instance, in teaching Ecosystem, an instructor cannot make a killer While come alive into class room. Realia enables us to provide a way by which learners can experience their subject in a vicarious manner. Realia can be in form of

Computer Assisted Instruction,Television,radio, Cameras,tape recorders, slide, models among others.

The use of Realia in the classroom is very important in providing opportunities for students to learn visualized concepts effectively. Several studies (Josiah, 2012) argued that the use of new technologies in the classroom is essential for providing opportunities for students to learn, operate in an information ages. It is evident as Yalland (2001) argued, that traditional educational environment does not seem to function or be productive in the work places of today's society.

In enumerating the factors that could be responsible for varying intra-and inter-school/academic achievement, Carlous, (2007), listed four important factors including the acute scarcity of Realia which he said constrained educational systems from responding more fully to new demands'. He claimed that, in order to do their part in meeting the crisis in education, educational systems will need real resources that money can buy, they will need a fuller share of the nations' manpower, not merely to carry on the present work of education, but to raise its quality, efficiency and productivity. They will need buildings, equipments and more learning materials.

On human resources, another educator, Ukeje (1970) has written extensively on the prime importance of teachers to the educational development of any nation be it simple, complex, developed or developing. From the writings of these educators, one can infer that whatever facilities are available, whatever content is taught, whichever environment the school is situated and whatever kind of pupils are given to teach, the important and vital role of the teacher cannot be over-emphasized. Assuming that necessary facilities are

adequately provided for, the environment is conducive to learning, the curriculum satisfies the needs of the students and the students themselves have interest in learning, learning cannot take place without the presence of the teacher.

Momoh (2008) carried out a research on the effects of Realia on students' performances in WASC examination in Kwara State. He correlated material resources with academic achievements of students in ten subjects including geography. Information were 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 realia have a significant effect on students' achievement in each of the subjects.

In the same manner, Moronfola (2001) carried out a research in Ilorin local government of Kwara State. She also used questionnaires to tap information on the material resources available for the teaching of ten subjects in ten secondary schools. She collected WASC examination results for the past five years and related these to students' achievements in each of the ten subjects and to the amount of resources available for the teaching of the subjects. She also reported a significant effect of material resources on the academic achievements of students in each of the subjects.

In the same vein, Popoola (1990) investigated the effect of Realia on the academic achievements of students in Ogun State. Five secondary schools in Abeokuta were used for his 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.

2.5 The Concept of Academic Performance

Similar to the concept of perception, the term academic performance has not enjoyed all times and all scholars accepted definition. As such some definitions given by different authorities are considered below:

The first dependent variables in the research, academic performance is understood to be the display of knowledge attained or skill developed in school subjects designated by test and on scores or marks assigned by the subject teachers (Adediwura & Taiwo 2007) defined academic performance as individual inherent potentials in terms of intelligence combined with other psychological factors similarly Saka, Sam and Yusuf (2008) saw it to be what is measured regarding skills or knowledge developed through specific instructions or training with emphasis on how well instructional objectives have been attained. This means that, the measurement of performance represents all abilities that can be evaluated on the basis of observing the individuals as he performs the task involved. Still on the same concept (Decco & Crawford, 2008) asserted that academic performance is the process of measuring the students auxiliary behaviours which must be acquired at the lower level of the learning structure and terminal performance during and at the end of instruction. In addition, they supplied three uses that can be made with information obtained from academic performance to include firstly determining how well the students have achieved the instructional objectives, secondly determining the adequacy of enduring behaviours and

thirdly determining the adequacy of our instructional procedures. For the purpose of this research, academic performance will be based on the scores students obtained. Following the administration of the Geography Achievement Test (GAT) developed by the researcher.

2.5.1 Factors Affecting Students Academic Performance in Geography

Many researchers, Psychologist and Educators alike, have identified some variables that have effects on students' academic performance. For instance, Lovell, (1994) suggested two long term influences contributing to differences in scholastic achievement between children to include meaning which education comes to have for the child in respect of his own personal advancement and role in the society and value placed on education by parents and other significant adult in the child's life. The extent to which scholastic achievement is motivated and reinforced by these adults.

Lan, (2007) in a study he conducted on 10 year old who had taken a number of standard tests found that home circumstances of the child affected school attainment more than the school condition did. He also found among secondary students that economic level and social class are less important to children's progress than the aspects of parental attitudes (their attitudes to education, books and reading).Advancing their funding after conducting a follow-up study of 3,820 students from birth to 20 years. Roswell, (2009) reported that differences in ability and attainment associated with parent's educatio0n and family size and that these two factors continue to influence rate of progress over the period 8 to 20 years still on the same subjects, the finding of Lovell, (1994) revealed that teacher expectation affects students' performance. As a result, teachers need to think well of their students and set standard of work which is high since their expectation to some extent are self-fulfilling.

Serwer (2004), studied relationship of study attitudes and academic performances at secondary level in Punjab found that study attitude was positively related to academic performance, study attitude scores of females were more closely related with academic performance as compared to males and the study attitude scores rural students were more closely related with academic performance as compared to urban students. Furthermore, mean scores of low and high academic achievers were compared and it was found that, high and low achievers differed in their study attitude and female, male and rural urban students also differed in their study attitude. Similarly Fusita (2006) in a study that examined the effect of extra curricula activities on academic performance of high school students related that playing sports watching television and participating in community service improve academic performance while playing a musical instrument does not improve academic performance. In another, study on the impact of stress factors on college student's academic performance, Womble (2006) found no correlation between the score of the perceived stress scale and academic performance. However, the stress factors that had most negative impact were sleep problem with room-mates and social activities. Similarly, Adediwura and Taiwo (2007) identified personality factors (such as anxiety, achievement, motivation and level of interest) and teacher variables (such as knowledge of subject matter teaching skills, attitudes in the classroom, qualification and experience) as factors affecting academic performance.

In similar effort, the study sought to examine socio-economic factors influencing students' academic performance in Nigeria revealed insufficient parental income family type and insufficient funding by governments as the underlying factors. The work of Lan (2007) on the relationship between classroom practice and homework on students' performance however, identified some factors that accounted for variation in students'

performance in Biology to include language used at home, mothers level of education, students self-efficacy towards Biology, time spent on homework at home the frequency of homework assigned, and the focus of homework provided.

Review of the concept will be concluded with the work of Andrews (2009) who studied reasons why academic performances may be impacted and identified the following reasons as causes of decreased scholastic performance: Food insecurity (typically impacting youth with lower incomes families) and food insufficiency (where the individuals intake of food, due to resources constraints inadequate combined or individually, these two problems have been linked to poor health and developmental issues within large numbers of students.

Poor sleep pattern school age children require a minimum of 9 hours restful sleep each night. However, due to late bed times and early wake-up more than 40% of pre-adolescents do not get sufficient amount of restorative sleep and of all health problems studied, poor sleep was found to be the most unexpected and definitive cause contributing to poor academic performance.

Alcoholic family dynamic children from alcoholic families were found to be more susceptible to developing life-long psychological and behavioral problems. Bilingualism: this has the potential of presenting, both challenges and advantages to school age children. Unemployment when a member of a family loses job, the change in states showed that when a father becomes unemployed, negative effect on school work is recorded yet when a mother becomes unemployed positive impact upon school work is recorded.

Peers pressures and school schisms as children need, to feel sense of belonging, those who have trouble forming friendship develop low self-esteem and performed poorly

in school and Parental pressures while parental involvement can be a good thing, too much of a good thing can lead to disruption, frustration and stress. Evidence has shown that although parents can be very instrumental in guiding their children and helping them to achieve success, they can also create unreal expectations instill pressure and foster performance anxiety in their children. Thus from the review, performance is an important basis for making appropriate modifications in teaching and learning processes.

2.6.2 Challenges of using Realia in Teaching Geography

Going by the experience of the past researchers use of realia in teaching and learning caused some problems in the act of teaching geography some of the geography teachers are not professionally trained, this category of teachers usually face the problems of selecting and using the most appropriate materials for teaching ‘geography subject. According to Egunjobi (2009) realia, such as rock types and its classifications required a competent and skillful teacher to use them occasionally in teaching. Federal Republic of Nigeria (2013). Curriculum review and reforms created some problems in using instructional materials to teach not only geography but also other subjects. This is because whenever there is a change in the curriculum content, there is the tendency that learners face some problems in the use of the obsolete types of materials to teach the newly developed curriculum, they knew and the relevant materials for the new curriculum are not yet readily available for use in schools and colleges Eze (2010).

Nowadays though money was provided for education sector, finance is still an important factor hindering successful purchase and use of visual instructional material Eze (2010). This is due to the fact that government cannot afford to buy supply all the relevant material for teaching and learning, these financial constraint can hinder the teacher from

supplying the needed and relevant visual instructional material for the teaching and learning of geography subject, instructional material accessibility act IMAA, (2008).

2.6.3 Solution to Identify Problems of using Instruction Materials

These are solution to the identified problems by Egunjobi, (2011) as follows:

All secondary schools in Kankia Educational Zone should be encouraged to establish mini-research development centers and to equip with enough local community resources and facilities. Principals of post primary school should embark on the acquisition of relevant teaching materials, through education donor agencies such as 8British Council education trust fund (ETF) and parent teachers Association (PTA).

The government and other wealthy individuals should assist in introducing instructional materials task fund, to be financed by companies and other profit making bodies such as bank and multi-national companies.

Teachers should have in their classes, realia to be equipped by the teacher, Students and parents should provide realia commonly found in and around the community of the school. Government should endeavors to make the use of instructional materials e.g realia in teaching, as compulsory ethics in all subject area and should form part of consideration for promotion to the next grade level.

Government should embark on a massive sensitization programs which will help to awaken teachers from their apparent state of slumber and laziness in the area of improvisation in teaching. This could also attract some incentives in the form of allowance to encourage teachers in the teaching profession.

2.7 Rural and Urban Differences

Recent educational research has examined rural and urban differences in their achievement. Many educators, researchers, legislators and the general public believe that students from rural schools mostly receive an education that is inferior compared to the students that live in urban areas. Students background also impact on their performance where we can see that many of the students that lives in rural areas has low academic achievement when we compared it with the students that lives in urban areas. There are many factors that cause to the gap performance between students in rural and urban areas. Students in urban schools get many excess compared to students in rural schools. The National Education Association said that the low performing youth are in public rural schools, Harmer, (2006).

The excellent performance of urban students, according to Obemeata, (1999) is because of their better quality in their education, availability of the information that they get from various sources like mass media and electronic media, their educated families and peers groups which help them for better performance. They have many advantages and facilities in their education compared to rural students. Students in rural areas less exposed to the outside world and also lack of knowledge about the currents issues that happen. Education is proving to be effective instrument that can raise students' self-belief, forethought, self-esteem and self-efficacy. Students that lives in undeveloped village must try to attain the best education for them and do not make their living environment as one of the factors that be a barrier in their success. Students in rural areas are much less likely to earn a college degree than students of urban areas.

2.7.1 Factors of Low Performance among Students in Rural Areas

There are many factors that contribute to the differences of performance between students in rural and urban areas.

Family Factor

At the rural areas, family is one of the factors that determine their child performance. In this study, students in rural areas have low performance compared to students in urban areas because it is relate to their parents education. Majority of parents in rural areas are less educated than parents in urban areas. The family background is the most important and weighty factor in determining the academic performance of learner. According to Harmer, (2006), survey found that, rural students felt no pressure to attain good performance when their parents' expectations towards education were low. Parental encouragement has a positive influence towards their child performance and at rural areas most of parents did not care about their child academic performance. Some experts believe that a parent expectation is the most influential factor affecting youth decisions to pursue education, Obemeata, (1999).

Low Socio-economic Factor

The students' background relate to the low socioeconomic factor of their family also one of the factor that effect their performance in education. Most of the students that live in rural areas come from low income family. Their parents cannot provide them enough educational resources at home. Compared to students at urban areas, the majority of them come from high income families and their parents are afford to sent them to their tuition

classes in order to get better performance. Urban students also can buy additional books for their references while for the rural students, they non-exposure to educational resources and it will affect their performance compared to those who have access to such resources. Students who have access to more resources are advantage compared to those from poor families because they can know more about the latest developments around them thus can assist them to improve their performance at schools, Obemeata, (1999).

Lack of Facilities and Resources

Education promotes human capital as an asset that has greater or lower rates of return depend on the quality of education that is provided. Some of the factors that contributing to the poor performance are lack or resources and poor facilities in most schools especially in rural areas. Some of schools in rural areas are dilapidated compared to those in urban areas. The problem regarding unequal distribution of resources between provinces, rural and urban areas are still intact (Moronfola, 2008). Several schools in rural areas do not have laboratories and this situation means that students learn science by rote learning. Facilities are important in order to make the teaching and learning process more effective. Students that live in rural areas will less expose to the using of technology because the facilities that were provided for them are not sufficient. This will make their learning process will be less effective and they will have less knowledge about current issues as well as how to use technology. Students in urban areas have many advantages in their learning process and with the advent of technology it will make easier for their study. They will more understanding with their learning with the facilities provided.

Less Qualified Teachers

Teacher is the important role in order to create good performance students. Most of the teacher did not want to posting in rural area because they think it will bring difficulty to them. So, the majority of teachers that were sent to the rural areas are the new teachers that have less experience in teaching. Obemeata, (1999) remarked that there is a direct relationship between the quality of teaching personnel and the quality of education process. Most of them did not master the teaching technique yet because they are still new in teaching area. When we compared to students in urban areas they usually have a teachers that have good communications skills in English. Most of teachers compete for placement in urban schools. So, rural school will have inadequate teacher and it will make their learning progress disturbed and not running properly.

2.7.2 Ways to address the achievement gap differences between rural and urban Students

In order to overcome the differences performance between students in rural and urban areas, several ways should be taken.

The Role of Government

Government has to play a role in improving educational outcomes for rural students. Government should provide enough facilities to the schools that located in rural areas same as the urban schools. Besides that, government also must provide a financial support to the students that lives in rural areas where we know that most of them come from low income families and not affordable to gain a better education and services. Facilities that were

provided must be fair and equal treatment should be given to rural schools same like urban schools. In addition, best educators also should be placed in rural schools because they can help students to improve their performance. Good teachers will produce good students, Obemeata, (1999). Most important is government should ensure that teachers are adequately qualified to teach the subject that allocated for them and they can do their work properly. Education department also should visit all schools to establish and verify their needs to ensure that resources are allocated in line with their needs and status.

Role of Parents

While the teachers play their role at school, parents should play their roles at home. Although parents in rural areas have no education, they can help their children performance in terms of giving them moral supports and motivation to learn. Even they cannot help in terms of provide resources to learn, they can give a support to their child to study hard to change the fate of their family. Parents should realize how important of education to their child and their future. Parents can always ask their child about their learning progress and accompanied them during doing their work. They also must always care about their child performance and monitor their progress.

The Role of Teachers

The teacher is an important force in school learning. Teachers also one of the sources that can help in overcomes the problem of low performance among rural students. Teachers can help in encouraging the students to study hard and help them to complete most of their work at school during study time, where students can ask teachers if they do not understand about the lesson. If they are doing work at home, nobody can help them since

their parents might not be able to assist because most of parents in rural areas have less education. Teachers should encourage their students to participate in many activities because it will give them the opportunity to build their self-confident and positive self-esteem. Besides that, teacher also can create a caring and supportive environment where students will feel more comfortable during their learning. Good relationship between students and teacher also good in order to improve students' performance where when teachers are close with the students, students will feel easy and not shy to ask anything that they do not understand.

The Role of Students

According to Harmer, (2006), students itself should realize the importance of education in their future lives. If they want a better life in the future they must study hard to get a good performance. Usually students at rural area does not care about their education and most of them dropout from schooling. This is because they do not have motivation in their study and their parents also did not care about their performance. So in order to overcome the gap performance between students in rural and urban areas, rural students should set their mind that education is important to change their lives. When they have a mindset that education is important, they will study hard in order to get a good achievement.

2.8 Empirical Studies

Various researches were carried out on realia by different researchers on Geography and non-geography subjects. Example, Suleiman (2006) carried out a research and determines the “Effect of instructional materials using realia on Student Academic Performance in Geography in Selected Secondary Schools in Wamako Local Government

Area of Sokoto State. The researcher used quasi-experimental design and his sample population covered 305 students. After analysis with t-test at 0.05 level of significance. The results of finding revealed that, students taught with realia performed significantly better than lecture group. Kola (2007) carried out a research study and determines "effect of personality traits and academic performance in Secondary schools of Kwara state" the researcher used gender as variables. Quasi-experimental involving 3x2 factorial were used in the study. Their sample for the study covered 150 students. The students were pre-tested and postestted, analysis of covariance (ANCOVA) was used for data analysis at 0.05 level of significance. The findings of the study indicated that performance of students exposed to visual instructional were better than their counterpart i.e. (control group).

Musa (2002) conducted a research and determined "Evaluating the use of learning materials using realia on Students Academic Performance in Biology in some Selected Secondary School. In Rano Local Government Area of Kano State". The target population used was (250). However the researcher used survey research design and tested at 0.05 level of significance. After analysis the result revealed that, visual instructional material play a vital role in arousing students interest better understanding and higher performance of the student in the school. Muhammad (2000) conducted a research on the effects of visual instructional materials quality on students' performance at secondary school level in Zaria. The sample population covered 80 students from two different classes; t-test was used for data analysis at 0.08 level of significances. The findings indicated better achievement in the students taught with visual instructional material (experimental group) than those taught without visual instructional material (control group).

Halilu (2000) in his study and determined the effect of visual instructional materials, specifically, realia, on the performance of primary school pupils in social studies at primary school in Jalingo Area of Taraba state. The researcher used quasi-experimental design with 240 sampled population after analysis with spearman rank order correlation co-efficient test statistic at 0.05 level of significance. The findings reveal that realia have a significant role on the achievement of primary school pupils. Salisu carried out a research and determined 'effect of instructional resources on students' academic performance in day and boarding schools students. The concept taught is map concept in Geography. The population of the study covered 190 students using quasi-experimental design and was tested using t-test at 0.05 level of significance. The finding revealed significant difference between the performances of students taught map concept using realia (experimental group) and taught without realia (control group).

2.9 Implication of the literature reviewed on the present study

The literature reviewed has some implications to the present studies as follow;

It revealed the variables most researchers used in investigating the realia. For example many studies used academic achievement, interest, retention, among others. However, they neglect gender and location. These gender the researchers' choice of gender and location (rural and urban areas) as a variable in this study.

Almost four of the Previous studies adopted quasi-experimental design with a to determine the opinion of the respondents. However, this study also utilized quasi-experimental design involving experimental and control groups.

In the literature reviewed many studies used sample statistical tools such as percentage, bar chart as histogram. However such techniques may not necessary revealed whether different is significant or not. The implication of this lead to the researchers choice of appropriate and more powerful statistical techniques and analyzed the data (mean, s.d and t-test)

Previous studies revealed that data analysis were manually done. Usman (2010) opposed this and lamented that it is subjected to bias. However, computer software called SPSS package were used in the analysis of this study.

2.10 Summary

The study of geography is very important and essential particularly among the students of post-primary and tertiary level of education why because it tells us more about world and its contents. The conceptual frame work which mark as the genesis of the literature review which has also given us an insight on the types and sources of instructional materials in addition to the criteria for selecting such materials. Thus after conceptual frame work then came concept of improvisation and its importance. The concept of academic performance will never be ignored in the literature review which gives rise to gender and academic performance and the factor affecting the performance. It has once again given us an insight on how important realia are, the problems and solution of using realia in teaching geography to senior secondary school students in Kankia Educational Zone of Katsina state.

Conclusively, the review has also provided some insight on the need for geography teachers to go for re-training service in order to update their knowledge and be more competent or professionals in their discipline.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology adopted in carrying out the study. It presented the Research design, population of the study, sample and sampling procedure, Instrumentation, validity of the instrument, reliability of the instrument, pilot testing, procedure for data collection, Procedure for data analysis.

3.2 Research Design

This study adopted the used of 2x2x2 factorial that involved pre-test, post-test quasi-experimental and control group design to determine the effect of realia on Senior secondary school students Performance in Geography in Kankia Educational Zone. In the design, Experimental and Control Groups were pretested to equate the group. This is followed by six weeks teaching period with realia for experimental group and lecture for control group. Geography achievement test were used to determine the academic performance of the subject as post test. The scores of the experimental groups and control groups were correlated to establish students' performance. Detail of this design is represented in Figure 3.1

EG ⟶ O_1 ⟶ X_1 ⟶ O_2

CG ⟶ O_1 ⟶ X_0 ⟶ O_2

Fig.3.1 The Schematic Representation of Quasi-experimental Design

Key

CG	-	Control Group	Xo	-	No treatment Post-test
EG	-	Experimental Group	X_1	-	Treatment
O_1	-	Pre-test	X_1	-	Treatment
O_1	-	Post-test			

Source: Kankia Zonal Inspectorate of Education, Katsina State

3.3 Population

The population for this study comprised of SS I students from 27 public senior secondary schools that formed Kankia Zonal Inspectorate, Katsina state. In all, there are total numbers of 2089 students in the study area. All the schools that formed the population of the study are public, owned by state government and operate similar curriculum in 2014. The distribution of the population is presented in table 3.1.

Table 3.1 Distribution of the Population

S/NO	LGA	SCHOOLS	MALE	FEMALE	TOTAL
1	KANKIA	GDSSS Kankia	139	----	139
		GGPSS Kankia	----	106	106
		GSSS kanti	49	----	49
		GSSS Kafinsoli	89	17	106
		GSSS Rimaye	76	11	87
		GSSS Gyaza	58	5	63
		GSSS Sukuntuni	45	5	50
2	KUSADA	GSSS Kusada	84	15	99
		GGSS Kaikai	----	123	123
		GSSS Dudunni	56	10	66
		GSSS Kofa	54	----	54
		GSSS Yashe	47	3	50
3	INGAWA	GSSS Ingawa	107	15	122
		GSSS Yandoma	46	4	50
		GSSS Ladan	33	2	35
		GSSS Yaya	41	4	45
		BAMMSS Ingawa	32	18	50
4	MUSAWA	GPSS Jikamshi	84	21	105
		Dandattijo DSS Musawa	89	----	89
		GSSS Musawa	91	----	91
		GSSS Tabanni	62	3	65
		GSSS Dangani	71	7	78
		GSSS Tuge	47	5	52
5	MATAZU	GSSS Matazu	107	24	131
		GSSS Gwarjo	40	20	60
		GSSS Mazoji	51	3	54
		GSSS Sayaya	62	8	70
		Total	2426	664	2089

3.4 Sample and Sampling Technique

The Sample size of thipps study is 200 SS1 students. A purposive sampling technique was used to select four schools. Two schools from rural areas while the other two schools from urban areas. The school selected are: GDSS Kankia, GGSS Kaikai, GGSS Ingawa, GPSS Jikamshi. An intact class was used in the selected four schools as supported by Bichi (2010). The illustration of the sample is in table 3.2.

Table 3.2 Distribution of Samples from the Population

Schools	Location	Sample	Group
GDSS Kankia	Urban	53	Experimental
GGSS Kaikai	Rural	47	Experimental
GSSS Ingawa	Urban	51	Control
GPSS Jikamshi	Rural	49	Control
	Total	**200**	

3.5 Instrumentation

The instrument for this study was tagged Geography Achievement Test (GAT). The instrument was adopted from WAEC and NECO (2010, 2011, 2012 and 2013) final year SSCE examinations. The items were selected from concept of rock which features annually in SSCE examination. The items take into consideration the following concepts taught weekly to both experimental and control groups;

- Type of rocks
- Mode of formation of rock types
- Characteristics of each rock

- Importance of rocks

The instrument is (40) objectives test items with four alternatives, A-D and (4) essay questions. Each objective item carries one mark totalling 40 marks, while essay question carries 5marks each, making 20 marks. Both objectives and essay questions have a total of 60 marks. However, Objective questions attracted 67% while essay items have 33%.

3.5.1 Validity of the Instrument

The instrument was initially validated by WAEC and NECO as major examination bodies of the country. However, since the researcher selected the content of the items from two bodies and in different years, there was the need to further validate it to suit the present study. Therefore, the instrument were presented to three senior lecturers, two in the Department of Science Education and one from Psychology and the experts are from the Faculty of Education, Ahmadu Bello University, Zaria, for content validation. The suggestion that came from the professionals was considered to add quality to the instrument as they unanimously said the instruments GAT was satisfactory by going through the instrument.

3.5.2 Pilot Testing

To ensure the reliability of the instrument a pilot testing was conducted in two senior secondary schools which include GSSS Matazu that formed part of the population but not for the study. The schools selected are similar to those that used in the study in terms of location and other features. The students are uniform in terms of average age, running similar curriculum, tribe, religious, and the environmental conditions. The pilot test involved administering Geography Achievement Test twice to a group of 40 students that formed an intact class in the school selected using test-retest method with two weeks

interval. Pearson Product Moment Correlation Coefficient (PPMCC) was used to obtain reliability coefficient of the instrument. Sambo (2008).

3.5.3 Reliability of the Instrument

To establish a reliability index of the instrument from pilot study conducted, PPMCC was used to analyses the result obtained. Analysis revealed that the reliability coefficient of the instrument was 0.85 which is highly reliable

3.6 Procedure for data collection

For the collection of data from the sampled schools that are planned to be four, one from each of the local government randomly selected from the Five Local Governments of Kankia Zonal Inspectorate,

Step i: This was done by getting permission from Kankia Zonal Inspectorate office under the Ministry of Education Katsina State.

Step ii: The instrument was administered after briefing by introducing the researcher to the sample respondent on the essence and significant of the research to them and the local government at large.

Step iii: The researcher had made every effort to make environment receptive for the beginning and throughout the period of the administration of instrument. The test material had been checked appropriately and an adequate preparation of the venue was made

Step iv : On the first day after all the necessary arrangement was made by the researcher a pre-test was administered to the respondent for both experimental and control groups two weeks before the treatment.

Step v: After the pre- test, the researcher administers the treatment for six weeks period in experimental group and lecture method in control group involving gender and location.

Step iv: Post test was finally administered to the two groups, collected, marked and recorded by the researcher without research assistants. Thereafter; the two recorded scores of two sets of test were used to determine whether there is any significant effect of the independent variables on the dependent variables using descriptive and inferential statistics.

3.7 Procedure for Data Analysis

The data collected from the Achievement test conducted to the subjects in this study were subjected to descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions while t-test statistic at $P<0.05$ alpha level were used to test the hypotheses. Data were analyzed using Statistical Package for Social Sciences [SPSS] in this age of version 20.

CHAPTER FOUR

DATA ANALYSIS, RESULTS, AND DISCUSSION

4.1 Introduction

This chapter focused on data analysis, presentation and discussion of results. Data were collected using GAT instrument from the respondents. Data collected were analyzed with the aid of SPSS. Research questions were answered using Mean and Standard Deviation while research hypotheses were tested using t-test at 0.05 level of significant.

4.2 Answering Research Questions

The three research questions raised were answered using descriptive statistic, using Mean and standard deviations as follows;

Research Question One:

What is the effect of realia on academic performance of senior secondary school students in geography?

To answer the above question, the mean and standard deviation of posttest academic achievement of experimental and control group are presented in Table 4.1.

Table 4.1: Mean and Standard Deviation of Academic Achievement of Experimental and Control Group

Groups	N	Mean	Std. Deviation
Experimental Group	100	49.80	8.89
Control Group	100	23.12	5.02

Table 4.1 above shows that experimental group has a mean of 49.80 and Standard Deviation of 8.89, which is greater than the mean of control group, 23.12 with standard deviation of 5.02. This shows that geography students in the experimental group achieved higher scores than control group.

Research Question Two:

What is the effect of realia on the academic performance of students in experimental group located in urban and rural areas?

Research questions two investigated the effect of realia on academic performance of geography students by location. Mean, and standard deviation of post-post test of experimental and control group were compared. The result is presented in Table 4.2

Table 4.2: Mean and Standard Deviation of Students' performance in urban and rural areas

Location	N	Mean	Std. Deviation
Urban	60	49.27	9.21
Rural	40	50.60	8.45

Table 4.2 indicated the mean and standard deviation of performance of geography students in experimental in urban and rural areas. From the result, the mean of urban areas is 49.27 with standard deviation of 9.21, as against that of rural areas with a mean of 50.60 and standard deviation of 8.45. There is slight difference of 1.33 in favour of rural students. Consequently, this implies that geography students exposed to realia in the rural areas perform better than their counterparts in the urban areas.

Research Question Three:

What is the effect of realia on academic performance of male and female students in experimental groups?

Research Question three sought to examine the difference in academic achievement of male and female students in geography. The detail of the result is presented in Table 4.3.

Table 4.3: Mean and Standard Deviation of Academic Achievement Scores of Male and Female Students

Gender	N	Mean	Std. Deviation
Male	55	48.78	8.21
Female	45	51.04	9.61

The Table 4.3 revealed that the mean academic achievement score of male students in experimental group is 48.78, and standard deviation of 8.21 while Female students in the same group have a mean score of 51.04 with standard deviation of 9.61. There is slight difference of 2.26 in favor of female students. Consequently, this implies that female

Students exposed to realia performed better than their male counter parts

4.3 Hypotheses Testing

Pre-test Result of Academic performance of students

Table 4.4; t-test Analysis of Students' Pre-test Performance in Experimental and Control Groups

Groups	N	Mean	S.D	Df	t	P.value	Decision
Experimental	100	19.08	7.11	198	1.12	0.06	Not sig
Control	100	19.25	8.12				

Table 4.4p resented the pre-test result of students in experimental and control groups. From the result, experimental group recorded a mean of 19.08 while control group has a mean

score of 19.25. The t-value observe is 1.12 and p-value is 0.06 which is greater than alpha value which shows no significant difference in the achievement of the two groups

Table 4.5; t-test Analysis of Students' Performance in Urban and Rural areas in Experimental Group

Groups	N	Mean	S.D	Df	t-cal	P.value	Decision
Urban	60	16.02	5.06	98	21.04	0.7	Not Sig
Rural	40	10.02	6.05				

Table 4.5 presented the pre-test result of male and female students in experimental group. From the result, the t-value observe is 21.04 and p-value is 0.07 which is greater than alpha value which shows no significant difference in the achievement of the two groups.

Table 4.6; t-test Analysis of Male and Female Students' Performance in Experimental Group

Groups	N	Mean	S.D	Df	t-cal	P.value	Decision
Male	55	19.50	6.09	98	19.24	0.06	Sig
Female	45	18.18	6.02				

Table 4.6 presented the pre-test result of rural and urban students in experimental group. From the result, the t-value observe is 19.24 and p-value is 0.06 which is greater than alpha value which shows no significant difference in the achievement of the two groups.

Three research hypotheses raised in this study were tested and verified using inferential statistic as presented in Tables 4.7, 4.8, and 4.9 respectively.

H_{01}: There is no significant difference between the academic performance of senior secondary school students exposed to realia (experimental group) and those who were not exposed to (control group).

In testing hypothesis one, data of post-test academic achievement of the subject in experimental and control group were used. Inferential statistic involving t-test statistics using SPSS package was employed in testing the hypothesis. The detail of the result is presented in table 4.4

Table 4.7; t-test Analysis of Students' Post test Performance in Experimental and Control Groups

Groups	N	Mean	S.D	df	t-cal	P.value	Decision
Experimental	100	49.80	8.89	198	26.14	0.00	Reject H_{o1}
Control	100	23.12	5.02				

*Significant at $p \leq 0.05$

From Table 4.7 the experimental group had higher mean score(4.80+ 8.89) than the control group (23.12+5.02) which revealed significant difference, t-cal 198=26.14, P=0.00/P<0.05, which indicated that the experimental group performance significance better than the control group. This mean a rejection of the hypotheses which state that There is significant difference between the academic performance of senior secondary school students exposed to realia (experimental group) and those who were not exposed to (control group).

H_{02}: There is no significant difference between the academic performance of senior secondary students exposed to realia located in urban and rural areas.

Table 4.8: t-test Analysis of Students' Post test performance by Location

Location	N	Mean	S.D	Df	t-cal	P	Rem.
Urban	60	49.27	9.21	98	0.73	0.47	Retain H_{o2}
Rural	40	50.60	8.45				

*not Significant at $p \geq 0.05$

Although the student from the rural area had higher mean score(50.60+8.45) than the urban students, there was no significant difference in their performance t cal(98=0.73,P=0.47).Thus, the hypothesis which state that, there is no significant difference was accepted.

H_{O3}: There is no significant difference between the academic performance of male and female students exposed to realia in experimental group.

Table 4.9: t-test Analysis of Post-test Academic Achievement Scores of the Male and Female Students in the Experimental Group

Group	N	Mean	S. D	Df	t-cal	P	Decision
Male	55	48.78	8.21	98	1.2	0.21	Retain H_{O3}
Female	45	51.04	9.61				

*not Significant at $p \geq 0.05$

From the result in table 4.9 above, it is observed that t-value of 1.27 is obtained and the p-value observed is 0.21 at the degree of freedom of 98. The p-value of 0.21 is greater than the alpha value of 0.05. This shows that there is no significant difference. null hypothesis that stated that there is no significant difference between the academic performance of male and female students exposed to realia in experimental group is retained.

4.4 Summary of Findings

From the result presented in this study, the summary of the major findings are:

1 .There is significant difference in the academic achievement scores of Geography students in the experimental and control group in favour of experimental group.

2. There is a no significant difference between the academic performance of senior secondary students exposed to realia located in urban and rural areas.

3. There is no significant difference in the academic achievement of male and female students exposed to realia.

4.5 Discussion of Findings

Hypothesis One reveals that teaching using realia enhances academic performance of geography students than lecture method. This finding is supported by Davidson (1996), Rececе and Walker (2001) and Wathore, (2012) who pointed out that the use of visual instructional resources such as realia enhances students performance.

The findings from Hypothesis two revealed that there is no significant difference between the academic performance of senior secondary students exposed to realia located in urban and rural areas. This research finding conform to other research findings of Monk and Haller (1996) that students from rural schools achieved as well as students from urban

schools. In a similar vein, Alspaugh (1992), Snyder and West (1992), and Haller, Monk and Tien (1993) failed to find any statistically significant differences between the two groups of students. Conversely, Obemeata (1999) found that the urban secondary school students, having attended large schools were in more favourable situation than the other Nigerian children from rural environment.

The findings from hypothesis three revealed that, there is no significant difference in the academic achievement of male and female students exposed to realia. This finding is in agreement with that of Abdullahi (2012) but contrary to that of Jacob, (2002) that noted standardized achievement test conducted on male and female students indicated that females are better at spelling, pronunciation and performs better on test of literacy, writing and general knowledge. Also, it contradicts the findings of Ismaíl and Othman (2006) who reveals that female students were found to have better results than their male counterpart and that gender play an important role in influencing success in the university education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focused on Summary, Conclusion, and Recommendations as follows;

5.2 Summary

This study investigated the Realia on Academic Performance of Senior Secondary School Students in Geography in Kankia Educational Zone Katsina State-Nigeria and presented in five chapters.

Chapter one of the study presented the problem of this study. In the background of the study, the research was prompted by persistent low performance of Geography students in the final year SSCE. The study has three objectives, one of which seeks to Secondary School Students in Geography. The study is guided by three research questions, and hypotheses. The study was delimited to only SS I Geography Students of public Secondary Schools in Kankia Education Zone of Katsina state.

Chapter two of this study provided the Conceptual Framework of the study and reviewed literature on; Types of Instructional Materials; Visual Instructional Material in Teaching Geography; Sources of Instructional Materials; Criteria for Selecting Realia; Improvisation; Importance of Improvisation; The Concept of Academic Performance; Gender and Academic Performance; Factors Affecting Performance; Characteristics of Realia; Importance of Realia in Teaching Geography; Problems of using Realia in Teaching Geography as well as Solution to the identified problems of using Realia in teaching Geography; The review has pointed out that realia implies any material within the reach of

teacher/students that we can see and present some illusions of graphic and illustrations to aid teaching and facilitate learning of concepts.

The chapter three of this study presented the methodology of this study. The study adapted pretest posttest quasi-experimental and control group design. Experimental group received experimental treatment using realia while control group received lecture method only. A sample size of 200 Geography Students were selected randomly from a population of 2089 SS I students for the study. Geography Achievement Test developed by the researcher and validated by expert guided in data collection. Mean and Standard deviation as well as t-test statistic are the Procedure for data analysis.

The chapter four of the study presented the result and discussion of findings. Three research questions raised were answered using mean and standard deviation while hypotheses testing involve the use of t-test at 0.05 level of significant using SPSS package. From the result of findings, it was confirmed that there is significant difference in the academic achievement scores of Geography students exposed to realia and those taught the same concept using lecture method. Subjects in the experimental group perform better than control group. The result obtained further revealed that there is no significant difference in the performance of the subject exposed to visual instructional aids in the rural and urban area. The result further confirmed no significant difference in the academic achievement of male and female students exposed to realia, which is gender friendly.

The chapter five of this study presented the summary, conclusion, and recommendation of the study. The study concluded that the use of realia enhances academic achievement of students irrespective of location or gender. The study recommended among others that the

Katsina state Ministry of Education should make provision of realia such as globes in secondary schools.

5.3 Conclusions

Based on the findings of this study, the following conclusions were drawn:

a) Students exposed to realia performed better than those expose to lecture method only.
b) Rural and urban Students taught geography using realia did not differ significantly in their performance.
c) Male and Female Students taught using realia did not differ significantly in their performance.

Finally, realia improve the academic performance of senior secondary geography students than lecture method irrespective of location and gender.

5.5 Recommendations

Based on the findings of this study, the following recommendations were made:

1. There is need for teachers to adopt the use of realia in teaching and reduce the use of lecture method.

2. There is also need for teachers to improvise the instructional materials whenever there is shortage or lack of firsthand teaching aids

3. The use of realia in teaching geography in school should be encouraged by Federal Ministry of Education, and State Ministries of Education, through organizing seminars and workshops to teachers on utilization of realia in teaching.

4. There is a need for Federal and state ministries of education to provide realia for teaching geography in secondary schools of the Federation.

5. There is a need for Federal Government of Nigeria, State Ministries of Education, Teacher Training Institutions and NTI and STAN, to organize a training, workshops, and seminars to teachers on utilization of visual instructional resources.

5.5 Contribution of the study to Knowledge

The study has contributed to knowledge in the following ways:

I. The researcher was able to establish that the use of realia in teaching enhances performance of Geography students than lecture method, therefore encouraged its usage in teaching geography.

II. The researcher examined the efficacy of the use of realia in teaching rural and urban students. The finding contribute to the body of knowledge in proving that the use of realia in teaching enhance the performance of students irrespective of location.

III. The researcher was able to establish that the use of realia in teaching geography is gender friendly, therefore it address the issue of gender differences among students.

5.6 Limitations of the Study

The following limitations were observed in the conduct of this study:

I. The samples used for the study were limited to public schools only. Other such as Private and Federal Government Schools were not involved in the study. If such schools were involved, the result of finding may be different from the one obtained. This is therefore limitation on the scope of generality of the findings.

II. The time taken in conducting this study is just six weeks. If adequate time were given, the result of finding may be different from that of the present study.

5.7 Suggestions for Further Studies

The researcher suggest for the need of conducting similar research on;

1. Effect of Realia on Academic Achievement, and retention among Geography students in Senior Secondary School of North-Western Nigeria.

2. Relative Efficacy of Realia on Secondary School Students interest, and motivation towards Geography in Nigerian Colleges of education.

3. The use of community resources in the teaching of Geography in Secondary School in Daura Senatorial Zone.

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APPENDIX A

Geography Achievement Test

Instructions

Please read the following instruction carefully before you answer the questions

1. write your school name, class and identification number provided for the examination in the space provided in the answer sheet.
2. Read each question carefully before answering it. If you find a question difficult, go on to the other questions and finish them first.
3. After you have selected what you have taken to be correct answer, go to your answer sheet and shade appropriate alphabet in the space that corresponds with your choice.
4. Shade only one letter for each answer in the objective questions.
5. If you change your mind on any answer, completely erase the first shading.

NOW ATTEMPT THE FOLLOWING QUESTIONS

(1) An example of organically formed sedimentary rock is

a. Rock salt
b. coal
c. Sandstone
d. Granite

(2) Which of the following rocks is crystalline in structure

a. Metamorphic rock
b. Sedimentary rock
c. Igneous rock
d. Plutonic rock

(3) Another name of intrusive igneous rock is

a. Basaltic
b. Plutonic
c. Quazite
d. Crystal

(4) When the molten magma cools and solidifies rapidly on getting to the surface of the earth to form small crystal is called

a. Sedimentary rock
b. Metamorphic rock
c. Plutonic
d. Volcanic

(5) Rock can best be described as

a. Aggregate of two or more minerals

b. Accumulation of soil

c. Absorption of minerals

d. Breaking of two or more minerals in the soil.

(6) Each of the followings are types of rock except

a. Igneous rock

b. Metamorphic rock

c. Conical rock

d. Sedimentary rock

(7) Rocks which have been formed by the cooling and solidification of molten magma are called

a. Sedimentary rock

b. Igneous rock

c. Metamorphic rock

d. Conglomerate rock

(8) Which among the following regions is mountenous

a. Katsina

b. Plateau

c. Bauchi

d. Zamfara

(9) Which of the following rocks occurs in layers

a. Sedimentary

b. Plutonic

c. Granite

d. Clay

(10) The rock that contains fossils of plants and animals is

a. Sedimentary rock

b. Metamorphic rock

c. Igneous rock

d. Residual rock

(11) The rock that formed from sediment of other rocks is called

a. Organically formed rudimentary

b. Mechanically formed sedimentary

c. Chemically formed sedimentary

d. Silically formed sedimentary

(12) Shellfish is an example of

a. Mechanically formed sedimentary

b. Biologically formed sedimentary

c. Organically formed sedimentary

d. Chemically formed sedimentary

(13) The rock that formed from pre-existing igneous or sedimentary rock is called

a. Metamorphic rock

b. Basaltic rock

c. Granitic rock

d. Volcanic rock

(14) An example of crystalline rock is

a. Peat

b. Granite

c. Sandstone

d. Limestone

(15) Petroleum is a good example of

a. Plutonic rock

b. Carbonaceous rock

c. Calcareous rock

d. Granite rock

(16) Which type of rock are quartzite, schist and marble

a. Volcanic

b. Sedimentary

c. Igneous

d. Metamorphic

(17) All these are uses of rock except

a. Farming

b. Construction

c. Source of mineral

d. Source of raw material

(18) Which of the following rock is used as medicine

a. Peat

b. Dolomite

c. Kaoline

d. Nitrate

(19) Limestone and chalk are good examples of

a. Carbonaceous rock

b. Igneous rock

c. Calcareous rock

d. Dolomite

(20) The rock that is non crystalline in structure is called

a. Volcanic rock

b. Metamorphic rock

c. Carbonaceous

d. Breccia rock

(21) Mambila plateau is found in

a. Adamawa state

b. Kano state

c. Taraba state

d. Bauchi state

(22) Which of the following is not a metamorphic rock

a. Mable

b. Limestone

c. Slate

d. Graphite

(23) Which of the following is derived from sedimentary rock?

a. Aluminum

b. Coal

c. Diamond

d. Gold

(24) Rock that is used for scientific research is called

a. Rock salt

b. Limestone

c. Gabbro

d. Fossils

(25) Rock that exist in different colour and texture is

a. Metamorphic rock

b. Plutonic rock

c. Volcanic rock

d. Quazite rock

(26) Gabbro and diorite are good example of

a. Volcanic rock

b. Metamorphic rock

c. Plutonic rock

d. Sedimentary rock

(27) Slate is formed from

a. Clay

b. Marble

c. Limestone

d. Sand stone

(28) Marble is formed from

a. Quartzite

b. Limestone

c. Gneiss

d. Sand stone

(29) The breaking down of rock into smaller particles is refers to as

a. Volcanic eruption

b. Compression

c. Weathering

d. Carbonation

(30) The largest mountain in Africa is

a. Everest

b. Mandara

c. Adamawa highland

d. Kilimanjaro

(31) Graphite is obtained from

a. Sand stone

b. Granite

c. Clay

d. Coal

(32) Fossils is refers to as

a. Remains of plant or animal

b. Permeability

c. Resistance

d. Mineralogy

(33) All these are examples of chemically formed sedimentary rocks except

a. Potash

b. Nitrate

c. Coal

d. Dolomite

(34) Limestone is use for making

a. Plastic

b. Cement

c. Crystal

d. Nitrate

(35) An example of an organically formed sedimentary rock is

a. Clay

b. Lignite

c. Slate

d. Mud stone

(36) One prominent characteristics of plutonic rock is that, it contains

a. Bedding plane

b. Fine grains

c. Large crystals

d. Volcanic bombs

(37) Another name given to volcanic igneous rock is

a. Extrusive

b. Intrusive

c. Crystal

d. Gabbro

(38) The plane between two strata is called

a. Folding plane

b. Foulting plane

c. Bedding plane

d. Recumbent plane

(39) Which among the following rock is a food

a. Kaoline

b. Fotash

c. Gypsum

d. Rock salt

(40) Which of the following features is produced by wind erosion

a. Rock pedestal

b. clints

c. Sill

d. Graphite

APPENDIX B

MARKING SCHEMEFOR THE OBJECTIVES QUESTIONS

1.	B	21.	C
2.	C	22.	A
3.	B	23.	B
4.	D	24.	D
5.	A	25.	A
6.	C	26.	C
7.	B	27.	A
8.	B	28.	B
9.	A	29.	C
10.	A	30.	D
11.	B	31.	D
12.	C	32.	A
13.	A	33.	C
14.	B	34.	B
15.	B	35.	B
16.	D	36.	C
17.	A	37.	A
18.	C.	38.	C
19.	C	39.	D
20.	B	40.	A

APPENDIX C

ANSWER SHEET FOR GEOGRAPHY ACHIEVEMENT TEST (GAT)

BIODATA

Name:……
School:……...
Class:……Identification No.:……..

Gender: **Male: ( )** **Female: ( )**

1. =A= =B= =C= =D= =E=
2. =A= =B= =C= =D= =E=
3. =A= =B= =C= =D= =E=
4. =A= =B= =C= =D= =E=
5. =A= =B= =C= =D= =E=
6. =A= =B= =C= =D= =E=
7. =A= =B= =C= =D= =E=
8. =A= =B= =C= =D= =E=
9. =A= =B= =C= =D= =E=
10. =A= =B= =C= =D= =E=
11. =A= =B= =C= =D= =E=
12. =A= =B= =C= =D= =E=
13. =A= =B= =C= =D= =E=
14. =A= =B= =C= =D= =E=
15. =A= =B= =C= =D= =E=
16. =A= =B= =C= =D= =E=
17. =A= =B= =C= =D= =E=
18. =A= =B= =C= =D= =E=
19. =A= =B= =C= =D= =E=
20. =A= =B= =C= =D= =E=
21. =A= =B= =C= =D= =E=
22. =A= =B= =C= =D= =E=
23. =A= =B= =C= =D= =E=
24. =A= =B= =C= =D= =E=
25. =A= =B= =C= =D= =E=
26. =A= =B= =C= =D= =E=
27. =A= =B= =C= =D= =E=
28. =A= =B= =C= =D= =E=
29. =A= =B= =C= =D= =E=
30. =A= =B= =C= =D= =E=
31. =A= =B= =C= =D= =E=
32. =A= =B= =C= =D= =E=
33. =A= =B= =C= =D= =E=
34. =A= =B= =C= =D= =E=
35. =A= =B= =C= =D= =E=
36. =A= =B= =C= =D= =E=
37. =A= =B= =C= =D= =E=
38. =A= =B= =C= =D= =E=
39. =A= =B= =C= =D= =E=
40. =A= =B= =C= =D= =E=

APPENDIX D

LESSON PLAN FOR EXPERIMENTAL GROUP

Week	**One**
Date	**01-09-14**
Time	**8:30-9:30am**
Duration:	60 Minutes
Class:	SS 1
Group	Experimental
Gender	Males
Average Age	15 years
Subject:	Geography
Topic:	Rocks
Sub-topic	Types of rocks
Behavioral Objective	By the end of the lesson, students should be able to:
	(i) Define rock
	(ii) Identify the types of rock
	(iii) Mention all the types of rocks

Instructional Material	Realia, pictures
Previous Knowledge	Student were taught on structure of the earth
Introduction	The teacher introduces the lesson by asking the students some questions based on what they have previously been taught (i) What is earth structure? (ii) What are the divisions of earth structure? (iii) How does the structure of the earth look?
Presentation	The teacher presents the lesson base on the following steps
Steps I:	The teacher has shown a realia of rock and ask the student to observe and identify the object
Steps II:	The teacher defines what rocks means i.e. Rock is an aggregate of two or more minerals. E.g. silica
Step III:	The teacher made mentioned of the three different types of rock with all of the pictures to guide the class in discussing them (i). Igneous rock (ii). Sedimentary rock (iii). Metamorphic rocks

Students activities The teacher ask the student to identify the three types of rock already shown in the class.

Evaluation: The teacher evaluates the lesson by asking the students some questions based on the lesson treated.

(i) What is rock?

(ii) How many types of rocks do we have

(iii) Mention the three types of rock

Conclusion: The teacher concludes the lesson by giving the summary of the entire lesson and asks the students to copy the note in their exercise books.

Week	**Two**
Date	**08-09-14**
Time	**8:30-9:30am**
Duration:	60 Minutes
Class:	SS 1
Group	Experimental group
Gender	Males
Average Age	15 years
Subject:	Geography
Topic:	Types of rocks
Sub-topic	Igneous rocks
Behavioral Objective	By the end of the lesson, students should be able to: (i) Define igneous rock (ii) Explain the mode of formation of igneous rock (iii) State the characteristic of igneous rock
Instructional Material	Realia, pictures,
Previous Knowledge	Student were taught on rock types identification with the aid of pictures

Introduction The teacher introduces the lesson by asking the students some questions based on their previous lesson

(i) What is rock?

(ii) What are the types of rock?

(iii) What are the examples of rock?

Presentation: The teacher presents the lesson based on the following steps

Steps I: The teacher placed the realia of igneous rocks and explain its definition Example: Igneous rock is formed by the cooling and solidification of molten magma e.g gravite, diorite

Steps II: The teacher went on to discussed the mode of formation of igneous rock

The magma which result from high temperature and pressure beneath the earth, forces itself towards the earth's surface through cracks. As the magma moves towards the surface, it comes in contact with lower temperature, hence it cools and solidifies to form igneous rocks

Step III: The teacher with the aid of realia, guide the class by stating the characteristic features of igneous rock:

(i) Igneous rock is crystalline in structure

(ii) It does not contain layer or strata

(iii)It does not contain fossils

(iv) It is usually hard and impervious

(v) It is resistant to erosion

Students' activities: The teacher ask the students to come out and touch the realia of igneous rock with their hand after seeing it.

Evaluation: The teacher evaluates the lesson by asking questions base on the lesson treated.

Example:

(i) What is igneous rocks?

(ii) State the feature of igneous rock e.t.c

Conclusion: The teacher concludes the lesson by giving the summary the entire lesson and ask the student to copy the note in their exercise book.

Week	**Three**
Date	**15-09-14**
Time	**8:30-9:30am**
Duration:	60 Minutes
Class:	SS 1
Group	Experimental
Gender	Females
Average Age	15 years
Subject:	Geography
Topic:	Types of rock
Sub-topic	Classification of igneous rock
Behavioral Objective	By the end of the lesson, students should be able to: (i) Define igneous rock (ii) State the two types of igneous rock with their examples
Instructional Material	Realia**,** Pictures,
Previous Knowledge	Student have been taught on mode of formation and characteristics of igneous rock

Introduction The teacher introduces the lesson by asking students some questions based on their previous knowledge of the lesson.

(i) What is igneous rock?

(ii) How does igneous rock is formed?

(iii) State the characteristics of igneous rock

Presentation: The teacher presents the lesson through the following steps.

Step 1: The teacher made mentioned of the two classification of igneous rock

(i) Plutonic (intrusive), igneous rock

(ii) Volcanic (extrusive) igneous rock

Step II: The teacher led the class in discussing what plutonic igneous rock is all about i.e is a rock formed when the molten magma cools and solidifies slowly before it gets to the surface of the earth to form large crystal e.g gabbro, diorite

Step III: The teacher went on again in discussing the other classification of igneous rock i.e volcanic igneous rock which is formed when the molten magma cool and solidifies rapidly on getting to the surface of the earth to form small crystals e.g basalt.

Evaluation: The teacher evaluates the lesson by asking some questions base on the lesson treated

Example:

(i)What is platonic igneous rock?

(ii)State the examples of volcanic igneous rock

Conclusion: The teacher concludes the lesson by revising it briefly and later asks the students to copy the notes in their exercise book.

Week	**Four**
Date	**22-09-14**
Time	**8:30-9:30am**
Duration:	60 Minutes
Class:	SS 1
Group	Experimental
Gender	Males
Average Age	15 years
Subject:	Geography
Topic:	Types of rock
Sub-topic	Sedimentary rock
Behavioral Objective	By the end of the lesson, students should be able to: (i) Define sedimentary rock (ii) Explain the mode of formation of sedimentary rock (iii) State the characteristics of sedimentary rocks
Instructional Materials	Realia, pictures,
Previous Knowledge	Student were taught on the different classification of igneous rock

Introduction The teacher introduces the lesson by asking the students some questions based on their previous lesson

(i) What is intrusive igneous rock?

(ii) What is extrusive igneous rock?

(iii) State two example of each classification

Presentation: The teacher presents the lesson through the following steps.

Step 1: The teacher placed the realia of sedimentary rock and explain its definition to the students example: sedimentary rock is formed from sediments deposited either by water, wind, or by ice e.g breccia

Step II: The teacher went on to discussed the mode of formation of sedimentary rocks: These sediments are deposited in layers or strata one on top of the other and after a long period of time, they become hardened by compression to form what is called sedimentary rock.

Step III: The teacher with the realia, guide the class by stating the characteristic features of sedimentary rock.

(i) It occurs in layers or strata

(ii) It does not exist in crystals

(iii) It contains fossils of plants and animals

(iv) It is not resistant to erosion e.t.c

Students' activities The teacher asks the students to came out and touch the realia of sedimentary rock with their hand after seeking it.

Evaluation: The teacher evaluates the lesson by asking students some questions based on the lesson just treated Example:

(i) What is sedimentary rock?

(ii) Explain the mode of formation of sedimentary rock?

Conclusion: The teacher concludes the lesson by summarizing the entire lesson and asks the students to copy the notes in their exercise book.

Week	**Five**
Date	**29-09-14**
Time	**8:30-9:30am**
Duration:	60 Minutes
Class:	SS 1
Group	Experimental
Gender	Males and Females
Average Age	15 years
Subject:	Geography
Topic:	Types of rocks
Sub-topic	Classification of sedimentary rocks
Behavioral Objective	By the end of the lesson, students should be able to: (i) Define sedimentary rock (ii) State the three classification of sedimentary rock with their examples
Instructional Materials	Realia, Pictures,
Previous Knowledge	Student were taught on the definition, mode of formation and characteristic of sedimentary rocks

Introduction The teacher introduces the lesson by asking the students some questions based on what they have been taught

(i) What is sedimentary rocks?

(ii) How does sedimentary rock is formed?

(iii) State the characteristics of sedimentary rock

Presentation: The teacher presents the lesson based on the following steps:

Step I: The teacher present the lesson by mentioning out the three classification of sedimentary rock namely.

(i) Mechanically formed sedimentary rock

(ii) Organically formed sedimentary rock

(iii) Chemically formed sedimentary rock

Step II: The teacher led the class in discussing mechanically formed sedimentary rock which is formed from sediments of other rocks that have accumulated and cemented together over a long period of time e.g sandstone, shale, clay e.t.c

Step III: The teacher went on again in explaining the other classification i.e organically formed sedimentary rock which is formed from remains of living organism and plants e.g limestone, chalk, lignite, petroleum e.t.c

Step IV The teacher finally discussed the last classification i.e. chemically formed sedimentary rock which is precipitated chemically from rock solution e.g. potash, nitrate, gypsum e.t.c

Evaluation: The teacher evaluates the lesson by asking the students' some questions on the lesson just treated: Example

(i) What are the classifications of sedimentary rocks?

(ii) Mention two examples of each class

Conclusion: The teacher concludes the lesson by revising it briefly and later asks the student to copy the note in their exercise book.

Week	**Six**
Date	**06-10-14**
Time	**8:30-9:30am**
Duration:	60 Minutes
Class:	SS 1
Group	Experimental
Gender	Males and Females
Average Age	15 years
Subject:	Geography
Topic:	Types of rock
Sub-topic	Metamorphic rock
Behavioral Objective	By the end of the lesson, students should be able to: (i) Define metamorphic rock (ii) Explain the mode of formation of metamorphic rock (iii) State the features of metamorphic rock
Instructional Materials	Realia, pictures,
Previous Knowledge	Student were taught on classification of sedimentary rock

Introduction The teacher introduces the lesson by asking the students some questions based on their previous lesson

(i) What are the classifications of sedimentary rock?

(ii) State two examples of each classification

Presentation: The teacher presents the lesson based on the following steps:

Step I: The teacher placed the realia of metamorphic rock and explain its definition example metamorphic rock are changed rock which can either be igneous or sedimentary rocks e.g slate, marble e.t.c

Step **II:** The teacher went on to discuss the mode of formation of metamorphic rock which is formed from pre-existing igneous or sedimentary rocks which have been changed as a result of great heat and pressure. The original appearance may be changed by such forces

Step III The teacher with the aid of realia guide the class by mentioning the characteristic of metamorphic rock which are as follow: -

(i) Some may occur in layer or strata

(ii) It may be hard or soft

(iii) It is not crystalline in structure

(iv) It may contains fossils

Step IV The teacher finally stated the economic of importance of rocks to man as follow

(i) Source of mineral

(ii) Source of food nutrient

(iii) Construction purposes

(iv) Source of raw material

(v) Domestic use e.t.c.

Students' activities The teacher asks the student to come out and touch the realia of metamorphic rock with their hands after seeing it.

Evaluation: The teacher evaluates the lesson by asking the students' some questions base on the lesson treated: Examples

(i) What is metamorphic rock?

(ii) State the characteristics of metamorphic rock

Conclusion: The teacher concludes the lesson by summarizing the entire lesson and asks the student to copy the note in their exercise book.

APPENDIX E

LESSON PLAN FOR CONTROL GROUP

Week	**One**
Date	**02-09-14**
Time	**8:30-9:30am**
Duration:	60 Minutes
Class:	SS 1
Group	Control
Gender	Males
Average Age	15 years
Subject:	Geography
Topic:	Rocks
Sub-topic	Types of rocks
Behavioral Objective	By the end of the lesson, students should be able to:
	(i) Define rock
	(ii) Identify the types of rock
	(iii) Mention all the types of rocks

Previous Knowledge	Student were taught on structure of the earth
Introduction	The teacher introduces the lesson by asking the students some questions based on what they have previously been taught (i) What is earth structure? (ii) What are the divisions of earth structure? (iii) How does the structure of the earth look?
Presentation	The teacher presents the lesson base on the following steps
Steps I:	The teacher has shown a realia of rock and ask the student to observe and identify the object
Steps II:	The teacher defines what rocks means i.e Rock is an aggregate of two or more minerals. E.g silica
Step III:	The teacher made mentioned of the three different types of rock with all of the pictures to guide the class in discussing them (i). Igneous rock (ii). Sedimentary rock (iii). Metamorphic rocks
Students' activities	The teacher ask the student to identify the three types of rock already shown in the class.

Evaluation: The teacher evaluates the lesson by asking the students some questions based on the lesson treated.

(iv) What is rock?

(v) How many types of rocks do we have

(vi) Mention the three types of rock

Conclusion: The teacher concludes the lesson by giving the summary of the entire lesson and asks the students to copy the note in their exercise books.

Week	**Two**
Date	**09-09-14**
Time	**8:30-9:30am**
Duration:	60 Minutes
Class:	SS 1
Group	Control
Gender	Males
Average Age	15 years
Subject:	Geography
Topic:	Types of rocks
Sub-topic	Igneous rocks
Behavioral Objective	By the end of the lesson, students should be able to: (i) Define igneous rock (ii) Explain the mode of formation of igneous rock (iii) State the characteristic of igneous rock
Previous Knowledge	Student were taught on rock types identification with the aid of pictures

Introduction	The teacher introduces the lesson by asking the students some questions based on their previous lesson
	(i) What is rock?
	(ii) What are the types of rock?
	(iii) What are the examples of rock?
Presentation:	The teacher presents the lesson based on the following steps
Steps I:	The teacher paste the picture of igneous rocks and explain its definition Example: Igneous rock is formed by the cooling and solidification of molten magma e.g gravite, diorite
Steps II:	The teacher went on to discussed the mode of formation of igneous rock
	The magma which result from high temperature and pressure beneath the earth, forces itself towards the earth's surface through cracks. As the magma moves towards the surface, it comes in contact with lower temperature, hence it cools and solidifies to form igneous rocks
Step III:	The teacher with the aid of realia, guide the class by stating the characteristic features of igneous rock:
	(i) Igneous rock is crystalline in structure
	(ii) It does not contain layer or strata

(iii)It does not contain fossils

(iv) It is usually hard and impervious

(v) It is resistant to erosion

Students' activities: The teacher ask the students come out and touch the realia of igneous rock with their hand after seeing it.

Evaluation: The teacher evaluates the lesson by asking questions base on the lesson treated.

Example:

(iii) What is igneous rocks?

(iv) State the feature of igneous rock e.t.c

Conclusion: The teacher concludes the lesson by giving the summary of the entire lesson and ask the student to copy the note in their exercise book.

Week	**Three**
Date	**16-09-14**
Time	**8:30-9:30am**
Duration:	60 Minutes
Class:	SS 1
Group	Control
Gender	Females
Average Age	15 years
Subject:	Geography
Topic:	Types of rock
Sub-topic	Classification of igneous rock
Behavioral Objective	By the end of the lesson, students should be able to: (i) Define igneous rock (ii) State the two types of igneous rock with their examples
Previous Knowledge	Student have been taught on mode of formation and characteristics of igneous rock
Introduction	The teacher introduces the lesson by asking students some questions based on their previous knowledge of the lesson.

(i) What is igneous rock?

(ii) How does igneous rock is formed?

(iii) State the characteristics of igneous rock

Presentation: The teacher presents the lesson through the following steps.

Step 1: The teacher made mentioned of the two classification of igneous rock

(i) Plutonic (intrusive), igneous rock

(ii) Volcanic (extrusive) igneous rock

Step II: The teacher led the class in discussing what plutonic igneous rock is all about i.e. is a rock formed when the molten magma cools and solidifies slowly before it gets to the surface of the earth to form large crystal e.g. gabbro, diorite

Step III: The teacher went on again in discussing the other classification of igneous rock i.e. volcanic igneous rock which is formed when the molten magma cool and solidifies rapidly on getting to the surface of the earth to form small crystals e.g basalt.

Evaluation: The teacher evaluates the lesson by asking some questions base on the lesson treated

Example:

(i) What is platonic igneous rock?

(ii) State the examples of volcanic igneous rock

Conclusion: The teacher concludes the lesson by revising it briefly and later asks the students to copy the notes in their exercise book.

Week	**Four**
Date	**23-09-14**
Time	**8:30-9:30am**
Duration:	60 Minutes
Class:	SS 1
Group	Control
Gender	Males
Average Age	15 years
Subject:	Geography
Topic:	Types of rock
Sub-topic	Sedimentary rock
Behavioral Objective	By the end of the lesson, students should be able to: (i) Define sedimentary rock (ii) Explain the mode of formation of sedimentary rock (iii) State the characteristics of sedimentary rocks
Previous Knowledge	Student were taught on the different classification of igneous rock

Introduction The teacher introduces the lesson by asking the students some questions based on their lesson

(i) What is intrusive igneous rock?

(ii) What is extrusive igneous rock?

(iii) State two example of each classification

Presentation: The teacher presents the lesson through the following steps.

Step 1: The teacher placed the realia of sedimentary rock and explain its definition to the students example: sedimentary rock is formed from sediments deposited either by water, wind, or by ice e.g. breccia

Step II: The teacher went on to discussed the mode of formation of sedimentary rocks: These sediments are deposited in layers or strata one on top of the other and after a long period of time, they become hardened by compression to form what is called sedimentary rock.

Step III: The teacher with the realia, guide the class by stating the characteristic features of sedimentary rock.

(i) It occurs in layers or strata

(ii) It does not exist in crystals

(iii) It contains fossils of plants and animals

(iv) It is not resistant to erosion e.t.c

Students' activities The teacher asks the students to came out and touch the realia of sedimentary rock with their hand after seeking it.

Evaluation: The teacher evaluates the lesson by asking students some questions based on the lesson just treated Example:

(i) What is sedimentary rock?

(ii) Explain the mode of formation of sedimentary rock?

Conclusion: The teacher concludes the lesson by summarizing the entire lesson and asks the students to copy the notes in their exercise book.

Week	**Five**
Date	**30-09-14**
Time	**8:30-9:30am**
Duration:	60 Minutes
Class:	SS 1
Group	Control
Gender	Males and Females
Average Age	15 years
Subject:	Geography
Topic:	Types of rocks
Sub-topic	Classification of sedimentary rocks
Behavioral Objective	By the end of the lesson, students should be able to: (i) Define sedimentary rock (ii) State the three classification of sedimentary rock with their examples
Previous Knowledge	Student were taught on the definition, mode of formation and characteristic of sedimentary rocks

Introduction The teacher introduces the lesson by asking the students some questions based on what they have been taught

(i) What is sedimentary rocks?

(ii) How does sedimentary rock is formed?

(iii) State the characteristics of sedimentary rock

Presentation: The teacher presents the lesson based on the following steps:

Step I: The teacher present the lesson by mentioning out the three classification of sedimentary rock namely.

(i) Mechanically formed sedimentary rock

(ii) Organically formed sedimentary rock

(iii) Chemically formed sedimentary rock

Step II: The teacher led the class in discussing mechanically formed sedimentary rock which is formed from sediments of other rocks that have accumulated and cemented together over a long period of time e.g sandstone, shale, clay e.t.c

Step III: The teacher went on again in explaining the other classification i.e organically formed sedimentary rock which is formed from remains of living organism and plants e.g limestone, chalk, lignite, petroleum e.t.c

Step IV The teacher finally discussed the last classification i.e chemically formed sedimentary rock which is precipitated chemically from rock solution e.g potash, nitrate, gypsum e.t.c

Evaluation: The teacher evaluates the lesson by asking the students' some questions on the lesson just treated: Example

(iii) What are the classifications of sedimentary rocks?

(iv) Mention two examples of each class

Conclusion: The teacher concludes the lesson by revising it briefly and later asks the student to copy the note in their exercise book.

Week	**Six**
Date	**07-10-14**
Time	**8:30-9:30am**
Duration:	60 Minutes
Class:	SS 1
Group	Control
Gender	Males and Females
Average Age	15 years
Subject:	Geography
Topic:	Types of rock
Sub-topic	Metamorphic rock
Behavioral Objective	By the end of the lesson, students should be able to: (i) Define metamorphic rock (ii) Explain the mode of formation of metamorphic rock (iii) State the features of metamorphic rock
Previous Knowledge	Student were taught on classification of sedimentary rock
Introduction	The teacher introduces the lesson by asking the students some questions based on their previous lesson

(i) What are the classifications of sedimentary rock?

(ii) State two examples of each classification

Presentation: The teacher presents the lesson based on the following steps:

Step I: The teacher placed the realia metamorphic rock and explain its definition example metamorphic rock are changed rock which can either be igneous or sedimentary rocks e.g slate, marble e.t.c

Step **II:** The teacher went on to discuss the mode of formation of metamorphic rock which is formed from pre-existing igneous or sedimentary rocks which have been changed as a result of great heat and pressure. The original appearance may be changed by such forces

Step III The teacher with the aid of realia guide the class by mentioning the characteristic of metamorphic rock which are as follow: -

(i) Some may occur in layer or strata

(ii) It may be hard or soft

(iii) It is not crystalline in structure

(iv) It may contains fossils

Step IV The teacher finally stated the economic of importance of rocks to man as follow

(i) Source of mineral

(ii) Source of food nutrient

(iii) Construction purposes

(iv) Source of raw material

(v) Domestic use e.t.c.

Students' activities The teacher asks the student to come out and touch the realia of metamorphic rock with their hands after seeing it.

Evaluation: The teacher evaluates the lesson by asking the students' some questions base on the lesson treated: Examples

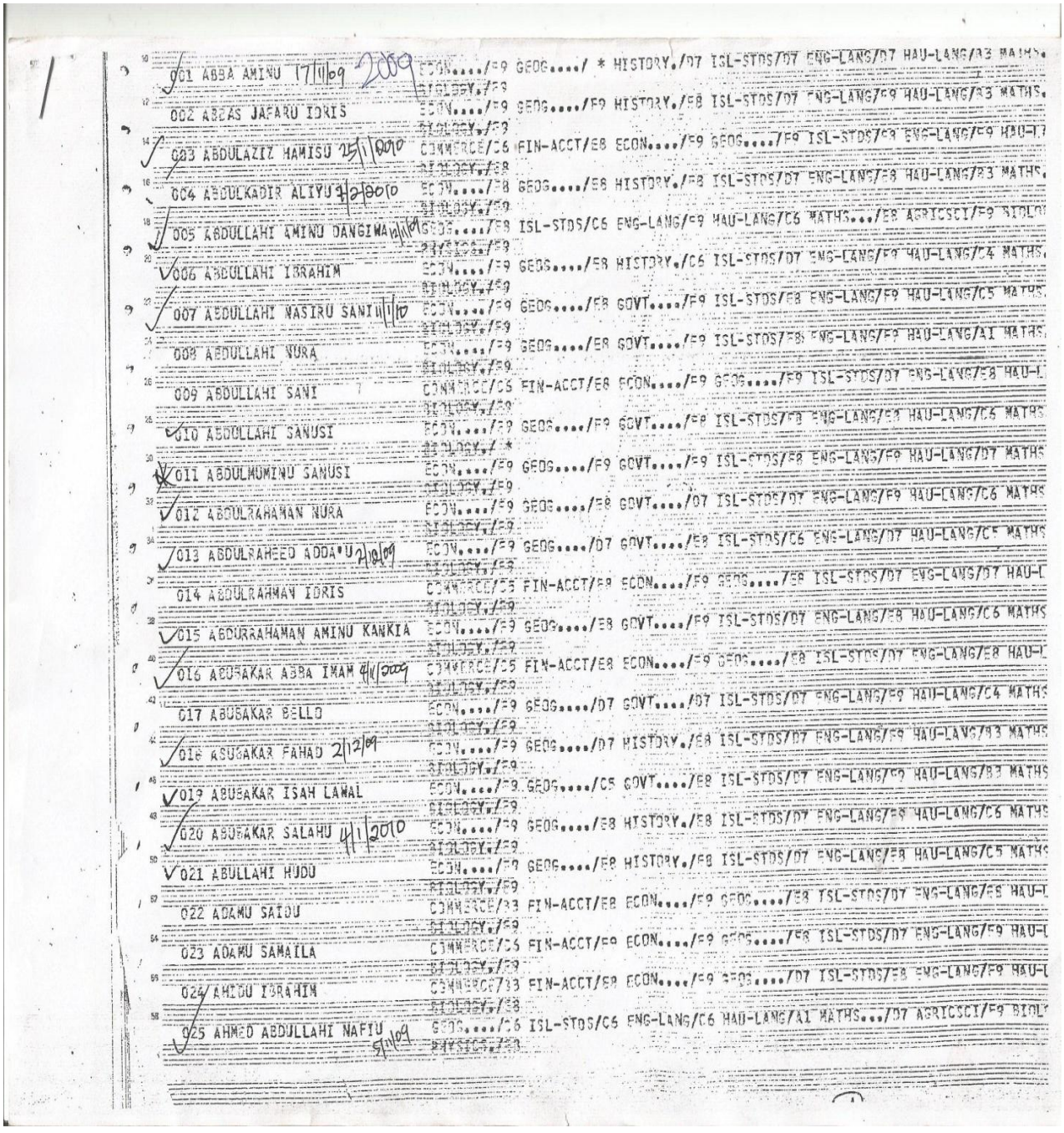
(iii) What is metamorphic rock?

(iv) State the characteristics of metamorphic rock

Conclusion: The teacher concludes the lesson by summarizing the entire lesson and asks the student to copy the note in their exercise book.

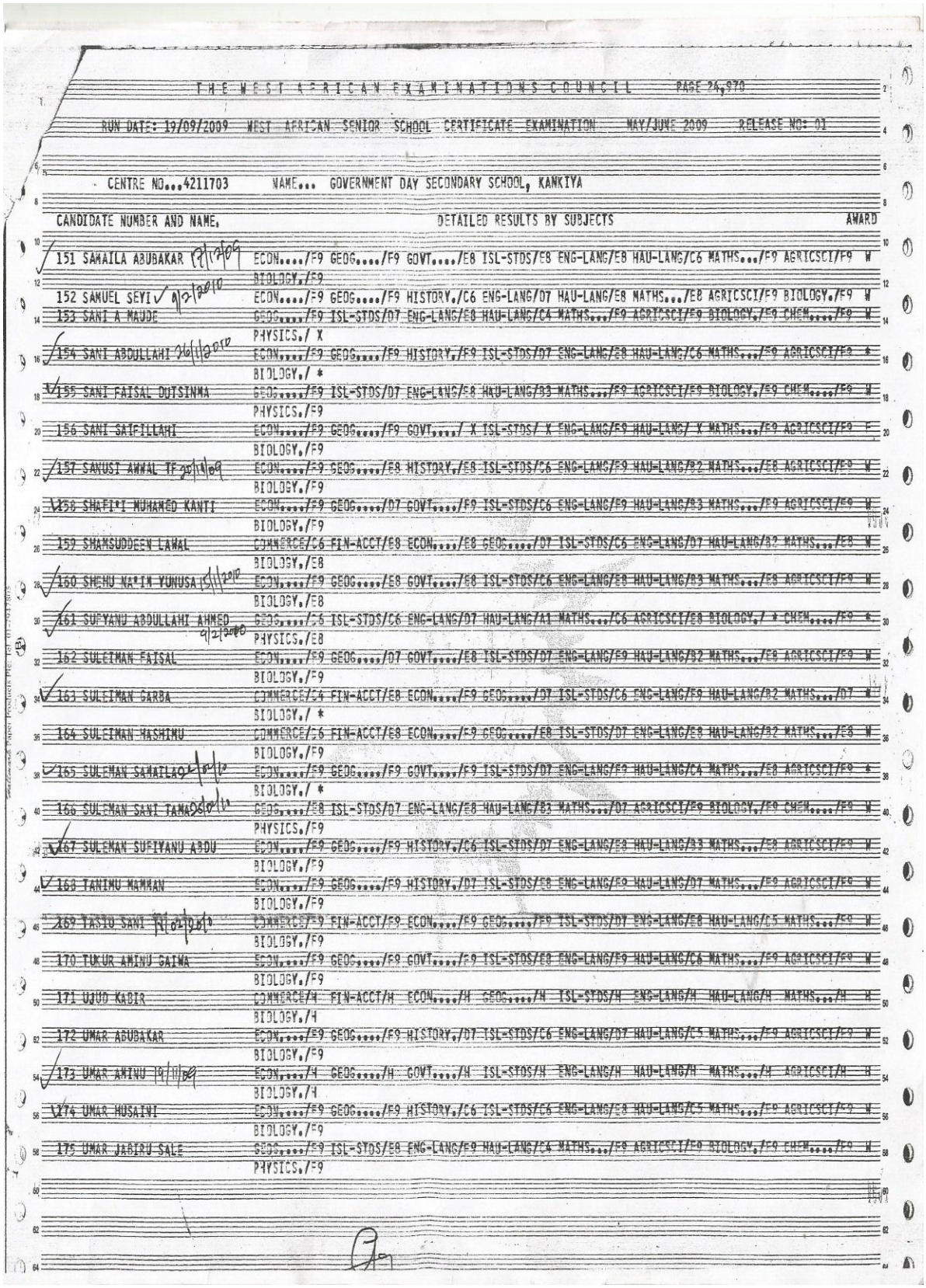
Appendix F

Sample of WAEC and NECO Results Hard Copies



001 ABBA AMINU 17/11/09 2009 ECON..../F9 GEOG..../ * HISTORY./D7 ISL-STDS/D7 ENG-LANG/D7 HAU-LANG/A3 MATHS.
BIOLOGY./F9
002 ABBAS JAFARU IDRIS ECON..../F9 GEOG..../F9 HISTORY./F8 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/A3 MATHS.
BIOLOGY./F9
003 ABDULAZIZ HAMISU 25/1/2010 COMMERCE/C6 FIN-ACCT/E8 ECON..../F9 GEOG..../F9 ISL-STDS/F9 ENG-LANG/F9 HAU-L7
BIOLOGY./F8
004 ABDULKADIR ALIYU 3/2/2010 ECON..../F8 GEOG..../E8 HISTORY./E8 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/A3 MATHS.
BIOLOGY./F9
005 ABDULLAHI AMINU DANGIWA GEOG..../F8 ISL-STDS/C6 ENG-LANG/F9 HAU-LANG/C6 MATHS.../E8 AGRICSCI/F9 BIOLO
BIOLOGY./F9
006 ABDULLAHI IBRAHIM ECON..../F9 GEOG..../E8 HISTORY./C6 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/C4 MATHS.
BIOLOGY./F9
007 ABDULLAHI NASIRU SANI ECON..../F9 GEOG..../E8 GOVT..../F9 ISL-STDS/E8 ENG-LANG/F9 HAU-LANG/C5 MATHS.
BIOLOGY./F9
008 ABDULLAHI NURA ECON..../F9 GEOG..../E8 GOVT..../F9 ISL-STDS/E8 ENG-LANG/F9 HAU-LANG/A1 MATHS.
BIOLOGY./F9
009 ABDULLAHI SANI COMMERCE/C6 FIN-ACCT/E8 ECON..../F9 GEOG..../F9 ISL-STDS/D7 ENG-LANG/E8 HAU-L
BIOLOGY./F9
010 ABDULLAHI SANUSI ECON..../F9 GEOG..../F9 GOVT..../F9 ISL-STDS/F9 ENG-LANG/E9 HAU-LANG/C6 MATHS
BIOLOGY./ *
011 ABDULMUMINU SANUSI ECON..../F9 GEOG..../F9 GOVT..../F9 ISL-STDS/E8 ENG-LANG/F9 HAU-LANG/D7 MATHS
BIOLOGY./F9
012 ABDULRAHAMAN NURA ECON..../F9 GEOG..../E8 GOVT..../D7 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/C6 MATHS
BIOLOGY./F9
013 ABDULRAHEED ADDA'U 2/2/09 ECON..../F9 GEOG..../D7 GOVT..../E8 ISL-STDS/C6 ENG-LANG/D7 HAU-LANG/C5 MATHS
BIOLOGY./F8
014 ABDULRAHMAN IDRIS COMMERCE/C5 FIN-ACCT/E8 ECON..../F9 GEOG..../E8 ISL-STDS/D7 ENG-LANG/D7 HAU-L
BIOLOGY./F9
015 ABDURRAHAMAN AMINU KANKIA ECON..../F9 GEOG..../E8 GOVT..../F9 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/C6 MATHS
BIOLOGY./F9
016 ABUBAKAR ABBA IMAM 4/1/2009 COMMERCE/C5 FIN-ACCT/E8 ECON..../F9 GEOG..../E8 ISL-STDS/D7 ENG-LANG/E8 HAU-L
BIOLOGY./F9
017 ABUBAKAR BELLO ECON..../F9 GEOG..../D7 GOVT..../D7 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/C4 MATHS
BIOLOGY./F9
018 ASUBAKAR FAHAD 2/2/09 ECON..../F9 GEOG..../D7 HISTORY./E8 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/A3 MATHS
BIOLOGY./F9
019 ABUBAKAR ISAH LAWAL ECON..../F9 GEOG..../C5 GOVT..../E8 ISL-STDS/D7 ENG-LANG/C6 HAU-LANG/B3 MATHS
BIOLOGY./F9
020 ABUBAKAR SALAHU 4/1/2010 ECON..../F9 GEOG..../E8 HISTORY./E8 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/C6 MATHS
BIOLOGY./F9
021 ABULLAHI HUDU ECON..../F9 GEOG..../E8 HISTORY./F8 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/C5 MATHS
BIOLOGY./F9
022 ADAMU SAIDU COMMERCE/B3 FIN-ACCT/E8 ECON..../F9 GEOG..../E8 ISL-STDS/D7 ENG-LANG/E8 HAU-L
BIOLOGY./F9
023 ADAMU SAMAILA COMMERCE/C5 FIN-ACCT/E8 ECON..../F9 GEOG..../E8 ISL-STDS/D7 ENG-LANG/F9 HAU-L
BIOLOGY./F9
024 AHIDU IBRAHIM COMMERCE/B3 FIN-ACCT/E8 ECON..../F9 GEOG..../D7 ISL-STDS/E8 ENG-LANG/F9 HAU-L
BIOLOGY./F8
025 AHMED ABDULLAHI NAFIU GEOG..../C6 ISL-STDS/C6 ENG-LANG/C6 HAU-LANG/A1 MATHS.../D7 AGRICSCI/F9 BIOL
5/11/09 PHYSICS./F8

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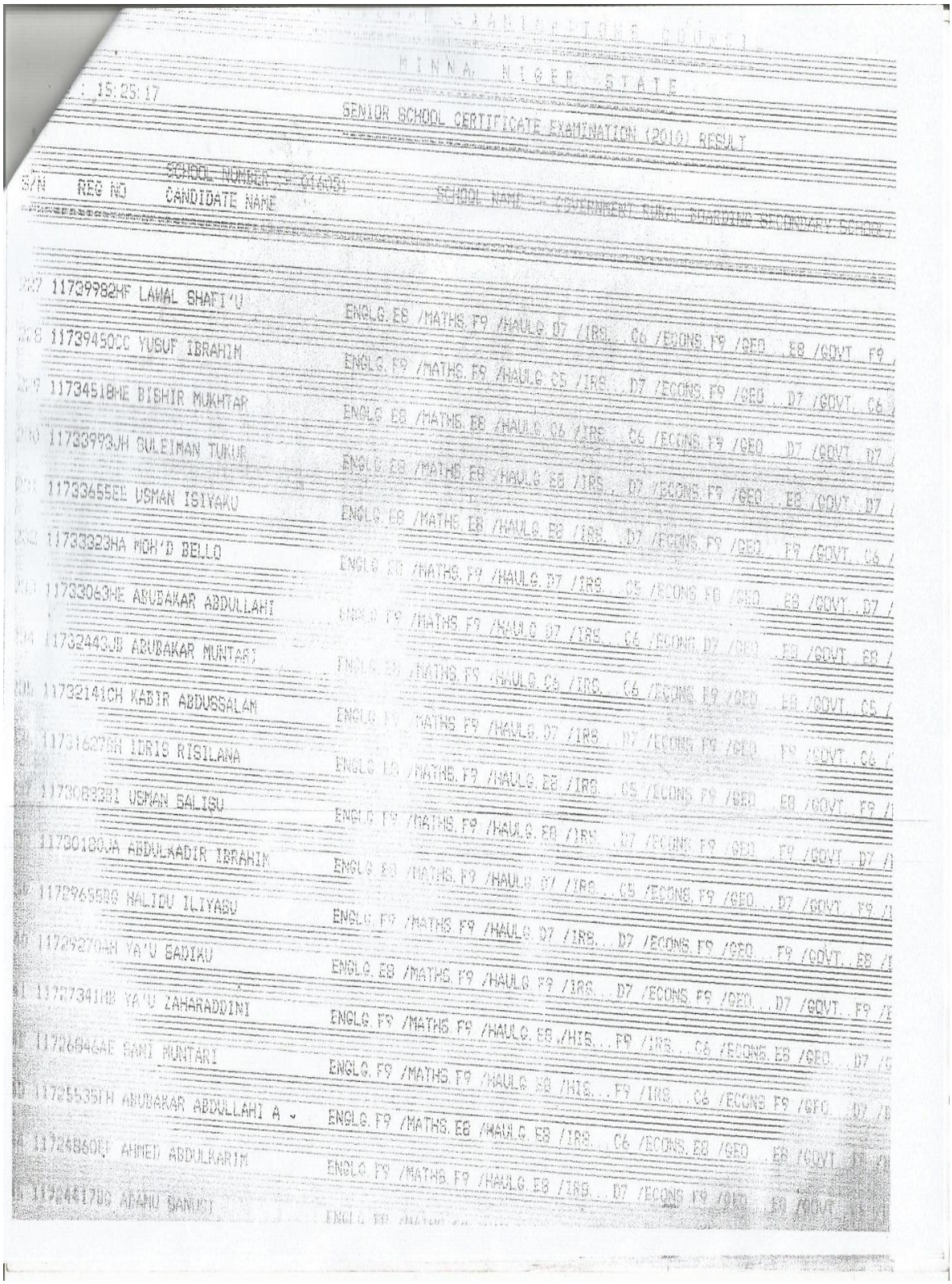


THE WEST AFRICAN EXAMINATIONS COUNCIL PAGE 24,970

RUN DATE: 19/09/2009 WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION MAY/JUNE 2009 RELEASE NO: 01

CENTRE NO...4211703 NAME... GOVERNMENT DAY SECONDARY SCHOOL, KANKIYA

CANDIDATE NUMBER AND NAME.	DETAILED RESULTS BY SUBJECTS	AWARD
151 SAMAILA ABUBAKAR	ECON..../F9 GEOG..../F9 GOVT..../E8 ISL-STDS/E8 ENG-LANG/E8 HAU-LANG/C6 MATHS.../F9 AGRICSCI/F9 BIOLOGY./F9	W
152 SAMUEL SEYI	ECON..../F9 GEOG..../F9 HISTORY./C6 ENG-LANG/D7 HAU-LANG/E8 MATHS.../E8 AGRICSCI/F9 BIOLOGY./F9	W
153 SANI A MAUDE	GEOG..../F9 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/C4 MATHS.../F9 AGRICSCI/F9 BIOLOGY./F9 CHEM..../F9 PHYSICS./ X	W
154 SANI ABDULLAHI	ECON..../F9 GEOG..../F9 HISTORY./F9 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/C6 MATHS.../F9 AGRICSCI/F9 BIOLOGY./ *	*
155 SANI FAISAL DUTSINMA	GEOG..../F9 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/B3 MATHS.../F9 AGRICSCI/F9 BIOLOGY./F9 CHEM..../F9 PHYSICS./F9	W
156 SANI SAIFILLAHI	ECON..../F9 GEOG..../F9 GOVT..../ X ISL-STDS/ X ENG-LANG/F9 HAU-LANG/ X MATHS.../F9 AGRICSCI/F9 BIOLOGY./F9	E
157 SANUSI AWWAL IF	ECON..../F9 GEOG..../E8 HISTORY./E8 ISL-STDS/C6 ENG-LANG/F9 HAU-LANG/B2 MATHS.../E8 AGRICSCI/F9 BIOLOGY./F9	W
158 SHAFI'I MUHAMED KANTI	ECON..../F9 GEOG..../D7 GOVT..../F9 ISL-STDS/C6 ENG-LANG/F9 HAU-LANG/B3 MATHS.../F9 AGRICSCI/F9 BIOLOGY./F9	W
159 SHAMSUDDEEN LAWAL	COMMERCE/C6 FIN-ACCT/E8 ECON..../E8 GEOG..../D7 ISL-STDS/C6 ENG-LANG/D7 HAU-LANG/B2 MATHS.../E8 BIOLOGY./E8	W
160 SHEHU NA'IN YUNUSA	ECON..../F9 GEOG..../E8 GOVT..../E8 ISL-STDS/C6 ENG-LANG/E8 HAU-LANG/B3 MATHS.../E8 AGRICSCI/F9 BIOLOGY./E8	W
161 SUFYANU ABDULLAHI AHMED	GEOG..../C6 ISL-STDS/C6 ENG-LANG/D7 HAU-LANG/A1 MATHS.../C6 AGRICSCI/E8 BIOLOGY./ * CHEM..../F9 PHYSICS./E8	*
162 SULEIMAN FAISAL	ECON..../F9 GEOG..../D7 GOVT..../E8 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/B2 MATHS.../E8 AGRICSCI/F9 BIOLOGY./F9	W
163 SULEIMAN GARBA	COMMERCE/C4 FIN-ACCT/E8 ECON..../F9 GEOG..../D7 ISL-STDS/C6 ENG-LANG/F9 HAU-LANG/B2 MATHS.../D7 BIOLOGY./ *	W
164 SULEIMAN HASHIMU	COMMERCE/C6 FIN-ACCT/E8 ECON..../F9 GEOG..../E8 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/B2 MATHS.../E8 BIOLOGY./F9	W
165 SULEMAN SAMAILA	ECON..../F9 GEOG..../F9 GOVT..../F9 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/C4 MATHS.../E8 AGRICSCI/F9 BIOLOGY./ *	*
166 SULEMAN SANI TAMA	GEOG..../E8 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/B3 MATHS.../D7 AGRICSCI/F9 BIOLOGY./F9 CHEM..../F9 PHYSICS./F9	W
167 SULEMAN SUFIYANU ABDU	ECON..../F9 GEOG..../F9 HISTORY./C6 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/B3 MATHS.../E8 AGRICSCI/F9 BIOLOGY./F9	W
168 TANIMU MAMMAN	ECON..../F9 GEOG..../F9 HISTORY./D7 ISL-STDS/E8 ENG-LANG/F9 HAU-LANG/D7 MATHS.../F9 AGRICSCI/F9 BIOLOGY./F9	W
169 TASIU SANI	COMMERCE/F9 FIN-ACCT/F9 ECON..../F9 GEOG..../F9 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/C5 MATHS.../F9 BIOLOGY./F9	W
170 TUKUR AMINU GAIWA	ECON..../F9 GEOG..../F9 GOVT..../F9 ISL-STDS/E8 ENG-LANG/F9 HAU-LANG/C6 MATHS.../F9 AGRICSCI/F9 BIOLOGY./F9	W
171 UJUD KABIR	COMMERCE/H FIN-ACCT/H ECON..../H GEOG..../H ISL-STDS/H ENG-LANG/H HAU-LANG/H MATHS.../H BIOLOGY./H	W
172 UMAR ABUBAKAR	ECON..../F9 GEOG..../F9 HISTORY./D7 ISL-STDS/C6 ENG-LANG/D7 HAU-LANG/C5 MATHS.../F9 AGRICSCI/F9 BIOLOGY./F9	W
173 UMAR AMINU	ECON..../H GEOG..../H GOVT..../H ISL-STDS/H ENG-LANG/H HAU-LANG/H MATHS.../H AGRICSCI/H BIOLOGY./H	W
174 UMAR HUSAINI	ECON..../F9 GEOG..../F9 HISTORY./C6 ISL-STDS/C6 ENG-LANG/E8 HAU-LANG/C5 MATHS.../F9 AGRICSCI/F9 BIOLOGY./F9	W
175 UMAR JABIRU SALE	GEOG..../F9 ISL-STDS/E8 ENG-LANG/F9 HAU-LANG/C4 MATHS.../F9 AGRICSCI/F9 BIOLOGY./F9 CHEM..../F9 PHYSICS./F9	W



MINNA NIGER STATE

15:25:17

SENIOR SCHOOL CERTIFICATE EXAMINATION (2010) RESULT

S/N REG NO CANDIDATE NAME SCHOOL NAME

2827 11729982HF LAWAL SHAFI'U ENGLG.E8 /MATHS.F9 /HAULG.D7 /IRS..C6 /ECONS.F9 /GEO..E8 /GOVT..F9

2828 11739450CC YUSUF IBRAHIM ENGLG.F9 /MATHS.F9 /HAULG.C6 /IRS..D7 /ECONS.F9 /GEO..D7 /GOVT..C6

2829 1173451BHE BISHIR MUKHTAR ENGLG.E8 /MATHS.E8 /HAULG.C6 /IRS..C6 /ECONS.F9 /GEO..D7 /GOVT..D7

2830 11733973JH SULEIMAN TUKUR ENGLG.E8 /MATHS.E8 /HAULG.E8 /IRS..D7 /ECONS.F9 /GEO..E8 /GOVT..D7

2831 1173365SEE USMAN ISIYAKU ENGLG.E8 /MATHS.E8 /HAULG.E8 /IRS..D7 /ECONS.F9 /GEO..F9 /GOVT..C6

2832 11733323HA MOH'D BELLO ENGLG.E8 /MATHS.F9 /HAULG.D7 /IRS..C6 /ECONS.F9 /GEO..E8 /GOVT..D7

2833 11733043HE ABUBAKAR ABDULLAHI ENGLG.F9 /MATHS.F9 /HAULG.D7 /IRS..C6 /ECONS.D7 /GEO..E8 /GOVT..E8

2834 11732442JB ABUBAKAR MUNTARI ENGLG.E8 /MATHS.F9 /HAULG.C6 /IRS..C6 /ECONS.F9 /GEO..E8 /GOVT..C6

2835 11732141CH KABIR ABDUSSALAM ENGLG.F9 /MATHS.F9 /HAULG.D7 /IRS..D7 /ECONS.F9 /GEO..F9 /GOVT..C6

2836 11731627BH IDRIS RISILANA ENGLG.E8 /MATHS.F9 /HAULG.E8 /IRS..C6 /ECONS.F9 /GEO..E8 /GOVT..F9

2837 11730833BI USMAN SALISU ENGLG.F9 /MATHS.F9 /HAULG.E8 /IRS..D7 /ECONS.F9 /GEO..F9 /GOVT..D7

2838 11730180JA ABDULKADIR IBRAHIM ENGLG.E8 /MATHS.F9 /HAULG.D7 /IRS..C6 /ECONS.F9 /GEO..D7 /GOVT..F9

2839 11729655BB HALIDU ILIYASU ENGLG.F9 /MATHS.F9 /HAULG.D7 /IRS..D7 /ECONS.F9 /GEO..F9 /GOVT..E8

2840 11729270AH YA'U SADIKU ENGLG.E8 /MATHS.F9 /HAULG.F9 /IRS..D7 /ECONS.F9 /GEO..D7 /GOVT..F9

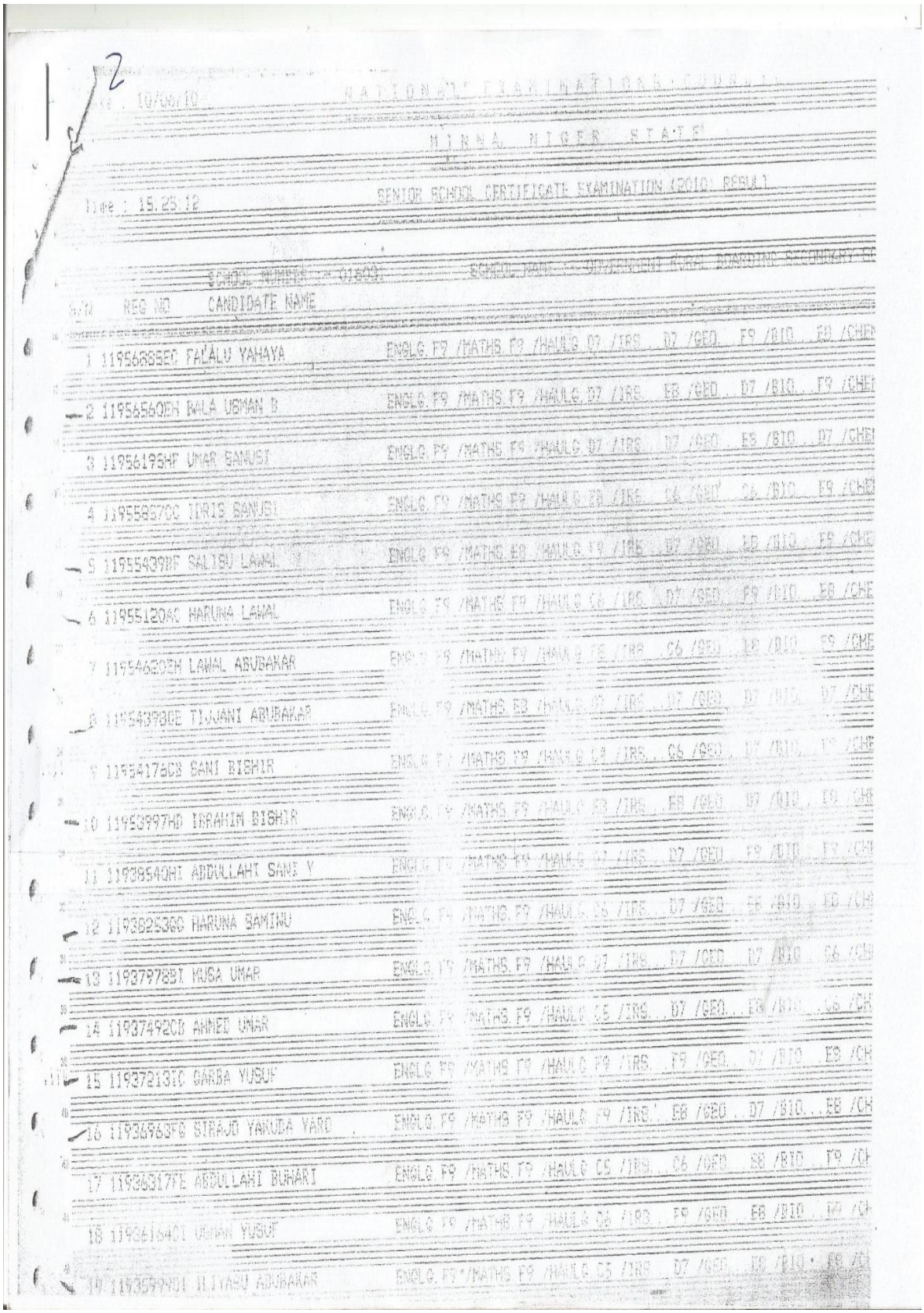
2841 11727341HB YA'U ZAHARADDINI ENGLG.F9 /MATHS.F9 /HAULG.E8 /HIS..F9 /IRS..C6 /ECONS.E8 /GEO..D7

2842 11726046AE SANI MUNTARI ENGLG.F9 /MATHS.F9 /HAULG.E8 /HIS..F9 /IRS..C6 /ECONS.F9 /GEO..D7

2843 11725535FH ABUBAKAR ABDULLAHI A ENGLG.F9 /MATHS.E8 /HAULG.E8 /IRS..C6 /ECONS.E8 /GEO..E8 /GOVT..F9

2844 11724860EJ AHMED ABDULHARIM ENGLG.F9 /MATHS.F9 /HAULG.E8 /IRS..D7 /ECONS.F9 /GEO..E8 /GOVT..

2845 11724417DD ABAHU DANIEL ENGLG.E8 /MATHS.F9 /HAULG.D7 /IRS..C6 /ECONS.F9 /GEO..E8 /GOVT..



NATIONAL EXAMINATIONS COUNCIL

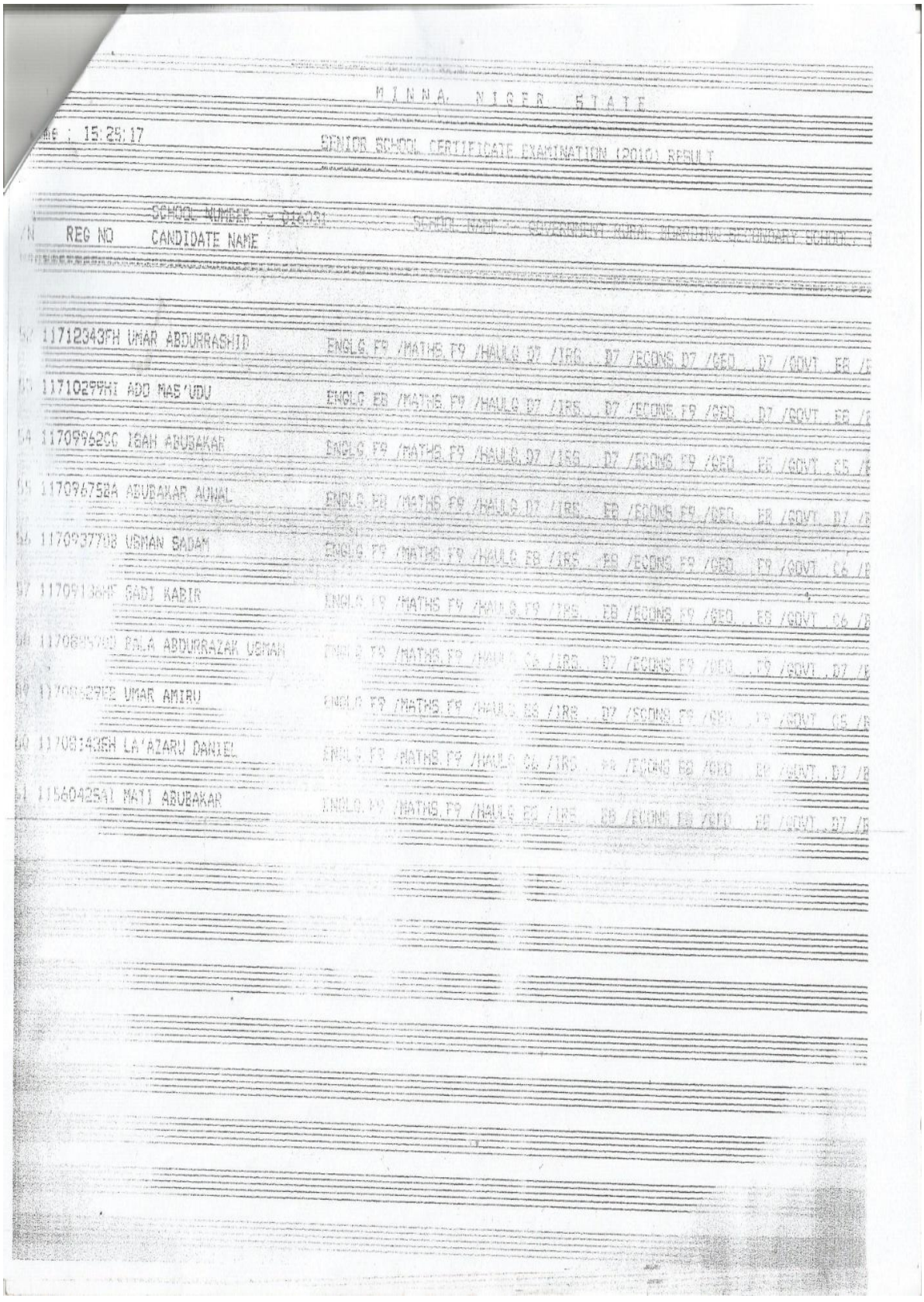
MINNA NIGER STATE

SENIOR SCHOOL CERTIFICATE EXAMINATION (2010) RESULT

Time : 15:25:12

SCHOOL NUMBER : 010001 SCHOOL NAME : GOVERNMENT DAY SECONDARY SCHOOL KONTAGORA

S/N	REG NO	CANDIDATE NAME	
1	1195605SEC	FALALU YAHAYA	ENGLG F9 /MATHS F9 /HAUSA D7 /IRS D7 /GEO F9 /BIO F9 /CHE
2	1195856QEH	BALA USMAN B	ENGLG F9 /MATHS F9 /HAUSA D7 /IRS E8 /GEO D7 /BIO F9 /CHE
3	1195A195HF	UMAR SANUSI	ENGLG F9 /MATHS F9 /HAUSA D7 /IRS D7 /GEO E8 /BIO D7 /CHE
4	1195568700	IDRIS SANUSI	ENGLG F9 /MATHS F9 /HAUSA E8 /IRS C6 /GEO C6 /BIO F9 /CHE
5	1195549RF	SALIHU LAWAL	ENGLG F9 /MATHS E8 /HAUSA F9 /IRS D7 /GEO E8 /BIO E8 /CHE
6	1195512OAC	HARUNA LAWAL	ENGLG F9 /MATHS F9 /HAUSA E8 /IRS D7 /GEO F9 /BIO E8 /CHE
7	1195462O2H	LAWAL ABUBAKAR	ENGLG F9 /MATHS F9 /HAUSA E8 /IRS C6 /GEO E8 /BIO F9 /CHE
8	1195497BEE	TIJJANI ABUBAKAR	ENGLG F9 /MATHS E8 /HAUSA D7 /IRS D7 /GEO D7 /BIO D7 /CHE
9	1195417BCB	SANI BISHIR	ENGLG F9 /MATHS F9 /HAUSA E8 /IRS C6 /GEO D7 /BIO F9 /CHE
10	1195D797HD	IBRAHIM BISHIR	ENGLG F9 /MATHS F9 /HAUSA E8 /IRS E8 /GEO D7 /BIO F9 /CHE
11	1193854QHI	ABDULLAHI SANI Y	ENGLG F9 /MATHS F9 /HAUSA D7 /IRS D7 /GEO F9 /BIO E8 /CHE
12	1193825BGD	HARUNA SAMINU	ENGLG F9 /MATHS F9 /HAUSA C6 /IRS D7 /GEO F9 /BIO E8 /CHE
13	1193797BBI	MUSA UMAR	ENGLG F9 /MATHS F9 /HAUSA D7 /IRS D7 /GEO D7 /BIO C6 /CHE
14	1193749CCD	AHMED UMAR	ENGLG F9 /MATHS F9 /HAUSA C6 /IRS D7 /GEO E8 /BIO C6 /CHE
15	1193721BIC	GAMBA YUSUF	ENGLG F9 /MATHS F9 /HAUSA F9 /IRS E8 /GEO D7 /BIO E8 /CHE
16	1193A983FB	SIRAJO YAKUBA YARO	ENGLG F9 /MATHS F9 /HAUSA F9 /IRS E8 /GEO D7 /BIO E8 /CHE
17	1193B317FE	ABDULLAHI BUHARI	ENGLG F9 /MATHS F9 /HAUSA C6 /IRS C6 /GEO E8 /BIO F9 /CHE
18	1193B164CI	USMAN YUSUF	ENGLG F9 /MATHS F9 /HAUSA D7 /IRS E8 /GEO E8 /BIO E8 /CHE
19	1193B799DI	NJIDDU ABUBAKAR	ENGLG F9 /MATHS F9 /HAUSA C6 /IRS D7 /GEO E8 /BIO E8 /CHE



MINNA NIGER STATE

SENIOR SCHOOL CERTIFICATE EXAMINATION (2010) RESULT

SN	REG NO	CANDIDATE NAME	
47	11712343FH	UMAR ABDURRASHID	ENGLG F9 /MATHS F9 /HAULG B7 /IRS B7 /ECONS B7 /GEO B7 /GOVT E8 /[illegible]
48	11710299HI	ADO MAS'UDU	ENGLG E8 /MATHS F9 /HAULG B7 /IRS B7 /ECONS F9 /GEO B7 /GOVT E8 /[illegible]
49	11709962SC	IBAH ABUBAKAR	ENGLG F9 /MATHS F9 /HAULG B7 /IRS B7 /ECONS F9 /GEO E8 /GOVT C5 /[illegible]
50	11709675ZA	ABUBAKAR AUWAL	ENGLG F9 /MATHS F9 /HAULG B7 /IRS E8 /ECONS F9 /GEO E8 /GOVT B7 /[illegible]
51	11709377UB	USMAN SADAM	ENGLG F9 /MATHS F9 /HAULG E8 /IRS E8 /ECONS F9 /GEO F9 /GOVT C6 /[illegible]
52	11709136HT	SADI KABIR	ENGLG F9 /MATHS F9 /HAULG F9 /IRS E8 /ECONS F9 /GEO E8 /GOVT C6 /[illegible]
53	11708957QD	BALA ABDURRAZAK USMAN	ENGLG F9 /MATHS F9 /HAULG C6 /IRS B7 /ECONS F9 /GEO F9 /GOVT B7 /[illegible]
54	11709[illegible]ZE	UMAR AMIRU	ENGLG F9 /MATHS F9 /HAULG C6 /IRS B7 /ECONS F9 /GEO F9 /GOVT C6 /[illegible]
55	11708143SH	LA'AZARU DANIEL	ENGLG F9 /MATHS F9 /HAULG C6 /IRS F9 /ECONS E8 /GEO E8 /GOVT B7 /[illegible]
56	11568425AL	MATI ABUBAKAR	ENGLG F9 /MATHS F9 /HAULG E8 /IRS E8 /ECONS E8 /GEO F9 /GOVT B7 /[illegible]

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RUN DATE: 19/03/2012 WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION MAY/JUNE 2011 RELEASE

CENTRE NO...4212401 NAME... GOVERNMENT DAY SECONDARY SCHOOL, MATAZU

CANDIDATE NUMBER AND NAME DETAILED RESULTS BY SUBJECTS

178 SALE SAIFULLAHI ECON..../C6 GEOG..../F9 GOVT..../B3 ISL-STDS/C5 ENG-LANG/C4 HAU-LANG/B2 MATHS.../D7
~~BIOLOGY./C6~~

TOTAL LISTED	PASS IN 9-SUBJS	PASS IN 8-SUBJS	PASS IN 7-SUBJS	PASS IN 6-SUBJS	PASS IN 5-SUBJS	PASS IN 4-SUBJS	PASS IN 3-SUBJS	PASS IN 2-SUBJS	PASS IN 1-SUBJ	FAILURE
1	0	1	0	0	0	0	0	0	0	0

TOTAL LISTED	CREDIT IN 9-SUBJS	CREDIT IN 8-SUBJS	CREDIT IN 7-SUBJS	CREDIT IN 6-SUBJS	CREDIT IN 5-SUBJS	CREDIT IN 4-SUBJS	CREDIT IN 3-SUBJS	CREDIT IN 2-SUBJS	CREDIT 1-SUB
1	0	0	1	0	0	0	0	0	

TOTAL NO OF RESULTS WITHHELD = 0, ANY RESULT/SUBJECT WITH "H" IS BEING WITHH

TOTAL NO OF RESULTS CANCELLED = 0, ANY RESULT/SUBJECT WITH "$" HAS BEEN CANCE

TOTAL NO OF CANDIDATES WITH PARTIAL RESULT = 0, ANY RESULT/SUBJECT WITH "*" IS PENDING

THE WEST AFRICAN EXAMINATIONS COUNCIL

RUN DATE: 27/08/2011 WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION MAY/JUNE 2011

2011

CENTRE NO...4212401 NAME... GOVERNMENT DAY SECONDARY SCHOOL, MATAZU

DETAILED RESULTS BY SUBJECTS

CANDIDATE NUMBER AND NAME										
001 ABBA ABDULLAHI SIRAJO	2	GEOG..../E8	ISL-STDS/B3	ENG-LANG/B3	HAU-LANG/B3	MATHS.../C6	AGRICSCI/C4	BIOLOGY./		
002 ABDU KABIR	✓	PHYSICS./E9 ECON..../C5	GEOG..../E8	GOVT..../B3	ISL-STDS/B3	ENG-LANG/C4	HAU-LANG/B3	MATHS...		
003 ABDUL'AZIZ MUSTAPHA		BIOLOGY./C6 ECON..../C6	GEOG..../E8	GOVT..../B3	ISL-STDS/B3	ENG-LANG/C4	HAU-LANG/B3	MATHS...		
004 ABDULHADI MANI	✓	BIOLOGY./D7 ECON..../C6	GEOG..../E8	GOVT..../B3	ISL-STDS/B3	ENG-LANG/C6	HAU-LANG/B3	MATHS...		
005 ABDULHAMID SALAHUDDIN	2	BIOLOGY./D7 GEOG..../C6	ISL-STDS/B3	ENG-LANG/B3	HAU-LANG/B2	MATHS.../C6	AGRICSCI/C5	BIOLOGY./		
006 ABDULLAHI AMINU	✓ 2	PHYSICS./E9 ECON..../D7	GEOG..../E8	GOVT..../B3	ISL-STDS/C4	ENG-LANG/C6	HAU-LANG/B3	MATHS...		
007 ABDULLAHI HARISU	✓	BIOLOGY./D7 GEOG..../E8	ISL-STDS/B3	ENG-LANG/C6	HAU-LANG/B3	MATHS.../D7	AGRICSCI/C5	BIOLOGY./		
008 ABDULLAHI KABIR		PHYSICS./E9 ECON..../ X	GEOG..../ X	GOVT..../ X	ISL-STDS/ X	ENG-LANG/ X	HAU-LANG/ X	MATHS...		
009 ABDULLAHI LAWAL	1	BIOLOGY./E9 ECON..../C6	GEOG..../E8	GOVT..../B3	ISL-STDS/C6	ENG-LANG/C4	HAU-LANG/B3	MATHS...		
010 ABDULLAHI MARYAM		BIOLOGY./C6 ECON..../C6	GEOG..../E8	GOVT..../B3	ISL-STDS/C6	ENG-LANG/B3	HAU-LANG/B2	MATHS...		
011 ABDULLAHI MUSA		BIOLOGY./C6 ECON..../D7	GEOG..../E9	GOVT..../B3	ISL-STDS/C4	ENG-LANG/C4	HAU-LANG/B3	MATHS...		
012 ABDULLAHI SABI'U	✓	BIOLOGY./C6 ECON..../C6	GEOG..../E8	GOVT..../C4	ISL-STDS/C4	ENG-LANG/B3	HAU-LANG/A1	MATHS...		
013 ABDULLAHI SALISU		BIOLOGY./C6 ECON..../C6	GEOG..../E9	GOVT..../C4	ISL-STDS/C5	ENG-LANG/C4	HAU-LANG/B2	MATHS...		
014 USMAN ABDU		BIOLOGY./C6 GEOG..../C6	ISL-STDS/B3	ENG-LANG/C4	HAU-LANG/A1	MATHS.../C6	AGRICSCI/C6	BIOLOGY		
015 ABDULLAHI YAHAYA	✓ 2	PHYSICS./E9 GEOG..../D7	ISL-STDS/C4	ENG-LANG/C4	HAU-LANG/C6	MATHS.../D7	AGRICSCI/C5	BIOLOGY		
016 ABDULLAHI ZURKIFILU		PHYSICS./E9 ECON..../C6	GEOG..../E8	GOVT..../B3	ISL-STDS/C4	ENG-LANG/C4	HAU-LANG/B3	MATHS...		
017 ABDULSALAM IBRAHIM		BIOLOGY./C6 ECON..../C6	GEOG..../D7	GOVT..../B3	ISL-STDS/B3	ENG-LANG/B3	HAU-LANG/A1	MATHS...		
018 ABDURRAHAMAN IBRAHIM	1	BIOLOGY./C5 ECON..../C6	GEOG..../E8	GOVT..../B3	ISL-STDS/B3	ENG-LANG/C5	HAU-LANG/B3	MATHS...		
019 ABDURRAHMAN SHAFI'U	✓	BIOLOGY./D7 ECON..../C6	GEOG..../E8	GOVT..../C4	ISL-STDS/B3	ENG-LANG/C4	HAU-LANG/B2	MATHS...		
020 ABOOR JULIANA		BIOLOGY./C6 XTIANREL/C6	GEOG..../D7	ENG-LANG/B3	HAU-LANG/A1	MATHS.../C6	AGRICSCI/C4	BIOLOGY		
		PHYSICS./E9								

THE WEST AFRICAN EXAMINATIONS COUNCIL

RUN DATE: 27/08/2011 WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION MAY/JUNE 2011

CENTRE NO...4212401 NAME... GOVERNMENT DAY SECONDARY SCHOOL, MATAZU

CANDIDATE NUMBER AND NAME	DETAILED RESULTS BY SUBJECTS
176 SALE HUSAINI	GEOG..../C6 ISL-STDS/C4 ENG-LANG/B3 HAU-LANG/A1 MATHS.../D7 AGRICSCI/C4 BIOL PHYSICS./F9
177 SALE MUSTAPHA	ECON..../C5 GEOG..../E8 GOVT..../C6 ISL-STDS/C6 ENG-LANG/C4 HAU-LANG/B2 MATH BIOLOGY./C6
178 SALE SAIFULLAHI	ECON..../C6 GEOG..../E8 GOVT..../B3 ISL-STDS/C5 ENG-LANG/C4 HAU-LANG/B2 MATH BIOLOGY./C6
179 SALISU ABDULLAHI	ECON..../C6 GEOG..../E8 GOVT..../B3 ISL-STDS/C5 ENG-LANG/B3 HAU-LANG/B3 MATH BIOLOGY./C6
180 SALISU ABDULLAHI	ECON..../D7 GEOG..../E8 GOVT..../B3 ISL-STDS/C6 ENG-LANG/C5 HAU-LANG/C5 MATH BIOLOGY./C6
181 SALISU ISIYA	ECON..../C6 GEOG..../E8 GOVT..../E9 ISL-STDS/C6 ENG-LANG/C4 HAU-LANG/B2 MATH BIOLOGY./C6
182 SALISU KABIR	GEOG..../C6 ISL-STDS/C6 ENG-LANG/B3 HAU-LANG/B2 MATHS.../C5 AGRICSCI/D7 BIOL PHYSICS./F9
183 SALISU MUSA	ECON..../C5 GEOG..../E8 GOVT..../C6 ISL-STDS/C6 ENG-LANG/C4 HAU-LANG/A1 MATH BIOLOGY./D7
184 SALISU MUSA	ECON..../C4 GEOG..../E8 GOVT..../C6 ISL-STDS/C6 ENG-LANG/B3 HAU-LANG/A1 MATH BIOLOGY./C6
185 SALISU SA'ADANA	ECON..../C5 GEOG..../D7 GOVT..../C4 ISL-STDS/C6 ENG-LANG/C4 HAU-LANG/B3 MATH BIOLOGY./C5
186 SALISU SHAMAWILU	GEOG..../D7 ISL-STDS/C5 ENG-LANG/C5 HAU-LANG/B2 MATHS.../D7 AGRICSCI/C6 BIOL PHYSICS./E8
187 SALMANU NASIRU	ECON..../C4 GEOG..../E8 GOVT..../C6 ISL-STDS/C6 ENG-LANG/B3 HAU-LANG/B2 MATH BIOLOGY./C5
188 SAMA'ILA AMADU	GEOG..../D7 ISL-STDS/C5 ENG-LANG/B3 HAU-LANG/B3 MATHS.../C5 AGRICSCI/C6 BIOL PHYSICS./F9
189 SAMA'ILA GADDAFI	ECON..../C5 GEOG..../E8 GOVT..../C5 ISL-STDS/C6 ENG-LANG/B3 HAU-LANG/B3 MATH BIOLOGY./C6
190 SAMA'ILA SHAMSU	GEOG..../C6 ISL-STDS/C6 ENG-LANG/B3 HAU-LANG/A1 MATHS.../C6 AGRICSCI/C6 BIOL PHYSICS./F9
191 SAMINU SHAFI'U	ECON..../C4 GEOG..../D7 GOVT..../C4 ISL-STDS/B3 ENG-LANG/B3 HAU-LANG/A1 MATH BIOLOGY./C4
192 SAMINU TASI'U	ECON..../C4 GEOG..../C6 GOVT..../C4 ISL-STDS/C4 ENG-LANG/B3 HAU-LANG/B2 MATH BIOLOGY./C6
193 SANI ABDULSAMAD	ECON..../C6 GEOG..../D7 GOVT..../C5 ISL-STDS/C4 ENG-LANG/C4 HAU-LANG/B3 MATH BIOLOGY./C5
194 SANI AMADU	ECON..../C5 GEOG..../E8 GOVT..../B3 ISL-STDS/C4 ENG-LANG/B3 HAU-LANG/B3 MATH BIOLOGY./C6
195 SANI AYUBA	ECON..../C5 GEOG..../E8 GOVT..../C4 ISL-STDS/C4 ENG-LANG/B3 HAU-LANG/A1 MATH

001 ABBA AMINU 17/11/09 2009 ECON..../F9 GEOG..../ * HISTORY./D7 ISL-STDS/D7 ENG-LANG/D7 HAU-LANG/A3 MATHS.
BIOLOGY./F9

002 ABBAS JAFARU IDRIS ECON..../F9 GEOG..../F9 HISTORY./F8 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/A3 MATHS.
BIOLOGY./F9

003 ABDULAZIZ HAMISU 25/11/2010 COMMERCE/C6 FIN-ACCT/E8 ECON..../F9 GEOG..../F9 ISL-STDS/C6 ENG-LANG/F9 HAU-L
BIOLOGY./F8

004 ABDULKADIR ALIYU 2/2/2010 ECON..../F8 GEOG..../E8 HISTORY./F8 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/A3 MATHS.
BIOLOGY./F9

005 ABDULLAHI AMINU DANGIWA 11/11/09 GEOG..../E8 ISL-STDS/C6 ENG-LANG/F9 HAU-LANG/C6 MATHS.../E8 AGRICSCI/F9 BIOLO
BIOLOGY./F9

006 ABDULLAHI IBRAHIM ECON..../F9 GEOG..../E8 HISTORY./C6 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/C4 MATHS.
BIOLOGY./F9

007 ABDULLAHI NASIRU SANI 11/11/10 ECON..../F9 GEOG..../E8 GOVT..../F9 ISL-STDS/E8 ENG-LANG/F9 HAU-LANG/C5 MATHS.
BIOLOGY./F9

008 ABDULLAHI NURA ECON..../F9 GEOG..../E8 GOVT..../F9 ISL-STDS/E8 ENG-LANG/F9 HAU-LANG/A1 MATHS.
BIOLOGY./F9

009 ABDULLAHI SANI COMMERCE/C5 FIN-ACCT/E8 ECON..../F9 GEOG..../F9 ISL-STDS/D7 ENG-LANG/E8 HAU-L
BIOLOGY./F9

010 ABDULLAHI SANUSI ECON..../F9 GEOG..../F9 GOVT..../F8 ISL-STDS/E8 ENG-LANG/E8 HAU-LANG/C5 MATHS.
BIOLOGY./ *

011 ABDULMUMINU SANUSI ECON..../F9 GEOG..../F9 GOVT..../F9 ISL-STDS/E8 ENG-LANG/F9 HAU-LANG/D7 MATHS
BIOLOGY./F9

012 ABDULRAHAMAN NURA ECON..../F9 GEOG..../E8 GOVT..../D7 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/C6 MATHS
BIOLOGY./F9

013 ABDULRAHEED ADDA'U 2/2/09 ECON..../F9 GEOG..../D7 GOVT..../E8 ISL-STDS/C6 ENG-LANG/D7 HAU-LANG/C5 MATHS
BIOLOGY./F8

014 ABDULRAHMAN IDRIS COMMERCE/C5 FIN-ACCT/E8 ECON..../F9 GEOG..../E8 ISL-STDS/D7 ENG-LANG/D7 HAU-L
BIOLOGY./F9

015 ABDURRAHAMAN AMINU KANKIA ECON..../F9 GEOG..../E8 GOVT..../F9 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/C6 MATHS
BIOLOGY./F9

016 ABUBAKAR ABBA IMAM 4/1/2009 COMMERCE/C5 FIN-ACCT/E8 ECON..../F9 GEOG..../E8 ISL-STDS/D7 ENG-LANG/E8 HAU-L
BIOLOGY./F9

017 ABUBAKAR BELLO ECON..../F9 GEOG..../D7 GOVT..../D7 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/C4 MATHS
BIOLOGY./F9

018 ABUBAKAR FAHAD 2/2/09 ECON..../F9 GEOG..../D7 HISTORY./E8 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/B3 MATHS
BIOLOGY./F9

019 ABUBAKAR ISAH LAWAL ECON..../F9 GEOG..../C5 GOVT..../E8 ISL-STDS/D7 ENG-LANG/C5 HAU-LANG/B3 MATHS
BIOLOGY./F9

020 ABUBAKAR SALAHU 4/1/2010 ECON..../F9 GEOG..../E8 HISTORY./E8 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/C6 MATHS
BIOLOGY./F9

021 ABULLAHI HUDU ECON..../F9 GEOG..../E8 HISTORY./E8 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/C5 MATHS
BIOLOGY./F9

022 ADAMU SAIDU COMMERCE/B3 FIN-ACCT/E8 ECON..../F9 GEOG..../E8 ISL-STDS/D7 ENG-LANG/E8 HAU-L
BIOLOGY./F9

023 ADAMU SAMAILA COMMERCE/C5 FIN-ACCT/E8 ECON..../F9 GEOG..../E8 ISL-STDS/D7 ENG-LANG/F9 HAU-L
BIOLOGY./F9

024 AHIDU IBRAHIM COMMERCE/B3 FIN-ACCT/E8 ECON..../F9 GEOG..../D7 ISL-STDS/E8 ENG-LANG/F9 HAU-L
BIOLOGY./E8

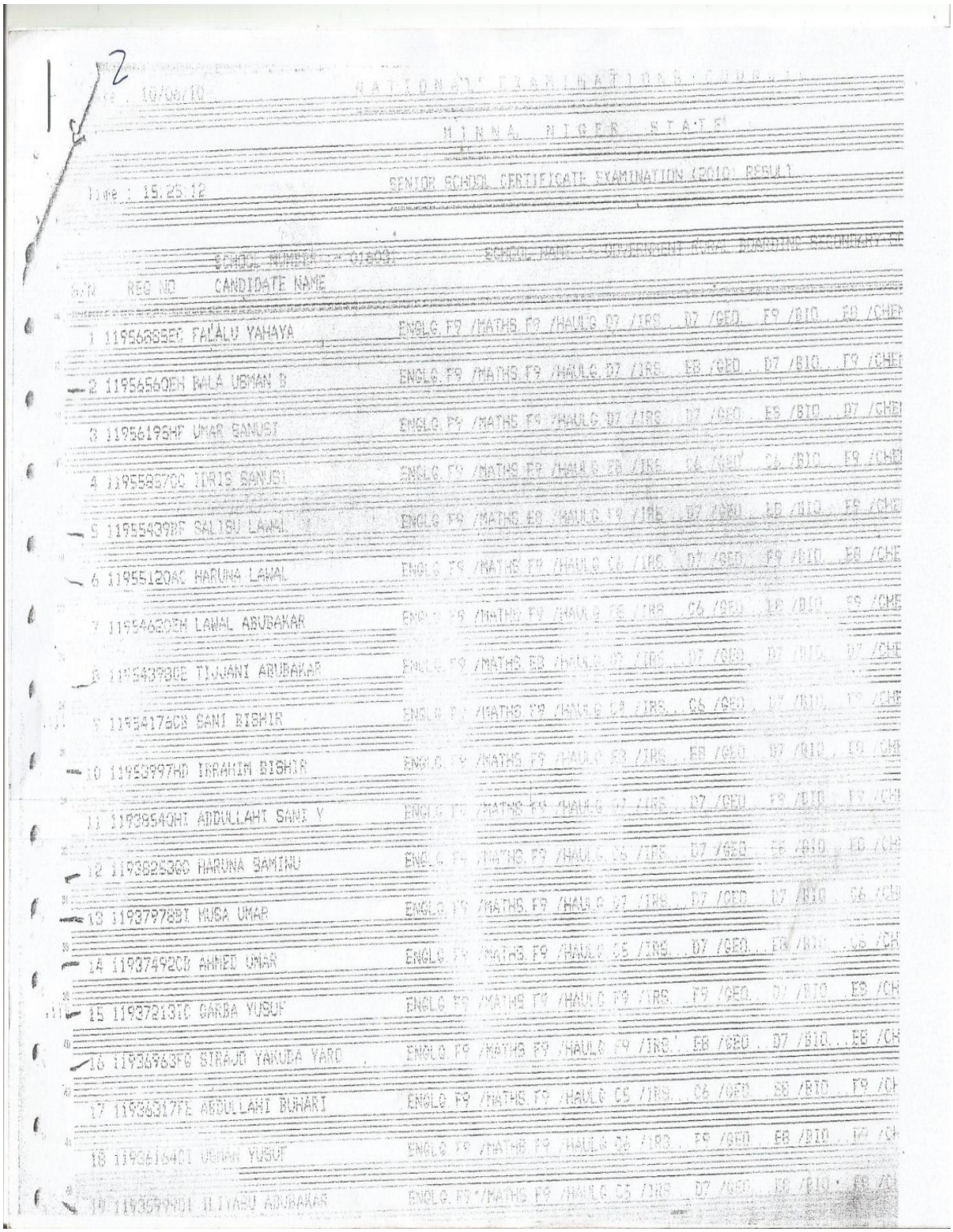
025 AHMED ABDULLAHI NAFIU 5/1/09 GEOG..../C6 ISL-STDS/C5 ENG-LANG/C6 HAU-LANG/A1 MATHS.../D7 AGRICSCI/F9 BIOL
PHYSICS./F9

THE WEST AFRICAN EXAMINATIONS COUNCIL PAGE 24,970

RUN DATE: 19/09/2009 WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION MAY/JUNE 2009 RELEASE NO: 01

CENTRE NO...4211703 NAME... GOVERNMENT DAY SECONDARY SCHOOL, KANKIYA

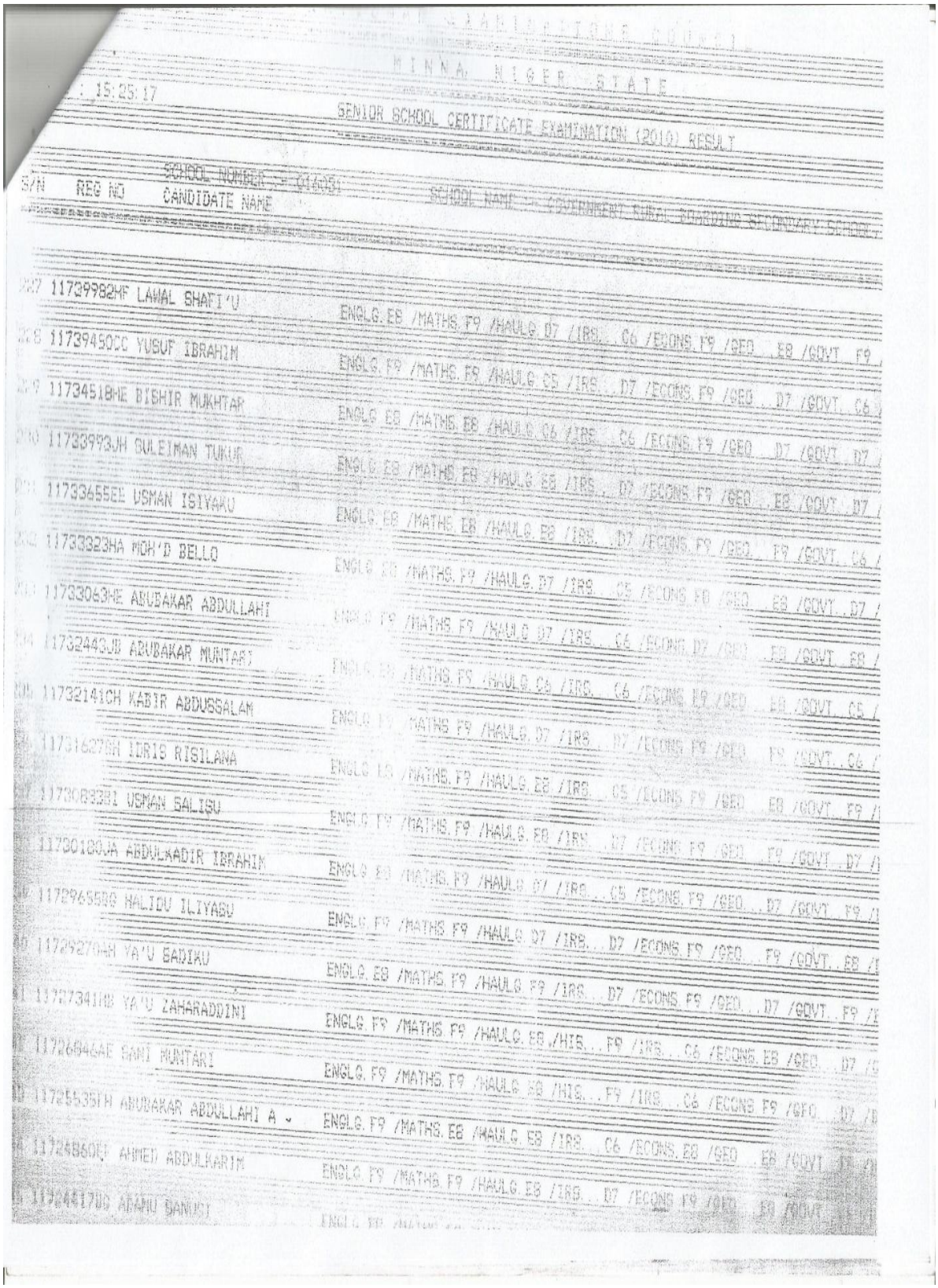
CANDIDATE NUMBER AND NAME.	DETAILED RESULTS BY SUBJECTS	AWARD
151 SAMAILA ABUBAKAR	ECON..../F9 GEOG..../F9 GOVT..../E8 ISL-STDS/E8 ENG-LANG/E8 HAU-LANG/C6 MATHS.../F9 AGRICSCI/F9	W
	BIOLOGY./F9	
152 SAMUEL SEYI	ECON..../F9 GEOG..../F9 HISTORY./C6 ENG-LANG/D7 HAU-LANG/E8 MATHS.../E8 AGRICSCI/F9 BIOLOGY./F9	W
153 SANI A MAUDE	GEOG..../F9 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/C4 MATHS.../F9 AGRICSCI/F9 BIOLOGY./F9 CHEM..../F9	W
	PHYSICS./ X	
154 SANI ABDULLAHI	ECON..../F9 GEOG..../F9 HISTORY./F9 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/C6 MATHS.../F9 AGRICSCI/F9	*
	BIOLOGY./ *	
155 SANI FAISAL DUTSINMA	GEOG..../F9 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/B3 MATHS.../F9 AGRICSCI/F9 BIOLOGY./F9 CHEM..../F9	W
	PHYSICS./F9	
156 SANI SAIFILLAHI	ECON..../F9 GEOG..../F9 GOVT..../ X ISL-STDS/ X ENG-LANG/F9 HAU-LANG/ X MATHS.../F9 AGRICSCI/F9	
	BIOLOGY./F9	
157 SANUSI AWWAL IF	ECON..../F9 GEOG..../E8 HISTORY./E8 ISL-STDS/C6 ENG-LANG/F9 HAU-LANG/B2 MATHS.../E8 AGRICSCI/F9	W
	BIOLOGY./F9	
158 SHAFI'I MUHAMED KANTI	ECON..../F9 GEOG..../D7 GOVT..../F9 ISL-STDS/C6 ENG-LANG/F9 HAU-LANG/B3 MATHS.../F9 AGRICSCI/F9	W
	BIOLOGY./F9	
159 SHAMSUDDEEN LAWAL	COMMERCE/C6 FIN-ACCT/E8 ECON..../E8 GEOG..../D7 ISL-STDS/C6 ENG-LANG/D7 HAU-LANG/B2 MATHS.../E8	W
	BIOLOGY./E8	
160 SHEHU NA'IN YUNUSA	ECON..../F9 GEOG..../E8 GOVT..../E8 ISL-STDS/C6 ENG-LANG/E8 HAU-LANG/B3 MATHS.../E8 AGRICSCI/F9	W
	BIOLOGY./E8	
161 SUFYANU ABDULLAHI AHMED	GEOG..../C6 ISL-STDS/C6 ENG-LANG/D7 HAU-LANG/A1 MATHS.../C6 AGRICSCI/E8 BIOLOGY./ * CHEM..../F9	*
	PHYSICS./E8	
162 SULEIMAN FAISAL	ECON..../F9 GEOG..../D7 GOVT..../E8 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/B2 MATHS.../E8 AGRICSCI/F9	W
	BIOLOGY./F9	
163 SULEIMAN GARBA	COMMERCE/C4 FIN-ACCT/E8 ECON..../F9 GEOG..../D7 ISL-STDS/C6 ENG-LANG/F9 HAU-LANG/B2 MATHS.../D7	W
	BIOLOGY./ *	
164 SULEIMAN HASHIMU	COMMERCE/C6 FIN-ACCT/E8 ECON..../F9 GEOG..../E8 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/B2 MATHS.../E8	W
	BIOLOGY./F9	
165 SULEMAN SAMAILA	ECON..../F9 GEOG..../F9 GOVT..../F9 ISL-STDS/D7 ENG-LANG/F9 HAU-LANG/C4 MATHS.../E8 AGRICSCI/F9	*
	BIOLOGY./ *	
166 SULEMAN SANI TANA	GEOG..../E8 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/B3 MATHS.../D7 AGRICSCI/F9 BIOLOGY./F9 CHEM..../F9	W
	PHYSICS./F9	
167 SULEMAN SUFIYANU ABDU	ECON..../F9 GEOG..../F9 HISTORY./C6 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/B3 MATHS.../E8 AGRICSCI/F9	W
	BIOLOGY./F9	
168 TANIMU MAMMAN	ECON..../F9 GEOG..../F9 HISTORY./D7 ISL-STDS/E8 ENG-LANG/F9 HAU-LANG/D7 MATHS.../F9 AGRICSCI/F9	W
	BIOLOGY./F9	
169 TASIU SANI	COMMERCE/F9 FIN-ACCT/F9 ECON..../F9 GEOG..../F9 ISL-STDS/D7 ENG-LANG/E8 HAU-LANG/C5 MATHS.../F9	W
	BIOLOGY./F9	
170 TUKUR AMINU GAIWA	ECON..../F9 GEOG..../F9 GOVT..../F9 ISL-STDS/E8 ENG-LANG/F9 HAU-LANG/C6 MATHS.../F9 AGRICSCI/F9	W
	BIOLOGY./F9	
171 UJUD KABIR	COMMERCE/H FIN-ACCT/H ECON..../H GEOG..../H ISL-STDS/H ENG-LANG/H HAU-LANG/H MATHS.../H	H
	BIOLOGY./H	
172 UMAR ABUBAKAR	ECON..../F9 GEOG..../F9 HISTORY./D7 ISL-STDS/C6 ENG-LANG/D7 HAU-LANG/C5 MATHS.../F9 AGRICSCI/F9	W
	BIOLOGY./F9	
173 UMAR AMINU	ECON..../H GEOG..../H GOVT..../H ISL-STDS/H ENG-LANG/H HAU-LANG/H MATHS.../H AGRICSCI/H	H
	BIOLOGY./H	
174 UMAR HUSAINI	ECON..../F9 GEOG..../F9 HISTORY./C6 ISL-STDS/C6 ENG-LANG/E8 HAU-LANG/C5 MATHS.../F9 AGRICSCI/F9	W
	BIOLOGY./F9	
175 UMAR JABIRU SALE	GEOG..../F9 ISL-STDS/E8 ENG-LANG/F9 HAU-LANG/C4 MATHS.../F9 AGRICSCI/F9 BIOLOGY./F9 CHEM..../F9	W
	PHYSICS./F9	



NIGERIA NIGER STATE

Time : 15:25:12 SENIOR SCHOOL CERTIFICATE EXAMINATION (2010) RESULT

S/N	REG NO	CANDIDATE NAME	
1	1195685BEC	FALALU YAHAYA	ENGLG F9 /MATHS F9 /HAULG D7 /IRS D7 /GEO F9 /BIO B3 /CHE
2	1195A560EH	BALA USMAN B	ENGLG F9 /MATHS F9 /HAULG D7 /IRS E8 /GEO D7 /BIO F9 /CHE
3	1195619BHF	UMAR BANUSI	ENGLG F9 /MATHS F9 /HAULG D7 /IRS D7 /GEO E8 /BIO D7 /CHE
4	1195586750	IDRIS BANUSI	ENGLG F9 /MATHS E8 /HAULG E8 /IRS C6 /GEO C6 /BIO F9 /CHE
5	1195540B8F	SALISU LAWAL	ENGLG F9 /MATHS E8 /HAULG F9 /IRS D7 /GEO E8 /BIO F9 /CHE
6	1195512CAC	HARUNA LAWAL	ENGLG F9 /MATHS F9 /HAULG C6 /IRS D7 /GEO F9 /BIO E8 /CHE
7	1195462CEM	LAWAL ABUBAKAR	ENGLG F9 /MATHS F9 /HAULG E8 /IRS C6 /GEO E8 /BIO E8 /CHE
8	1195437BCE	TIJJANI ABUBAKAR	ENGLG F9 /MATHS E8 /HAULG C6 /IRS D7 /GEO D7 /BIO D7 /CHE
9	1195417BCB	SANI BISHIR	ENGLG F9 /MATHS F9 /HAULG C6 /IRS C6 /GEO D7 /BIO F9 /CHE
10	1195C997HD	IBRAHIM BISHIR	ENGLG F9 /MATHS F9 /HAULG C6 /IRS E8 /GEO D7 /BIO F9 /CHE
11	1193B540HI	ABDULLAHI SANI Y	ENGLG F9 /MATHS F9 /HAULG C6 /IRS D7 /GEO F9 /BIO F9 /CH
12	1193B2B3BD	HARUNA BAMINU	ENGLG F9 /MATHS F9 /HAULG C6 /IRS D7 /GEO E8 /BIO F9 /CH
13	1193797B9I	MUSA UMAR	ENGLG F9 /MATHS F9 /HAULG D7 /IRS D7 /GEO D7 /BIO C6 /CH
14	1193749ECB	AHMED UMAR	ENGLG F9 /MATHS F9 /HAULG C6 /IRS D7 /GEO E8 /BIO C6 /CH
15	1193721BIC	GARBA YUSUF	ENGLG F9 /MATHS F9 /HAULG F9 /IRS F9 /GEO D7 /BIO E8 /CH
16	1193B983FG	SIRAJO YAHUZA YARO	ENGLG F9 /MATHS F9 /HAULG F9 /IRS E8 /GEO D7 /BIO E8 /CH
17	1193B9177E	ABDULLAHI BUHARI	ENGLG F9 /MATHS F9 /HAULG C6 /IRS C6 /GEO E8 /BIO F9 /CH
18	1193B164CI	USMAN YUSUF	ENGLG F9 /MATHS F9 /HAULG C6 /IRS F9 /GEO E8 /BIO D7 /CH
19	1193B99HDI	HIJAZU ABUBAKAR	ENGLG F9 /MATHS F9 /HAULG C6 /IRS D7 /GEO F9 /BIO E8 /CH



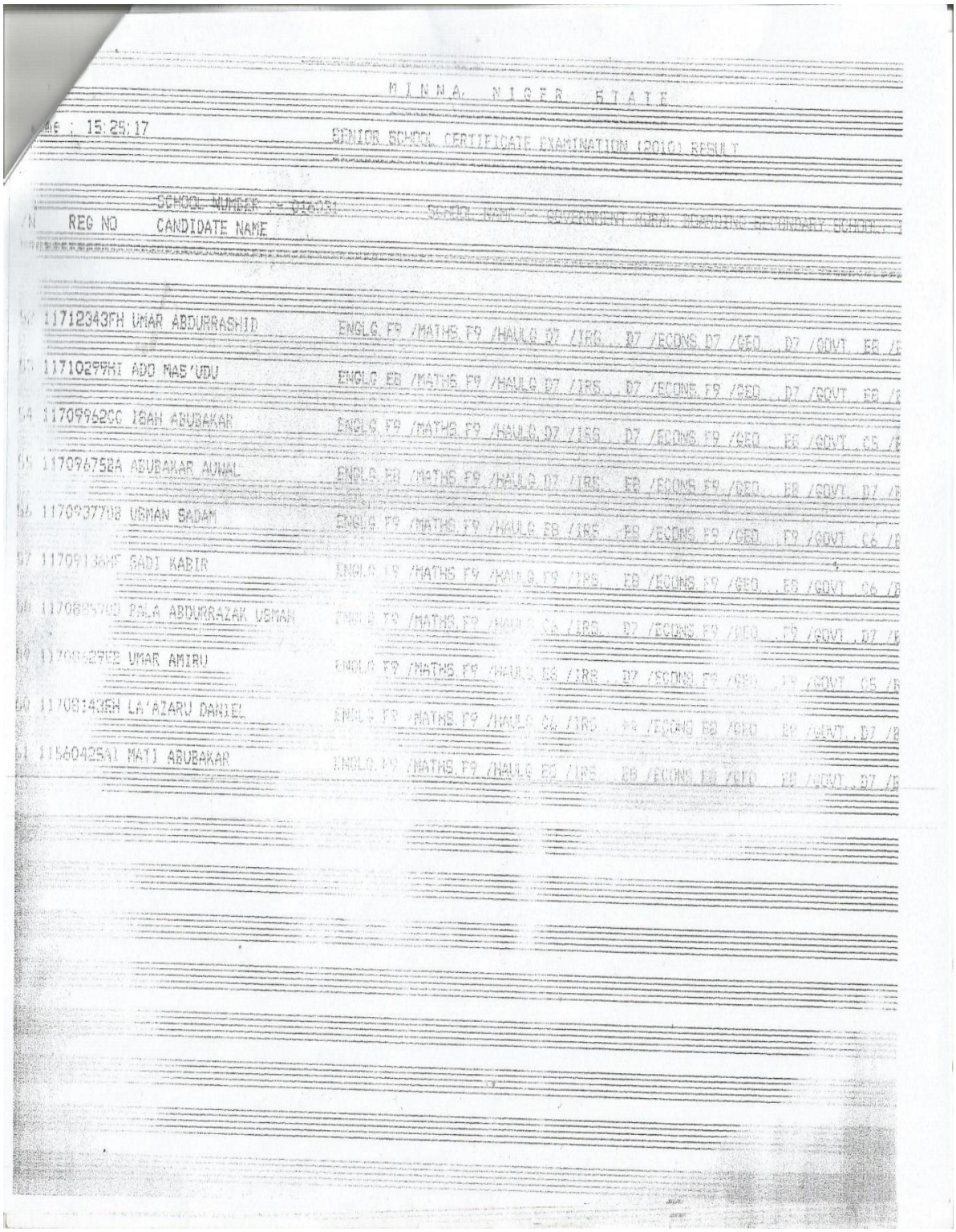
MINNA NIGER STATE

: 15:23:17

SENIOR SCHOOL CERTIFICATE EXAMINATION (2010) RESULT

SCHOOL NUMBER : 0140SU SCHOOL NAME : GOVERNMENT KUDU SUBURBS SECONDARY SCHOOL

S/N	REG NO	CANDIDATE NAME	
0827	11729982HF	LAWAL SHAFI'U	ENGLG.E8 /MATHS.F9 /HAULG.D7 /IRS.. C6 /ECONS.F9 /GEO.. E8 /GOVT.. F9 /
0828	11739450JC	YUSUF IBRAHIM	ENGLG.F9 /MATHS.F8 /HAULG.C5 /IRS.. D7 /ECONS.F9 /GEO.. D7 /GOVT.. C6 /
0829	11734518HE	BISHIR MUKHTAR	ENGLG.E8 /MATHS.E8 /HAULG.C6 /IRS.. C6 /ECONS.F9 /GEO.. D7 /GOVT.. D7 /
0830	11733993JH	SULEIMAN TUKUR	ENGLG.E8 /MATHS.E8 /HAULG.B3 /IRS.. D7 /ECONS.F9 /GEO.. E8 /GOVT.. D7 /
0831	11733655EE	USMAN ISIYAKU	ENGLG.E8 /MATHS.E8 /HAULG.B2 /IRS.. D7 /ECONS.F9 /GEO.. F9 /GOVT.. C6 /
0832	11733323HA	MOH'D BELLO	ENGLG.E8 /MATHS.F9 /HAULG.D7 /IRS.. C5 /ECONS.F8 /GEO.. E8 /GOVT.. D7 /
0833	11733063HE	ABUBAKAR ABDULLAHI	ENGLG.F9 /MATHS.F9 /HAULG.D7 /IRS.. C6 /ECONS.D7 /GEO.. F9 /GOVT.. E8 /
0834	11732443JB	ABUBAKAR MUNTARI	ENGLG.E8 /MATHS.F5 /HAULG.C6 /IRS.. C6 /ECONS.F9 /GEO.. E8 /GOVT.. C5 /
0835	11732141CH	KABIR ABDUSSALAM	ENGLG.F9 /MATHS.F9 /HAULG.D7 /IRS.. D7 /ECONS.F9 /GEO.. F9 /GOVT.. C6 /
0836	11731627GH	IDRIS RISILANA	ENGLG.E8 /MATHS.F9 /HAULG.E8 /IRS.. C5 /ECONS.F9 /GEO.. E8 /GOVT.. F9 /
0837	11730832B1	USMAN SALISU	ENGLG.F9 /MATHS.F9 /HAULG.E8 /IRS.. D7 /ECONS.F9 /GEO.. F9 /GOVT.. D7 /
0838	11730180JA	ABDULKADIR IBRAHIM	ENGLG.E8 /MATHS.F9 /HAULG.D7 /IRS.. C6 /ECONS.F9 /GEO.. D7 /GOVT.. F9 /
0839	11729455B9	HALIDU ILIYASU	ENGLG.F9 /MATHS.F9 /HAULG.D7 /IRS.. D7 /ECONS.F9 /GEO.. F9 /GOVT.. E8 /
0840	11729270HH	YA'U BADIKU	ENGLG.E8 /MATHS.F9 /HAULG.F9 /IRS.. D7 /ECONS.F9 /GEO.. D7 /GOVT.. F9 /
0841	11727341HB	YA'U ZAHARADDINI	ENGLG.F9 /MATHS.F9 /HAULG.E8 /HIS.. F9 /IRS.. C6 /ECONS.E8 /GEO.. D7 /
0842	11726846AE	SANI MUNTARI	ENGLG.F9 /MATHS.F9 /HAULG.E8 /HIS.. F9 /IRS.. C6 /ECONS.F9 /GEO.. D7 /
0843	11725535IH	ABUBAKAR ABDULLAHI A	ENGLG.F9 /MATHS.E8 /HAULG.E8 /IRS.. C6 /ECONS.E8 /GEO.. E8 /GOVT.. F9 /
0844	11724860EJ	AHMED ABDULKARIM	ENGLG.F9 /MATHS.F9 /HAULG.E8 /IRS.. D7 /ECONS.F9 /GEO.. E8 /GOVT.. F9 /
0845	11724417UG	ABAMU SANUSI	ENGLG.F9 /MATHS.F9 /HAULG.E8 /IRS.. D7 /ECONS.F9 /GEO.. E8 /GOVT.. F9 /



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ME : 15:25:17 SENIOR SCHOOL CERTIFICATE EXAMINATION (2016) RESULT

SCHOOL NUMBER :- [illegible] SCHOOL NAME :- [illegible]

/N	REG NO	CANDIDATE NAME	
52	11712343FH	UMAR ABDURRASHID	ENGLG F9 /MATHS F9 /HAULG B7 /IRS B7 /ECONS B7 /GEO B7 /GOVT B6 /L
53	1171029HI	ADO MAS'UDU	ENGLG B6 /MATHS F9 /HAULG B7 /IRS B7 /ECONS F9 /GEO B7 /GOVT B6 /L
54	1170996206	IBAH ABUBAKAR	ENGLG F9 /MATHS F9 /HAULG B7 /IRS B7 /ECONS F9 /GEO B6 /GOVT C5 /L
55	1170947528	ABUBAKAR AUWAL	ENGLG F9 /MATHS F9 /HAULG B7 /IRS F9 /ECONS F9 /GEO F9 /GOVT B7 /L
56	1170937708	USMAN SADAM	ENGLG F9 /MATHS F9 /HAULG B6 /IRS F9 /ECONS F9 /GEO F9 /GOVT C6 /L
57	1170913647	SADI KABIR	ENGLG F9 /MATHS F9 /HAULG F9 /IRS F9 /ECONS F9 /GEO F9 /GOVT C6 /L
58	1170[illegible]	BALA ABDURRAZAK USMAN	ENGLG F9 /MATHS F9 /HAULG C6 /IRS B7 /ECONS F9 /GEO F9 /GOVT B7 /L
59	1170[illegible]	UMAR AMIRU	ENGLG F9 /MATHS F9 /HAULG C6 /IRS B7 /ECONS F9 /GEO F9 /GOVT C5 /L
60	1170814368	LA'AZARU DANIEL	ENGLG F9 /MATHS F9 /HAULG C6 /IRS F9 /ECONS B6 /GEO F9 /GOVT B7 /L
61	1156042SAI	MATI ABUBAKAR	ENGLG F9 /MATHS F9 /HAULG B6 /IRS B6 /ECONS F9 /GEO F9 /GOVT B7 /L

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RUN DATE: 19/03/2012 WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION MAY/JUNE 2011 RELEASE

CENTRE NO...4212401 NAME... GOVERNMENT DAY SECONDARY SCHOOL, MATAZU

CANDIDATE NUMBER AND NAME — DETAILED RESULTS BY SUBJECTS

178 SALE SAIFULLAHI ECON..../C6 GEOG..../F9 GOVT..../B3 ISL-STDS/C5 ENG-LANG/C4 HAU-LANG/B2 MATHS.../D7
~~BIOLOGY./C6~~

TOTAL LISTED	PASS IN 9-SUBJS	PASS IN 8-SUBJS	PASS IN 7-SUBJS	PASS IN 6-SUBJS	PASS IN 5-SUBJS	PASS IN 4-SUBJS	PASS IN 3-SUBJS	PASS IN 2-SUBJS	PASS IN 1-SUBJ	FAILURE
1	0	1	0	0	0	0	0	0	0	0

TOTAL LISTED	CREDIT IN 9-SUBJS	CREDIT IN 8-SUBJS	CREDIT IN 7-SUBJS	CREDIT IN 6-SUBJS	CREDIT IN 5-SUBJS	CREDIT IN 4-SUBJS	CREDIT IN 3-SUBJS	CREDIT IN 2-SUBJS	CREDIT IN 1-SUB
1	0	0	1	0	0	0	0	0	

TOTAL NO OF RESULTS WITHHELD = 0, ANY RESULT/SUBJECT WITH "H" IS BEING WITHH

TOTAL NO OF RESULTS CANCELLED = 0, ANY RESULT/SUBJECT WITH "$" HAS BEEN CANCE

TOTAL NO OF CANDIDATES WITH PARTIAL RESULT = 0, ANY RESULT/SUBJECT WITH "*" IS PENDING

THE WEST AFRICAN EXAMINATIONS COUNCIL

RUN DATE: 27/08/2011 WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION MAY/JUNE 2011

2011

CENTRE NO...4212401 NAME... GOVERNMENT DAY SECONDARY SCHOOL, MATAZU

DETAILED RESULTS BY SUBJECTS

CANDIDATE NUMBER AND NAME		
001 ABBA ABDULLAHI SIRAJO	2	GEOG..../E8 ISL-STDS/B3 ENG-LANG/B3 HAU-LANG/B3 MATHS.../C6 AGRICSCI/C4 BIOLOGY.
002 ABDU KABIR	6 3	PHYSICS./F9 ECON..../C5 GEOG..../E8 GOVT..../B3 ISL-STDS/B3 ENG-LANG/C4 HAU-LANG/B3 MATHS...
003 ABDUL'AZIZ MUSTAPHA	12 12	BIOLOGY./C6 ECON..../C6 GEOG..../E8 GOVT..../B3 ISL-STDS/B3 ENG-LANG/C4 HAU-LANG/B3 MATHS...
004 ABDULHADI MANI	4	BIOLOGY./D7 ECON..../C6 GEOG..../E8 GOVT..../B3 ISL-STDS/B3 ENG-LANG/C6 HAU-LANG/B3 MATHS...
005 ABDULHAMID SALAHUDDIN	2	BIOLOGY./D7 GEOG..../C6 ISL-STDS/B3 ENG-LANG/B3 HAU-LANG/B2 MATHS.../C6 AGRICSCI/C5 BIOLOGY.
006 ABDULLAHI AMINU	2	PHYSICS./F9 ECON..../D7 GEOG..../E8 GOVT..../B3 ISL-STDS/C4 ENG-LANG/C6 HAU-LANG/B3 MATHS...
007 ABDULLAHI HARISU		BIOLOGY./D7 GEOG..../E8 ISL-STDS/B3 ENG-LANG/C6 HAU-LANG/B3 MATHS.../D7 AGRICSCI/C5 BIOLOGY.
008 ABDULLAHI KABIR		PHYSICS./F9 ECON..../ X GEOG..../ X GOVT..../ X ISL-STDS/ X ENG-LANG/ X HAU-LANG/ X MATHS...
009 ABDULLAHI LAWAL	1	BIOLOGY./F9 ECON..../C6 GEOG..../E8 GOVT..../B3 ISL-STDS/C5 ENG-LANG/C4 HAU-LANG/B3 MATHS...
010 ABDULLAHI MARYAM		BIOLOGY./C6 ECON..../C6 GEOG..../E8 GOVT..../B3 ISL-STDS/C6 ENG-LANG/B3 HAU-LANG/B2 MATHS...
011 ABDULLAHI MUSA		~~BIOLOGY./C6~~ ECON..../D7 GEOG..../F9 GOVT..../B3 ISL-STDS/C4 ENG-LANG/C4 HAU-LANG/B3 MATHS...
012 ABDULLAHI SABI'U		~~BIOLOGY./C6~~ ECON..../C6 GEOG..../E8 GOVT..../C4 ISL-STDS/C4 ENG-LANG/B3 HAU-LANG/A1 MATHS...
013 ABDULLAHI SALISU		~~BIOLOGY./C6~~ ECON..../C6 GEOG..../F9 GOVT..../C4 ISL-STDS/C5 ENG-LANG/C4 HAU-LANG/B2 MATHS...
014 USMAN ABDU		~~BIOLOGY./C6~~ GEOG..../C6 ISL-STDS/B3 ENG-LANG/C4 HAU-LANG/A1 MATHS.../C6 AGRICSCI/C6 BIOLOGY
015 ABDULLAHI YAHAYA	2	~~PHYSICS./F9~~ GEOG..../D7 ISL-STDS/C4 ENG-LANG/C4 HAU-LANG/C6 MATHS.../D7 AGRICSCI/C5 BIOLOGY
016 ABDULLAHI ZURKIFILU		~~PHYSICS./F9~~ ECON..../C6 GEOG..../E8 GOVT..../B3 ISL-STDS/C4 ENG-LANG/C4 HAU-LANG/B3 MATHS...
017 ABDULSALAM IBRAHIM		~~BIOLOGY./C6~~ ECON..../C6 GEOG..../D7 GOVT..../B3 ISL-STDS/B3 ENG-LANG/B3 HAU-LANG/A1 MATHS...
018 ABDURRAHAMAN IBRAHIM	1	BIOLOGY./C5 ECON..../C6 GEOG..../E8 GOVT..../B3 ISL-STDS/B3 ENG-LANG/C5 HAU-LANG/B3 MATHS...
019 ABDURRAHMAN SHAFI'U		BIOLOGY./D7 ECON..../C6 GEOG..../E8 GOVT..../C4 ISL-STDS/B3 ENG-LANG/C4 HAU-LANG/B2 MATHS...
020 ABOOR JULIANA		BIOLOGY./C6 XTIANREL/C6 GEOG..../D7 ENG-LANG/B3 HAU-LANG/A1 MATHS.../C6 AGRICSCI/C4 BIOLOGY

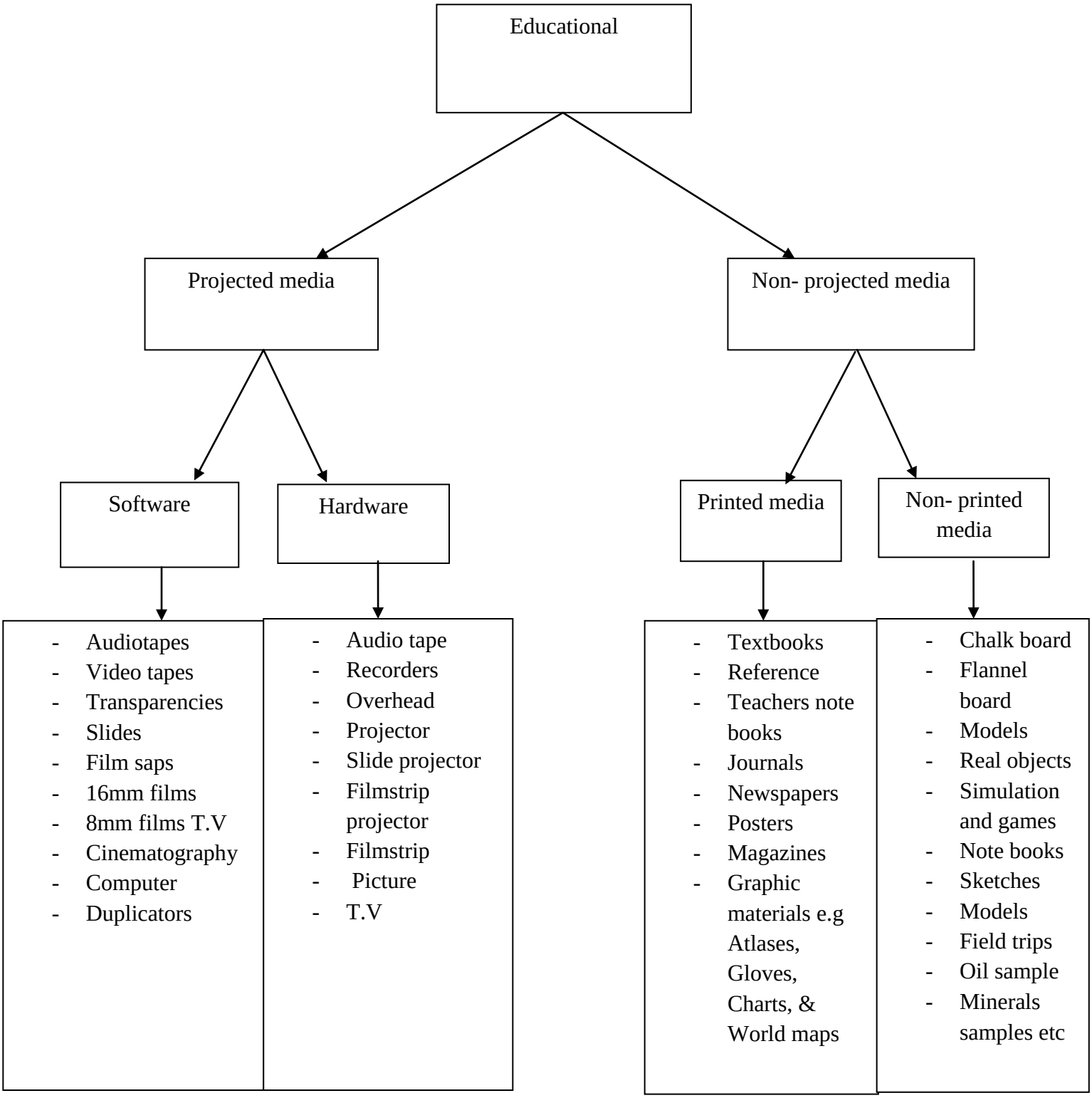
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RUN DATE: 27/08/2011 WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION MAY/JUNE 2011

CENTRE NO...4212401 NAME... GOVERNMENT DAY SECONDARY SCHOOL, MATAZU

CANDIDATE NUMBER AND NAME	DETAILED RESULTS BY SUBJECTS
176 SALE HUSAINI	GEOG..../C6 ISL-STDS/C4 ENG-LANG/B3 HAU-LANG/A1 MATHS.../D7 AGRICSCI/C4 BIOL PHYSICS./F9
177 SALE MUSTAPHA	ECON..../C5 GEOG..../E8 GOVT..../C6 ISL-STDS/C6 ENG-LANG/C4 HAU-LANG/B2 MATH BIOLOGY./C6
178 SALE SAIFULLAHI	ECON..../C6 GEOG..../F9 GOVT..../B3 ISL-STDS/C5 ENG-LANG/C4 HAU-LANG/B2 MATH BIOLOGY./C6
179 SALISU ABDULLAHI	ECON..../C6 GEOG..../E8 GOVT..../B3 ISL-STDS/C5 ENG-LANG/B3 HAU-LANG/B3 MATH BIOLOGY./C6
180 SALISU ABDULLAHI	ECON..../D7 GEOG..../E8 GOVT..../B3 ISL-STDS/C6 ENG-LANG/C5 HAU-LANG/C5 MATH BIOLOGY./C6
181 SALISU ISIYA	ECON..../C6 GEOG..../E8 GOVT..../F9 ISL-STDS/C6 ENG-LANG/C4 HAU-LANG/B2 MATH BIOLOGY./C6
182 SALISU KABIR	GEOG..../C6 ISL-STDS/C6 ENG-LANG/B3 HAU-LANG/B2 MATHS.../C5 AGRICSCI/D7 BIOL PHYSICS./F9
183 SALISU MUSA	ECON..../C5 GEOG..../F9 GOVT..../C6 ISL-STDS/C6 ENG-LANG/C4 HAU-LANG/A1 MATH BIOLOGY./D7
184 SALISU MUSA	ECON..../C4 GEOG..../E8 GOVT..../C6 ISL-STDS/C6 ENG-LANG/B3 HAU-LANG/A1 MATH BIOLOGY./C6
185 SALISU SA'ADANA	ECON..../C5 GEOG..../D7 GOVT..../C4 ISL-STDS/C6 ENG-LANG/C4 HAU-LANG/B3 MATH BIOLOGY./C5
186 SALISU SHAMAWILU	GEOG..../D7 ISL-STDS/C5 ENG-LANG/C5 HAU-LANG/B2 MATHS.../D7 AGRICSCI/C6 BIOL PHYSICS./E8
187 SALMANU NASIRU	ECON..../C4 GEOG..../E8 GOVT..../C6 ISL-STDS/C6 ENG-LANG/B3 HAU-LANG/B2 MATH BIOLOGY./C5
188 SAMA'ILA AMADU	GEOG..../D7 ISL-STDS/C5 ENG-LANG/B3 HAU-LANG/B3 MATHS.../C5 AGRICSCI/C6 BIOL PHYSICS./F9
189 SAMA'ILA GADDAFI	ECON..../C5 GEOG..../E8 GOVT..../C5 ISL-STDS/C6 ENG-LANG/B3 HAU-LANG/B3 MATH BIOLOGY./C6
190 SAMA'ILA SHAMSU	GEOG..../C6 ISL-STDS/C6 ENG-LANG/B3 HAU-LANG/A1 MATHS.../C6 AGRICSCI/C6 BIOL PHYSICS./F9
191 SAMINU SHAFI'U	ECON..../C4 GEOG..../D7 GOVT..../C4 ISL-STDS/B3 ENG-LANG/B3 HAU-LANG/A1 MATH BIOLOGY./C4
192 SAMINU TASI'U	ECON..../C4 GEOG..../C6 GOVT..../C4 ISL-STDS/C4 ENG-LANG/B3 HAU-LANG/B2 MATH BIOLOGY./C6
193 SANI ABDULSAMAD	ECON..../C6 GEOG..../D7 GOVT..../C5 ISL-STDS/C4 ENG-LANG/C4 HAU-LANG/B3 MATH BIOLOGY./C5
194 SANI AMADU	ECON..../C5 GEOG..../E8 GOVT..../B3 ISL-STDS/C4 ENG-LANG/B3 HAU-LANG/B3 MATH BIOLOGY./C6
195 SANI AYUBA	ECON..../C5 GEOG..../E8 GOVT..../C4 ISL-STDS/C4 ENG-LANG/B3 HAU-LANG/A1 MATH

Appendix G


Educational
Projected media
Non- projected media
Software
Hardware
Printed media
Non- printed media
- Audiotapes
- Video tapes
- Transparencies
- Slides
- Film saps
- 16mm films
- 8mm films T.V
- Cinematography
- Computer
- Duplicators
- Audio tape
- Recorders
- Overhead
- Projector
- Slide projector
- Filmstrip projector
- Filmstrip
- Picture
- T.V
- Textbooks
- Reference
- Teachers note books
- Journals
- Newspapers
- Posters
- Magazines
- Graphic materials e.g Atlases, Gloves, Charts, & World maps
- Chalk board
- Flannel board
- Models
- Real objects
- Simulation and games
- Note books
- Sketches
- Models
- Field trips
- Oil sample
- Minerals samples etc