

**EFFECTS OF IMPROVISED INSTRUCTIONAL MATERIALS ON THE
PERFORMANCE OF SOCIAL STUDIES STUDENTS IN JUNIOR SECONDARY
SCHOOLS, KANO STATE, NIGERIA**

BY

LILIAN ACHIGAONYE

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

MAY, 2018

**EFFECTS OF IMPROVISED INSTRUCTIONAL MATERIALS ON THE
PERFORMANCE OF SOCIAL STUDIES STUDENTS IN JUNIOR SECONDARY
SCHOOLS, KANO STATE, NIGERIA**

BY

Lilian ACHIGAONYE
NCE, B.Ed, SOCIAL STUDIES
M.Ed/EDUC/46812/2012-2013

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT
OF THE REQUIRMENTS FOR THE AWARD OF MASTER DEGREE IN
EDUCATION (CURRICULUM AND INSTRUCTION)**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

MAY, 2018

DECLARATION

I hereby declare that the work in this dissertation entitled “Effects of improvised instructional materials on the performance of Social studies students in junior secondary schools, Kano State, Nigeria,” has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

Lilian ACHIGAONYE

Date

CERTIFICATION

This dissertation entitled EFFECTS OF IMPROVISED INSTRUCTIONAL MATERIALS ON THE PERFORMANCE OF SOCIAL STUDIES STUDENTS IN JUNIOR SECONDARY SCHOOLS, KANO STATE, NIGERIA by Lilian ACHIGAONYE meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Dr. A. Guga
Chairman, Supervisory Committee

Date

Dr. H. O. Yusuf
Member, Supervisory Committee

Date

Dr. M.I. Harbau
Head of Department
Educational Foundations and Curriculum

Date

Prof. S. Z. Abubakar
Dean, School of Postgraduate Studies

Date

DEDICATION

This dissertation is dedicated to my beloved husband, Mr Edmund Enyinnaya who has been there for me from the beginning to the end of my study and also to my wonderful children, Clinton, Franklyne, Macpherson, Joshua, Emmanuel, Deborah and Bonaventure for their support and prayers.

ACKNOWLEDGEMENTS

I wish to sincerely express my profound gratitude to the Almighty God whose faithfulness saw me through in this programme.

I also wish to acknowledge the invaluable assistance of my supervisors, Dr. A. Guga and Dr. H.O.Yusuf for their constructive, criticisms, corrections and guidance which led to the successful completion of this work.

I like to specially express my gratitude to Dr. M. I. Harbau (HOD, Educational Foundations and Curriculum) your advice, inspirations, leadership by humility, guidance is indeed great, I want to thank and appreciate Dr. S. U. El-Yaqub, the royal father (Wakilin Malaman, Zazzau) I sincerely acknowledge my lecturers and members of defence panel such as Dr. A Guga, Prof. R.B Bako, Dr. A.F. Mohammed, Dr (Mrs) W.A Ehinmdu, Dr. A. M. Aminu, Dr. Hussaini Shehu and Prof. G. Sa'ad for their contributions and criticism. Dr. (Mrs) H. Y. Audi, your wonderful criticism, motherly care is highly appreciated and noted, I am very grateful to you.

I also wish to place on record the inspiration of my husband, Mr Edmund Ugwuegbu towards the success of my education. More so, i want to appreciate the contributions of my mother and wonderful children who have been supportive and encouraging throughout the duration of this work. May the almighty God bless and reward you all in Jesus name.

I am also indebted to my colleagues and friends, Mrs Maria Amadi, Mrs Chinyere Emefo, Dr Abu Muhammad, Uncle Emmenuel Alasoluyi and Late Mr Osborne whose relentless efforts contributed to the success of this study. My gratitude also go to my sisters, brothers, nephews, nieces and in-laws, may God be with you all.

To all not mentioned, who have contributed in one way or the other to the success of this research work and all the authors whose works have been cited or consulted in the course of this research work, I am grateful to you all.

ABSTRACT

This study investigated the effects of improvised instructional materials on the performance of Social studies students in junior secondary schools, Kano State, Nigeria. The study was carried out with four objectives which are to: determine the performance of students taught social studies using improvised instructional materials and those taught without improvised instructional materials (in junior secondary schools in Kano State); ascertain the effect of improvised instructional materials on the pre-test and post-test performance scores of social studies students in the experimental group (in junior secondary schools in Kano State); compare the effect of improvised instructional materials on the performance of male and female social studies students (in junior secondary schools in Kano State) and, find out the performance of social studies students in rural and urban junior secondary schools in Kano State taught with improvised instructional materials. Also, four (4) corresponding research questions and four (4) null hypotheses were formulated for the study. The study adopted quasi-experimental research design where pre-test and post-test was used and intact classes were involved. The population of this study comprised of all the 5439 JS II students offering social studies in Nassarawa Educational Zone, Kano State where the population of the male was made up of 2855 and 2584 female students. A sample size of 200 JS II students was drawn using purposive sampling technique, consisting of 120 males and 80 females. A structured Social studies test questions approved for junior secondary schools by NECO was used for data collection. The instrument consisted of 25 objective test items with four options. The demographic information of the respondents was analysed using frequency and percentage, while the research questions were answered using mean, standard deviation and standard error mean. Hypotheses 1, 3 and 4 were analysed using independent sample t-test while hypotheses 2 was analysed using paired sample t-test at 0.05 alpha level of significance. Findings drawn from the study revealed that the performance of students taught

with improvised instructional materials was significantly higher than those taught without improvised instructional materials; the post-test performance score of Social studies students taught with improvised instructional materials was significantly better than their pre-test performance in junior secondary schools in Kano state; the Performance of female students taught social studies using improvised instructional materials had a better mean score compared to their male counterparts; the use of improvised instructional materials in teaching social studies was significantly effective in both rural and urban area. It can be concluded that the use of improvised instructional materials is a strategy for enhancing the performance of students in social studies. Thus teachers of social studies can adopt this strategy to ensure they work towards improving performance in social studies. Recommendations were made among others that Kano state government should encourage teachers' improvisation and usage of instructional materials in schools; Schools should be equipped to produce improvise instructional materials so that teachers may use them for effective instructions in junior secondary schools.

TABLE OF CONTENTS

Cover Page	i
Title Page	ii
Declaration	iii
Certification	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Tables	xi
List of Appendices	xii
List of Abbreviations	xiii
Operational Definition of Terms	xv
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	6
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	8
1.6 Basic Assumptions	8
1.7 Significance of the Study	9
1.8 Scope of the Study	12
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	14
2.2 Conceptual Framework	14
2.2.1 Concept of Social Studies	15
2.2.2 Student's Performance in Social Studies	17
2.3 Theoretical Framework	23
2.4 Instructional Materials	26

2.4.1 Influence of Instruction Materials on Teaching and Learning Social Studies	33
2.5 Improvised Instructional Material	34
2.5.1 Production from Locally Made Instructional Materials	36
2.6 Difference between Improvised materials and Insturciotnal facilities	40
2.7 Types of Improvised Instructional Materials	40
2.8 Sources of Improvised Instructional Materials	46
2.9 Improvisation and Locally Made Instructional Materials	48
2.9.1 Importance of Improvised Instructional Materials	51
2.9.2 Problems of Improvised Instructional Materials	53
2.9.3 Principle for selecting and using Improvised Instructional Materials	55
2.9.4 Need for Improvised Instructional Materials	57
2.9.5 Importance of Improvised Instructional Materials	58
2.9.6 Effect of using Improvised Instructional materials on performance of Social Studies	59
2.10 Empirical Studies	60
2.11 Summary	67
CHAPTER THREE: RESEARCH METHODOLOGY	
3.1 Introduction	69
3.2 Research Design	69
3.3 Population	69
3.4 Sample and Sampling Techniques	70
3.5 Instrumentation	71
3.5.1 Validity of the Instrument	71
3.5.2 Pilot Study	72
3.5.3 Reliability of the Instrument	72
3.6 Procedure for Data Collection	72
3.6.1 Treatment Plan for Experimental and Control Group	74
3.7 Procedure for Data Analysis	74

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1	Introduction	76
4.2	Description of Study Variables	76
4.3	Response to Research Questions	77
4.4	Hypotheses Testing	81
4.5	Summary of Major Findings	84
4.6	Discussions of Findings	85

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Summary	87
5.2	Conclusion	88
5.3	Recommendations	88
5.4	Contribution to Knowledge	89
5.5	Suggestions for Further Study	87
	References	90
	Appendices	100

LIST OF TABLES

Table 3.3: Population of the Respondents	70
Table 3.4: Sample of the Respondents	71
Table 3.6.1: Treatment Plan for Experimental and Control Group	74
Table 4.1: Frequency and Percentage of Respondents based on Groups	76
Table 4.2: Frequency and percentage of respondents based on Gender	77
Table 4.3: Descriptive statistics on the performance of students taught social studies using improvised instructional materials and those taught without improvised instructional materials in junior secondary schools in Kano State	77
Table 4.4: Descriptive statistics on the effect of improvised instructional materials on the pre-test and post-test performance score of social studies students in the experimental group in junior secondary schools in Kano State	78
Table 4.5: Descriptive statistics on the effect of improvised instructional materials on the performance of male and female Social studies students in junior secondary schools in Kano State	80
Table 4.6: Descriptive statistics on the performance of social studies Students taught with improvised instructional materials in rural and urban located secondary schools in Kano state	80
Table 4.7: Independent sample t-test on the performance of students taught Social Studies using improvised instructional materials and those taught without improvised instructional materials in junior secondary schools in Kano state	81
Table 4.8: Paired sample t-test on the effect of improvised instructional materials on the pre-test and post-test performance score of social studies students in experimental group in junior secondary schools in Kano state	82
Table 4.9: Independent sample t-test on the effect of improvised instructional materials on the performance of male and female Social studies students in junior secondary schools in Kano State	83
Table 4.10: Independent sample t-test on the performance of social studies Students taught with improvised instructional materials in rural and urban located junior secondary schools in Kano state	84

LIST OF APPENDICES

Appendix I:	Scheme of work for JS II Social Studies	100
Appendix II:	Social Studies Test (SOST)	101
Appendix III:	Lesson Plan for Teaching the Experimental group using Improvised Instructional Materials	103
Appendix IV:	Lesson plan for Teaching the Control group without Improvised Instructional Materials	123
Appendix V:	Training Manual for Research Assitant	141
Appendix VI:	Reliability Result	142

LIST OF ABBREVIATIONS

LRC	Learning Resources Centre
NERDC	Nigerian Educational Research and Development Council
NPE	National Policy on Education
SSCE	Senior School Certificate Examination
JSCE	Junior School Certificate Examination
SSPT	Social Studies Performance Test
UNICEF	United Nations Children's Education Fund
WASC	West African School Certificate
NECO	National Examination Council

OPERATIONAL DEFINITION OF TERMS

Instructional Materials: are devices used by the teacher towards facilitating teaching of social studies, they aids and enhance teaching, and learning.

Improvised Instructional Materials: are materials such as chart, posters, sketches, cartoons, drawings and models, obtainable from the local environment by the teacher to aids teaching.

Social Studies: as a subject for inculcating the right type of skills and civic virtue through unified and integrated inter-disciplinary studies of man.

Method of Teaching: is a series of approaches adopted by a teacher during teaching towards achieving the objectives of the lesson.

Teaching Techniques: Teaching Techniques refer to the style of teaching of a teacher in the classroom learning situation.

Teaching Strategy: Set of decisions to achieve an objective that results in plan. Theoretically, teaching Strategy refers to the accepted set of decisions taken by the teacher in the process of teaching and learning.

Learning: A relatively permanent change in behaviour which occurs as a result of practice or experience. Learning refers to series of interactions between the teachers and the students that can bring about changes in the students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teaching at any level requires that the students be exposed to some form of instruction. The ultimate purpose of an effective teaching and learning is to bring about learning on the part of the learner and the symbol of learning outcome is change in behaviour which is consequential to experience (Akande, 2002). Ekwueme and Igwe (2001) asserted that it is the teacher's task to provide experiences which support, stimulate and structure student's learning to bring about a progression and understanding appropriate to the student's needs and abilities. It is therefore very important for the teacher to use teaching materials/aids to make teaching and learning simple, interesting, systematic, positively interactive and motivation of educational experiences especially in social studies. Ekpo (2004) aptly declared that instructional materials are often used to compensate for the inadequacies of the sense organs or to reinforce the capacity of the dominant organs. They must be relevant for the realization of effective learning and the intentions of the curriculum.

The effect of instructional materials in promoting students' academic performance and teaching and learning in educational development is indisputable. The teaching of Social studies in Nigerian secondary schools needs to be properly handled. It has been reported that the non – availability of materials in schools serve as barrier to effective teaching. Osakwe and Itedjere (2008) noted that teaching materials in social studies means anything that can assist the teacher in promoting teaching and learning. When the students are given the chance to learn through more senses than one, they can learn faster and easier. The use of instructional materials provides the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more. Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his effective

presentation of a given topic. The researcher observed that the use of improvised instructional materials in social studies to duplicate the traditional face to face classroom has resulted in a shift from teacher- to student-centred classes. In this situation the responsibility for learning is shifted to the students. The teacher facilitates the learning by acting as a coach, resource guide and companion in learning. The use of instructional materials does not only encourage teachers and students to work collaboratively but also results in more cooperative learning activities among the students.

In educational institutions, success is measured by the level of academic performance, as career competition grows ever fiercer in the working world; the importance of academic performance has caught the attention of parents, the society, government and educational institutions. Poor academic performance of students in social studies in Junior Secondary schools in Nigeria has been linked to poor lecturers' performance in terms of accomplishing the teaching task, ineffective use of the required instructional materials, negative attitude to work and poor teaching habits which have been attributed to poor motivation as observed by the researcher

Refers to instructional materials as objects or devices which help the teacher to make learning meaningful to the learners. Similarly, Ezeigbo (2010) classified them into two as visual materials, made up of reading and non-reading materials and audio-visual materials comprising electrically operated and non-electrically operated materials. Social studies is a subject that depends on the use of a number of resources. Osakwe and Itedjere (2008) summarized these resources as textual like books, audio-visual and human resources. They stated that these resources are either used individually or collectively in any meaningful social studies teaching and learning situation.

The production of instructional materials had undergone several reviews and processes by experts from various fields. Highlighting the need for improvised instructional materials, Olumorin (2009) emphasized that it is when original materials are not available for use in teaching and learning that other types and forms of improvised instructional materials can be applied. For instance, in learning alphabets at preschool class in African setting, an imported chart with 'A' for Apple; 'B' for Balloon and so forth, are being used, but an improvised chart that will reflect objects that can be easily seen in the child's environment can be used. For instance, 'A' for Ant; 'B' for Basket; 'C' for Cutlass and so forth. It is against this background that the need to fashion out ways by which improvised resources to be used for developing instructional materials can be supported.

Hence, it is important for the understanding of social studies lessons at the junior secondary school level. Instructional materials will therefore include all forms of information carriers that can be used to promote and encourage effective teaching and learning activities. The instructional materials that teachers can use to improve the quality of instruction are inexhaustible. The teacher's level of resourcefulness, creativity and imagination is in fact unlimited.

Rowland and Schwiebert (2010) found that most children experienced success with as little as fifteen minutes perday of instruction with the use of improvised instructional material. Ronski and Seveik (2007) supported that children learn faster while using improvised materials successfully. They affirmed that the importance of improvised instructional materials in supporting access to and progress in the general curriculum, social studies in particular, and effective education cannot be underestimated. Klinert *et al.*, (2002) supported that without the use of improvised instructional materials; children do not have access to effective learning which is essential to participation in the school curriculum.

According to Ronski and Seveik (2005), improvisation of instructional materials facilitate learning in young children. They added that teaching in a familiar environment, locally made instructional materials can be viewed as a tool that aids or fosters the proper understanding and sets the stage for good academic performance. Most teachers do not use them, and thereby depriving the students the benefits inherent in utilizing them. In some cases, there are no teaching aids to enhance teaching and even the teachers do not possess the skills to improvise locally made instructional materials to enhance learning of social studies among the students.

On the other hand, Agina–Obu (2005) puts it thus, pupils in the classroom do not have adequate information to touch, feel, smell, build, destroy, analyze, synthesize for developing ideas and learning to take decisions. A large section of our educational system is bound to an academic bookish and sedentary curriculum wholly in respect to life and needs of any modern society. He went on to assert that, Social studies emerged then as a subject of prime importance for study in schools. It involves a study of basic characteristic of man, a detailed investigation into the way and varied expressions of the adoption of man to the area in which he lives and his relationship with other men.

According to Soetan *et al.*, (2010), improvised instructional materials for teaching and learning Social studies are graphics and models. Graphics include charts, posters, sketches, cartoons, graphs and drawings. Graphics communicate facts and ideas clearly through combination of drawings, words and pictures. The use of graphics in teaching creates definitiveness to the materials being studied. They help to visualize the whole concepts learned and their relationships with one another. The role of graphic materials in visual communication is both unique and significant.

Historically, symbols, a basic part of graphics have made it possible, the whole range of written language used in the world today. The instructional value of graphical illustrations lies generally in their capacity to attract attention and convey certain types of information in condensed form (Onasanya & Adegbija, 2007). Okpala *et al.*, (2008) stated that locally made improvised graphical illustrations provide a common experience to a large group at the same time. He also summarized the values of graphic for instructional design as follows: They require no special machine for projection, the teacher is confident in manipulating the material, their improvisation encourages more creativity and diversification of teaching methods, they are very easy to preserve and they could produced within minimum cost and maximum efficiency.

Onasanya (2004) gave various kinds of improvised instructional materials used in social studies instruction as mental models, theoretical models, mathematical models, diagrams, concrete models and so on. These types of models are of special pedagogic significance in social studies instruction due to the nature of knowledge and knowledge getting process in these disciplines. Concrete models are materials objects which are likenesses of natural or man-made structures or systems and which are intended to highlight and explain or describe structures, functional processes and relationships in the original. Concrete models are constructed in the effort to understand the behaviour of the physical world and the causes of such behaviour (Onasanya & Adegbija, 2007). He summarized the role of concrete models as follows: simplification of complex phenomena, concretization of complex phenomena, bridging of gaps in distance and time between phenomena and classroom events, enhancing of students ability to communicate in science.

1.2 Statement of the Problem

The importance of improvised instructional materials in promoting students academic performance in teaching and learning in educational development cannot be overstressed, the teaching of social studies in Nigeria schools needs to be properly handled, it has been reported that the inadequate and non-availability of instructional materials in schools serve as a barrier to effective teaching (Adeyemi, 2007). The study noted that, it can lead to persistent poor performance of students in many subjects over the years.

Experience over the years has shown that teachers of social studies in Nigerian junior secondary school have been depending on excessive use of words to express, to convey ideas or facts in the teaching-learning process. Teachers talking and at the same time, make the message clearer, more interesting and easier for the learners to assimilate (Onasanya *et al.*, 2008). The major problem confronting the teaching and learning of social studies in Kano State is on the performance of the students especially at the junior secondary school level. Parents and other stakeholders in education are wondering whether the poor performance of students are caused by the quality of social studies teachers, lack of instructional materials, the socio-economic status of the students, the school environment, and so forth, hence, the need to study one of these problems especially the effect of instructional materials in order to find solution to these problems.

Due to the inability of social studies teachers to improvise the instructional material when the need arises, they prefer teaching their lessons without instructional materials. Many of the teachers do not know the importance of improvisation in the teaching and learning of social studies and its effect on students' academic performance, (Garcia & Michaelis, 2001). It was based on this attitude and negligence of the social studies teachers that the researcher wants to carry out a study on the effect of improvised instructional materials on the performance of Social studies students in junior secondary schools in Kano State.

1.3 Objectives of the Study

The study sought to achieve the following objectives:

1. determine the performance of students taught social studies using improvised instructional materials and those taught without improvised instructional materials in junior secondary schools in Kano State.
2. Compare the pre-test and post-test performance score of social studies students in the experimental group in junior secondary schools in Kano State.
3. compare the effects of improvised instructional materials on the performance of male and female social studies students in junior secondary schools in Kano State.
4. find out the performance of social studies students in rural and urban junior secondary schools in Kano State taught with improvised instructional materials.

1.4 Research Questions

The study aimed at answering the following research questions:

1. What is the difference in the pre-test and post- test performance score of social studies students in the experimental group in junior secondary schools in Kano State?
2. What is the performance of students taught social studies using improvised instructional materials and those taught without improvised instructional materials in junior secondary schools in Kano State?
3. What is the effect of improvised instructional materials on the performance of male and female social studies students in junior secondary schools in Kano State?
4. What is the performance of social studies students in rural and urban junior secondary schools in Kano State taught with improvised instructional?

1.5 Research Hypotheses

In line with the research questions formulated, the following null hypotheses were postulated and tested for the study:

1. There is no significant difference between the pre-test and post-test performance score of social studies students in the experimental group in junior secondary schools in Kano State.
2. There is no significant difference between the performance of students taught social studies using improvised instructional materials and those taught without improvised instructional materials in junior secondary schools in Kano State.
3. There is no significant difference in the performance of male and female Social studies students, taught using improvised instructional materials in junior secondary schools in Kano State.
4. There is no significant difference between the performance of social studies students in rural and urban junior secondary schools in Kano State taught with improvised instructional materials.

1.6 Basic Assumptions

This study was based on the assumptions that:

1. all the junior secondary schools used for this study offer social studies.
2. improvised instructional materials for the teaching of social studies in the junior secondary schools are available.
3. all the teachers teaching social studies are knowledgeable about the subject.
4. all the improvised instructional materials for the teaching of social studies in the junior secondary schools are in good condition.

1.7 Significance of the Study

The findings of this study would be beneficial to the following groups: Curriculum planners, Educational policy makers/administrators, teachers of social studies in junior secondary school level, all teachers in Social studies programme, students of social studies programme, researchers, Federal Ministry of Education, and State Ministry of Education. To curriculum planners the finding of the study will provide vital information that would be used in the understanding of educational theories and practices especially as it concerns the use of improvised instructional materials in meeting the needs of the learner in social studies.

It will also enable the policy makers and administrators to appreciate the importance of using improvised instructional materials in meeting the learners' needs in a global society. This will include the use of improvised instructional materials and its application in the teaching and learning of social studies. In addition the administrators will make sure that the decision from the policy makers are adhered to by the teachers in teaching and learning of Social studies. This study will serve as a reference material to all the teachers of social studies in Nigeria as it will enable them to know how their colleagues are applying the various improvised instructional materials available, in teaching and learning social studies. Also all the teachers who specialize in social studies will benefit from this study as it will enable them to appreciate the importance of using improvised instructional materials in teaching.

The findings will enable the students to appreciate the importance of improvised instructional materials in learning social studies. It will also motivate the students and increase their performance in social studies as it will bring the lesson closer to the students. It will also increase their manipulation skills and desire to be self reliant. The researchers in related topic will see this study as a source material that can be used for other studies.

The findings will be useful to social studies teachers who will improve their teaching strategy in order to enhance academic performance and arouse students' motivation towards learning social studies. It will place a great burden on the government to provide adequate funding for the improvisation of instructional materials.

The State Ministry of Education officials will benefit from this study on issues relating to allocation of funds to the schools. The need to allocate more funds having known the different kind of improvised materials used in junior secondary schools, the Ministry of Education officials will be equipped with reliable and factual information concerning the state of infrastructural facilities in these schools and the modalities to manage them and for planning purpose.

The findings of this study will enable the Federal and State Ministry of Education to know what extent the improvised instructional materials are being used and the implication to knowledge development among the students and the teachers in social studies at the junior secondary school level. As the policy makers for the junior secondary school level in Nigeria, this research work will serve as a reference document that will enable them to know how improvised instructional materials can improve teaching and learning of social studies in Nigeria. Finally, this study when completed, it will be an added knowledge to the existing literature.

It will provide an understanding of the extent of government contributions in providing educational instructional facilities to junior secondary schools in Kano state and Nigeria, useful information for educational planners and implementators in terms of maintenance and utilization of these improvised facilities for meaningful educational achievements. An insight into the existing state of instructional facilities which might assist in future educational plans.

The Parent Teachers Association (P.T.A) are indeed partners in managing the schools and will benefit from the study. The findings from the study will inform the Parent Teachers Association, the opportunity to have adequate knowledge of the improvised materials in these schools and the roles they can play in supporting the school with more infrastructural facilities. It will enable them to work harmoniously with the school in talking to their wards/students on how to use these improvised materials.

Non-governmental Organization will have reliable and factual knowledge of different kinds of improvised in these schools. It will give them the opportunity to play a leading role of providing more funds, to enable these schools have more school improvised materials. Again, religious bodies who are partners in education, the findings from this study will give them the opportunity to lay more emphasis on the moral and spiritual teachings that will enable the students make proper use of these improvised materials without necessarily abusing the infrastructural facilities.

Curriculum Experts/planners will benefit from the study, it will give them the opportunity to have adequate knowledge of the different types of instructional materials in these schools. It will place a burden on them to plan and develop curricula documents that will take care of all students, as well as curriculum experts in playing a experts role aimed at improving the standard of education. The study will motivate the curriculum planners to emphasize the use of mastery learning skills, reflective strategy in teaching various concepts in social studies. This may help to enhance the performance in social studies thereby reducing the rate of failure in the subjects.

In addition, social studies students will benefit by using the improvised materials such as libraries to solve assignments, observe practical knowledge and in the acquisition of essential skills in their learning. The students will benefit from the study by having useful

information to enable them have maintenance ability to properly utilize the improvised materials for meaningful educational attainments. The findings will enhance motivation of social studies education students towards the subjects and improve their performance since it incorporate mastery of the concepts taught.

It will motivate the morale of teachers to be able to use right teaching methodology, proper effective and efficient use of instructional aids to teach. It will enable the educational administrators and planners to appreciate the need for proper management of these infrastructural facilities, so as to ensure longevity. This will help in showing the effectiveness and usefulness of improvised materials for teaching social studies to the teachers and all other classroom teaching and learning activities. It will equally aid and motivate the students and teachers, about the principles, guidelines and procedures for maintenance, selection, application and use of these improvised materials.

It will help students and teachers under training to enhance their learning skills, knowledge and rudiment about how school improvised materials can help both teachers and students to learn and improve their skills successfully. It will enable the educational administrators and planners to appreciate the need for improvised materials to be used in these junior secondary schools in Kano state. This will help in showing the effectiveness and usefulness of improvised materials for teaching social studies to the teachers and all other classroom teaching and learning activities.

1.8 Scope of the Study

This study was delimited to all junior secondary schools, (JSII) Social studies students in Nassarawa Education Zone of Kano State. A total of 25 junior secondary schools were located in Nassarawa Education zone. These study covered 2016/2017 academic session which had a total population of 5439 students and total sample size of 200 was used which

was drawn from the total population mentioned above. The zone comprised of Fagge and Nassarawa Local Government Area of Kano State. It was also delimited to the available improvised instructional materials for the teaching of social studies in the junior secondary schools which include: (a) graphics (includes charts, posters, sketches, cartoons, graphs and drawings) and (b) models (mental models, diagrams, concrete models). Also, the study was delimited to the academic performance of JS II students in junior secondary schools in Nasarawa Zone, Kano State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literatures regarding the effects of improvised instructional materials on the performance of Students in Social studies in Junior Secondary Schools in Kano State. The chapter focused on the review of related literature under the followings; Conceptual framework; Concept of Social Studies; Student's Performance in Social Studies, Concept of Improvised instructional Materials; Theoretical framework; Instructional Material; Characteristics of Instructional Materials, Use of Instructional Materials in Teaching Social Studies, Influence of Instructional Material in Teaching and Learning Social Studies, Production from Locally Made Instruction Materials, Types of Improvised Instructional Materials; Advantages of Improvised Instruction Materials for Teaching Social Studies; Sources of Improvised locally made instructional materials; Improvisation and Locally Made Instructional materials; Differences between Improvised Instructional Materials and Instructional facilities, Different Kinds of Improvisation of Locally Made instructional materials; Importance of Improvisation of Locally Made Instructional Materials; Problems of Improvised Locally Made Instructional Materials; Principle for selecting and using Improvised Locally Made Instructional Materials; Need for Improvised Locally Made Instructional Materials in Social Studies; Improvised Instructional Materials and Academic performance of male and female Social studies students in junior secondary schools in Kano State; Empirical Studies; and Summary.

2.2 Conceptual Framework

Education is a human right and the main avenue of delivering such education is the school. Rousseau (2006) stressed that "Schooling is a system within a society that teaches

students to learn the knowledge needed to become functional members of the society as adults”. Schooling is a process by which students gain knowledge through modalities of teaching, management of environment and the use of specific practices that allows for the best learning experiences. The purpose of the school is to prepare the young for future responsibilities in life by means of acquisition of an organized body of knowledge and skills which enable them to function effectively in the later life. The importance of education in connection with school pupils is the leading role it can play in promoting education for sustainable development, and to link the importance and meaning of sustainable development to everyday living.

2.2.1 Concept of Social Studies

It is worthy to note that social studies covers a wide range of studies since it takes and uses concepts, ideas, skills, knowledge, attitudes and values from the social science subjects like geography, government, economics, religion, sociology and a host of others. Authors, writers, commentators and many others define social studies differently: all of them define it in line with their academic background, exposure to wide reading, and personal experiences. Therefore, it is necessary to note that there is no single definition of social studies that is universally accepted. The researcher, views social studies as an elaborate study of man's life and his activities as it relates to his environment, and how this activities affects others. It can also be seen as a neutral school subject, that can be applied to any situation man is found, and can be used to solve any societal problem.

Awe (2006) saw social studies as a problem-solving discipline. She declared that Social studies as a discipline if properly programmed and effectively taught should help to solve social problems that are facing developing countries like ours (Nigeria) where the old norms are fast losing their grips and no effective substitutes to replace them. Dubey *et al.*, (2000)

conceptualized social studies as "a process of education which utilizes the study of life for the purpose children and adults in the opportunity to practice solving individual and societal problems. It includes the transmission of attitudes, knowledge and skills which helps students to make decision and become responsible citizens". In the same vein, Bangle (2007) views social studies as an applied field which attempts to fuse scientific knowledge with ethical, philosophical, religious and social considerations which arise in the process of decision making as practiced by the citizen.

Adaralagbe (2000) considers social studies as representing a problem approach discipline through which man including the citizen, learns about problems of survival in his environment. According to Kissock (1999), social studies is "a program of study which a society uses to instill in students the knowledge, skills attitudes and actions it considers important concerning the relationships human beings have with each other, their world and themselves". Ololobou (1999) conceptualized Social Studies as "an organized integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry".

According to Okonkwo (2000), Social Studies is "the study of man and his physical and social environment, and how man interacts with others". Ogundare (2004) opined that social studies is a study of problems of survival in an environment and how to find solutions to them. It is a multidisciplinary study of topic, a problem, an issue, a concern or an aspiration. Danladi (2005) defined social studies as a field of study of man and his activities, in relation to his social, economic, political, cultural and physical environment in order to achieve understandings, skills, attitudes and values that are necessary for personal and societal development. Bayero (2007) opined that Social Studies is the sum of learning derived from the various aspects of human thoughts and experiences for the purpose of solving man's

interminable problems. From the definitions given so far, it is clear social studies is organized as a school subject to serve two closely related purposes (Kissock, 1999):

- i) To guide learners towards understanding people at various distance from them, the conditions in which people find themselves and the methods they employ to cope with problems.
- ii) To guide people in ways of reaching to and interacting with people conditions and actions to ensure the survival and growth of themselves as individuals in the society and of the total society of man.

Social studies also deals with the activities of man, it studies man at home, man at work, man at play, man at politics, man in the village, in the nation and man everywhere engaged in his busy programmes. Social studies are particularly interested in man's problem and how to solve them.

2.2.2 Student's Performance in Social studies

Academic performance could be assessed through classroom instruction (Bennet, 2000). According to the author, assessment is a systematic process of determining the extent to which instructional objectives are achieved by learners. This definition which assumed assessment to be a systematic process implies that controlled observation of learners is not considered. It is therefore, not easy to judge clearly the nature and extent of students to learning without determining the objectives for which they are assessed. Assessment was a comprehensive and inclusive evaluation strategy of students' progress over a period of time. It covers all types of data such as past record achievement, range mental ability scores, observation and students' ratings. It also involves the use of quantitative and qualitative description of data and making value judgment concerning the worth of the data obtained.

The effect of instructional materials in promoting students' academic performance and teaching and learning in educational development is indisputable. The teaching of Social studies in Nigerian secondary schools needs to be properly handled. It has been reported that the non – availability of materials in schools serve as barrier to effective teaching (Adeyemi, 2007), this leads to persistent poor performance of students in many subjects over the year. Different scholars have defined the concept of community resources in different ways. Locally made instructional materials could extend the scope and power of instruction. It could also help to bridge the gap between the teacher and students in terms on understanding different concepts in the lesson, thereby making learning more immediate and more relevant. A well-planned environment is inviting and interesting and conveys a message. Locally made instructional materials, according to Judy (2004), “gives children meaningful developmental learning experience”.

Poor academic performance of students can be attributed to the fact that Social studies is taught by unqualified teachers and which compromise issues of quality and quantity in terms of education standards since only competent Social studies teachers can competently deliver content of Social studies (Long, Ibrahim & Kowang, 2014). Therefore, the noted poor performance in Social studies in junior secondary examination in Kano state could reflect the incompetence of teachers in classroom interaction with students (Smaldino, Lowther & Russell, 2008; Long *et al.*, 2014). Since students' performance is one of those most relevant and qualified sources of determining whether or not classroom learning experience are productive, informative, satisfying or meaningful, it is justifiable to suggest that the observed poor performance could possibly be a result of such incompetence of teachers. Students' performance provides legitimate indicators of students' academic performance and satisfaction even though some researchers have argued that they are not direct measures of students' effectiveness and performance (Lamdin, 1996; Myers, 2000).

Poor performance in Social studies could be attributed to poor provision of learning resources such as instructional materials, textbooks and so on. Lack of textbooks impairs students' performance as students may not have additional literature to consolidate the acquired knowledge (Farrant, 1997; Ndimbirwe, 1995 in Angstone, Mlangeni & Chiotha, 2015). Availability of instructional materials and textbooks offers students to expand their understanding of particular concepts or principles being studied beyond the teachers' ability of delivery (Farrant, 1997 in Angstone, Mlangeni & Chiotha, 2015). It helps mastering concepts and principles.

Students' performance can be worked on with the using a conducive learning environment in the teaching and learning of civic education. Nigeria Educational Research and Development Council (NERDC, 2007), noted that the use of improvised instructional materials in the teaching-learning process is the best way to facilitate the teaching and learning of civic education. Assessment of students' performance with a view of determining the attainment of the set objectives was one of the main components of any well designed educational curriculum. This could be accomplished with the aid of standardized test developed by experts and administered to the students that had completed a good course of study. The result obtained from such assessment provides an insight on whether the curriculum objectives were achieved or not (Abdullah, 2010). The results of previous studies on performance of students in Social studies in various public senior secondary school certificate examination in the study area were generally low.

The emphasis on marks raises three concerns: measurement, competition and time. The focus on marks causes teachers to focus on measuring pupils' attainments, which leads to giving pupils feedback mainly in the form of marks. It is imperative that teachers also record information that both teachers and pupils can use to improve learning. As Watkins (2007) points out, performance is a key factor for teachers in determining not just what pupils

need to learn, but also how best they can learn it. Second, by focusing on marks, teachers are more likely to give feedback to pupils, including those who are lower attainers, mainly in the form of marks. However, literature has shown that feedback in the form of marks and grades are not beneficial to pupils, particularly lower attainers (Black & Wiliam, 1998; 2006a; Butler, 1988). Clarke (2005) states that giving grades and marks for every piece of work leads to inevitable complacency or demoralisation leading to regression in progress. Whilst, pupils who continually receive high grades such as 'A' and 'B' may become complacent, lower attainers who get low marks will become demoralised.

In the advice of Assessment Reform Group (ARG, 2002), teachers should be to be mindful of the impact of comments, marks and grades on learner's confidence and enthusiasm and should be as constructive as possible in giving feedback to learners. For teachers' feedback to be effective, the focus should be on the learning or success criteria, aim at closing the gap, and give specific guidance about how to improve. As a result of his review of literature about performance and the link with pupil motivation, Clarke (2005) concluded that: The greatest motivational benefits will come from focusing feedback on the qualities of the pupil's work, and not on comparison with other pupils; specific ways in which the pupil's work could be improved; improvements that the pupil has made compared to his/her earlier work (p.70-71). The academic performance plan should encourage teachers to use information to help each pupil to improve.

However, given that the 1987 Education reforms model, the Nigerian education system, which is known for its frequent assessments (Harlen & Crick, 2003), it is not strange that continuous assessment emphasises the grading function rather than improvements in learning. Calfee and Masuda (1997) synthesized literature about classroom assessments in the USA and concluded that, assessment as practised in that country was more akin to appraisal than inquiry, driven by neither curiosity nor the aim of improving conditions. Calfee and

Masuda argued that, in the inquiry model the teacher is driven by professional impulse to understand and shape pupils' learning. Such teachers take full responsibility for assessment; they switch from an activity-driven model "assessment is something that you do" to a conceptual model "assessment is a way of thinking about teaching" (p. 83).

As Weeden, Winter, and Broadfoot (2002) have argued, when teachers spend so much time on paper work they have less time to help pupils to improve. In line with this, Farrell (1997) states that in order to assess the progress pupils are making on the curriculum successfully it is necessary for schools to have a conducive learning atmosphere and a carefully planned curriculum and accompanying record sheets which enable pupils' progress to be recorded clearly and without taking up too much time. Also, Stakes and Hornby (2000) suggest that records should be straightforward to keep and simple to access.

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

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

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

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

The success of any system of education depends to a large extent on the availability and quality of teaching materials properly utilized by the teacher. The availability and utilization of instructional materials at lower levels will help to enhance the quality of inputs into the higher level and consequently impact positively on the outputs of the higher levels. Teachers are regarded as implementors of curriculum and they also determine the quality in the school. The National Policy on Education equally recognizes the significance of teachers in the educational system (Ogunlade, 2005).

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

The lack of available instructional materials in post-primary schools in Nigeria is a serious problem despite the fact that the rapid change in technology and the new techniques of instruction have made it necessary for schools to be adequately equipped with different types of materials, (Abdullahi, 2010). The production of learning materials in support of curriculum depends largely on government policy. The government promises of the availability of the materials are still very inadequate. The availability and accessibility to instructional materials in many post-primary schools will surely predict the use of materials, (Abdullahi, 2010). The availability of learning material has long been recognized as an important factor in educational attainment. Educational performance is determined by the teachers' knowledge of the subject matter and pedagogical skills, the availability of learning materials as well as time spent by pupils in learning (UNESCO, 2000).

2.3 Theoretical Framework

In education there are many theories that support teaching and learning. Theories such as the constructivist learning theory, collaborative learning theory, transformation learning theory, the critical reflection theory, etc are highly regarded in education. For a study of this nature, the constructivist learning theory was adapted.

The learning theories of Jean Piaget, Jerome Brunner, Lev Vygotsky and John Dewey serve as the foundation of constructivist learning theory. Constructivists believe that all learners have the ability to construct knowledge in their own minds through a process of discovery and problem solving (Chowdhury, 2006). Constructivism claims that each learner constructs knowledge individually and socially. Constructivism views learning as a process in which the learner constructs or builds new ideas or concepts or experience (Nwagbo & Obiekwe, 2010). Principles of Constructivist Learning in relation to this study and in the views of Crotty (2013) are as follows:

1. The learner uses sensory input and does something with it, ultimately making meaning of it.
2. Learning consists of both constructing meaning and constructing systems of meaning. Learning is layered.
3. Learning occurs in the mind. Physical activity may be necessary, but is not sufficient alone.
4. Learning involves language. Vygotsky believed that language and learning are inextricably intermeshed.
5. Learning is a social activity.

6. Learning is contextual. We do not isolate facts from the situations and environments in which they are relevant (locally made instructional material).
7. Knowledge is necessary for learning. It is the basis of structure and meaning-making. The more we know, the more we can learn.
8. Learning takes time; it is not spontaneous. Learners go over information, ponder them, use them, practice, experiment.
9. Motivation is a necessary component, because it causes the learner's sensory apparatus to be activated. Relevance, curiosity, fun, accomplishment, achievement, external rewards and other motivators facilitate ease of learning.

In other words, learning involves constructing one's own knowledge from one's own experiences. Constructivist learning therefore is a very personal endeavour, whereby internalized concepts, rules, and general principles may consequently be applied in a practical real-world context. Constructivism is a cognitive learning theory because of its focus on the mental process that constructs new ideas or concepts based upon existing knowledge (Bruner, 1960). Bruner believed that learning is an active process. Hence, this theory focused on the mental process that constructs new ideas or concepts based upon existing knowledge. As such, this theory is directly related to the present study as the study aims at producing locally made instructional materials in which, students can acquire innovative skills through this process (Crotty, 2013).

The role of teachers is very important within the constructivism learning theory. Instead of giving a lesson the teachers in this theory function as facilitators whose role is to aid the student with instructional materials when it comes to their own understanding. This takes away focus from the teacher and lesson and puts it upon the student and their learning. The instructional materials and lesson plans that must be initiated for this learning theory take

a very different approach toward traditional learning as well. Instead of telling, the teacher must begin asking (Lebow, 2014).

Instead of answering questions that only align with their curriculum, the teacher in this case must make it so that the student comes to the conclusions on their own instead of being told. Also, teachers are continually in conversation with the students, creating the learning experience that is open to new directions depending upon the needs of the student as the learning progresses. Teachers following Piaget's theory of constructivism must challenge the student by making them effective critical thinkers and not being merely a "teacher" but also a mentor, a consultant, and a coach.

Instead of having the students relying on someone else's information and accepting it as truth, the constructivism learning theory supports that students should be exposed to data, primary sources, and the ability to interact with other students so that they can learn from the incorporation of their experiences. The classroom experience should be an invitation for a myriad of different backgrounds and the learning experience which allows the different backgrounds to come together and observe and analyze information and ideas.

The constructivism learning theory will allow children to, at an early age or a late age, develop the skills and confidence to analyze the world around them, create solutions or support for developing issues, and then justify their words and actions, while encouraging those around them to do the same and respecting the differences in opinions for the contributions that they can make to the whole of the situation (Von. Glaserfeld, 2010). Classroom applications of constructivism support the philosophy of learning which build a student and teacher understands for improved performance.

2.4 Instructional Materials

Instructional materials have been identified as very important variables in the teaching and learning and that effective learning cannot take place without availability of basic relevant instructional materials. Instructional materials according to Maitarfsir (2003) are the teaching aids that facilitate quick understand of the subject matter in the classroom. Instructional materials, including textbooks, educational media (library media print, non-print, and electronic resources), computer software, videotapes, films, DVDs, and instructional television programs represent fundamental resources for schools for enhancing instruction, furthering the pursuit of knowledge, and providing experiences of educational significance for class groups or for individual students. It is the shared responsibility of the state and district to provide an adequate number and range of instructional materials and resources in a variety of formats that are appropriate, timely, and essential to the attainment of specified educational objectives. It is also the responsibility of state and district to provide instructional materials that are free of bias, stereotypes, distortions, and prejudices.

The importance of instructional materials cannot be underestimated. Instructional materials are a range of materials and equipment which make a visual impression on the students, assist the teacher in his task, helping him increase his effectiveness in the classroom. Instructional materials communicate information effectively, promote the acquisition and longer retention of knowledge, when they are systematically designed, reproduced, used and evaluated. Maitarfsir (2003), states that lack of instructional materials to serve as teaching aids that facilitate quick understand of the subject matter in the classroom is a great impediment to conducive learning environment for STM Education. He went further to put it that for effective STM learning, relevant materials such as equipment in the laboratories, charts, diagrams, chemical, models, specimen, and for technology, technological

device like computer, tape recorder and video cassette recorder must be made available in the classroom so as to assist students to have a design of what is taught in their mind.

Various studies have shown that a proper use of teaching materials will positively enhance the teaching and learning process in social studies. (Dele, 2003; Okebukola, 2005; Johnson, 2001). In all, various reasons have been adduced as major factors among which is lack of necessary teaching materials/aids in schools as responsible for the observed poor trend on students performances for the JSCE for the period 2001–2005 (Ajewole, 2001; Ivowi, 2001). Futunbi (2003), put it that laboratory facilities and instructional performance materials to which students have been exposed have contributing factors to the student's academic achievement. Jimoh (2002) observed that poor laboratory facilities and lack of relevant textbooks are among factors that are responsible for low performance of students in social studies.

Instructional Materials as stated by Odukwe, (2001) are essential part of practical teachings such as, in classrooms, pictures, charts and drawings should also be clear and neat. He added that, it is not good for a teacher to plan a lesson without some ideas of how he/she will stimulate or motivate his/her students by using pictorials illustrations (pictures, diagrams, charts and models) or materials illustrations. Anyanwu (2003), stressed that graphic materials to be used in classroom should be simple, attractive, large enough and not to be crowded with illustrations and colours. Olaitan (2004) pointed out the good instructional materials must have the following characteristics:

- a. appeal to the sense (sound and sight);
- b. attract and hold attention; and
- c. focus attention on essential elements to be learned at the proper time.

In order to achieve the above objectives, any materials to be used as instructional materials must satisfy the following characteristics;

Flexibility: In the college or university, the teacher has been taught different ways of teaching hence, while in the classroom a good economics teacher will attempt to teach his/her lesson using a variety of methods and materials. He/she should therefore, select or construct instructional materials that can be instantly modified to suit change in the approaches to construction.

Colour: Since pupils are attracted by bright colours, these should be used in the preparation of teaching also much brightness should be avoided since it may distract students attention from the objectives of the lesson and the instructional materials.

Simplicity: Instructional materials must be simple and present only a few ideas at a time. This is because students cannot comprehend complex ideas presented to them at a short-time. If pictures are used, they should illustrate only a few words or actions. If more detailed pictures are used, students will not know that they are to notice from the picture displayed.

Visibility: All the smallest detail to be used in instructional materials should be large enough to be seen by every student in the class. So, such should be placed conspicuously in front of the class to present a clear view to every student.

Ogundele (2007) added that the characteristics of good teaching aids can be seen under the followings:

- a. Sufficiency: Teaching aids must be sufficient enough for use;
- b. Writing and Lettering: The lettering or writing must be bold, clear, neat and readable;
- c. Attraction: That the aids must be neat and attractive to arouse the interest of students.
All the lettering must be bold and attractive;
- d. Purpose: The information in the aids must help students in learning and must be relevant to the lesson;
- e. Accuracy: They must be accurate in content and language. There should be no mistakes of facts or spelling i.e misinformation; and

Clarity: All details in the aids such as drawings, pictures and so forth, should be easily seen by students far away from it. Aids such as radio, tape and television should be clear enough to be heard by all students.

Instructional materials are the 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. According to Ajayiet *al*, (2000) the followings were some of the reasons for using instructional materials.

- (i) A good instructional material can supplement spoken or written words;
- (ii) It can bring teaching to life in a way that word cannot express;
- (iii) Words can describe people, places and objects but a picture immediately brings reality;
- (iv) A teaching aid can simplify and clarify what is complex and difficult to express in words;
- (v) Instructional materials have motivational value for them to develop the interest of the students;
- (vi) Instructional materials can also promote retention as we can understand from the Chinese proverb that says "what I hear I forget, what I see I remember, what I do I understand"; and
- (vii) They save time, and energy what you will explain in ten minutes, will be possible in less time with the use of instructional materials.

Aids implied to help in teaching of social studies, not to be substitutes for teaching the subject, nor for teachers, rather, it should be used to supplement oral explanation and descriptions.

Ozorehe (2002), stated that social studies involve a lot of simple tests and activities while the students must involve in, at the secondary school level so as to acquire the

necessary skills and experiences. This can only be enhanced with the aid of instructional materials. Ibrahim (2005:59), said, “Instructional materials include self-supporting materials which are used by the teacher to present a complete body of instruction; They make a lesson to become more explicit and interesting. Instructional materials are of prime importance for both slow learners and fast learner (Balogun, 2004).

Adeyemo (2005) considered instructional materials as an essential part of teaching methods which helps the teacher to express his/her subject concept to the learners thus promoting students’ academic performance. That, such aids or materials, should be the responsibility of the social studies teachers. Fakomogbon (2002) stated that instructional materials are normally used during instruction to enhance proper or effective learning and to encourage retention. They reduce the workload of the social studies teacher in the classroom, reinforce and add clarity to learning.

Ajayi, et al., (2000) said, that instructional materials aids teachers competence and effectiveness of instruction and class control. It makes the learning environment more attractive, appreciable, conducive, bearable and realistic. The learners’ attention is better controlled and sustained; National Policy on Education (2004) states that objectives of learning materials are:

- (i) to enhance teaching and improve the competence of teachers;
- (ii) to make learning more meaningful for students; and
- (iii) to develop and promote the effective use of innovative materials in schools.

In the same line, Ogundele (2007) outlined the following reasons for the importance of using teaching aids in teaching and learning process in our educational settings. They aid learning by aiding the senses of seeing, hearing and touching etc. They direct teaching to its goals, makes lesson become interesting, arouse students’ interest and motivate them to learn. Teaching aids are valuable in the following situations:

- (a) when the object of instruction is either too big or too small or too spread out to be seen by students;
- (b) when an object is inaccessible to students;
- (c) it object is too expensive, dangerous or delicate for the students to use; and
- (d) when a process being studied is very slow the social studies teacher may use pictures or diagrams to illustrate the various stages involved.

When using instructional materials, it is important according to Olaitan (2004), that social studies teachers consider the following suggestions;

- (i) ensure that the material is accurate and acceptable to the students;
- (ii) preview such materials before using them in the class;
- (iii) arrange the materials in such a way that the students will see from the place they are sitting;
- (iv) use the materials in the appropriate time in the lesson and after that remove them;
- (v) do not use only one type of instructional materials to the exclusion of others; and
- (vi) always remember that students are different in age/maturity, interest and experience. It is always an advantage to combine the aids to meet the need of various students. The class needs show determination of the types of aids to be use. Do not cause confusion by presenting too much information.

Olatan (2004), observed that instructional materials are versatile tools that are used in different ways for effective teaching and learning. These aids convey facts and ideas in all forms of community. They offer quite an easy way of presenting information. He further outlined some of the importance of instructional materials if the materials are carefully selected and they are:

1. Help to give correct initial concept;
2. Help students to learn more;
3. Spread learning processes;
4. Provide experiences which are not known before;
5. Clarify and give definite meaning of words and the combat verbalism;
6. Intensify expressions;
7. Arouse interest by attracting attention;
8. Build and sustain interest;
9. Motivate, develop and change attitudes;
10. Vitalize instruction and provide variety in teaching;
11. Saves time of economics teachers and students; and
12. Supplement other learning and serves as reminder.

Balogun, (2004) stated that instructional materials assist social studies teachers in the achievement of stated objectives and also help the teachers to make lesson explicit to the students. Ajayi *et al.*, (2000) also reported that instructional materials possess the quality of influencing the psychological, motivational and structural position of the learners. Likewise, instructional materials aid the achievement of any one of the following in the teaching learning process: Attention and motivation; orderliness in the classroom; lesson presentation; recall and remembering; guidance, active participation and response; feedback, assessment of performance and evaluation. In summary, Bakare (2000) asserted that instructional materials are important tools for enriching, visualizing, simplifying, transmitting and accelerating the teaching and learning processes, thus enhance students' academic performance. He further said that, effective instruction with instructional materials in the classroom requires careful planning by the teachers. This implies that social studies teacher should take time to apply

special knowledge and skill with respect to selecting, producing and using different kinds of instructional materials.

2.4.1 Influence of Instructional Materials in teaching and learning Social studies

Instructional materials are regarded as the important aspect of students learning resources in the school system. Provision of instructional materials falls within the arena of authority and power of the National, State, Local Government and the agencies that provided Education in the society. These facilities themselves cannot up-lift the status of the students but only when the human being that has been trained apply these facilities, then the effects of internalization of the facilities, would be shown on the attitude and behaviors' of the students. The effects of these facilities either affect the students negatively or positively depending on the conditions created by the environment of learning. However in the Western World especially America, researchers are now focusing attention on the serious effects the provision and maintenance of instructional materials can have on academic performance (Olubadewo, 2005). Some of these facilities may not be regarded in our schools as deterrents to learning among students but in the real sense of it, they do affect teaching and learning processes either negatively or positively. The negative effects of such facilities mostly are the concern of educational policy makers and planner and psychologist.

Instructional materials according to Storm (2001) have been identified as very important variables in the teaching and learning of vocation programme through the world. Facilities according to the American Association for Vocational Instruction Materials (2002), are the classroom, laboratories, workshop and equipment. Faisal and Annutte (2001), Patrick *et al.*, (2001), in their studies observed that decline in the performance of students is due to inadequate facilities.

2.5. Improvised Instructional Materials

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

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

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

Also, Osuagwu (2010) defines improvisation as the provision of materials locally made by teachers, students or an educational agency to represent the original material or

equipment. Improvisation in teaching refers to the act of using alternative materials and resources to facilitate instruction whenever there is lack or shortage of some specific first hand teaching aids (Enaiayeju, 2003). Improvised instructional materials could be regarded as the act of using alternative materials or equipment obtainable from the local environment or constructed by the teacher or with the help of local personnel to facilitate instruction. In this content, the term “local materials” refers to those materials easily obtainable from the immediate environment irrespective of where they are produced.

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

Therefore, the teacher education programme must integrate material development whereby teachers learn how to design and construct various materials and equipment which could be used for teaching-learning process. Locally made of instructional materials in social studies by teacher that are innovative in concepts encourage students and teachers to be more creative, innovative and original. It also develops skills in the cognitive, affective and

psychomotor domains. Improvised instructional materials can be categorized based on their mode of production. These divisions, as adopted from Ogunmilade (2014) are:

1. Models and ready-made materials (packages).
2. Local material made by experts in visual resources.
3. Self made (inexpensive) materials.

Improvised Instructional Materials

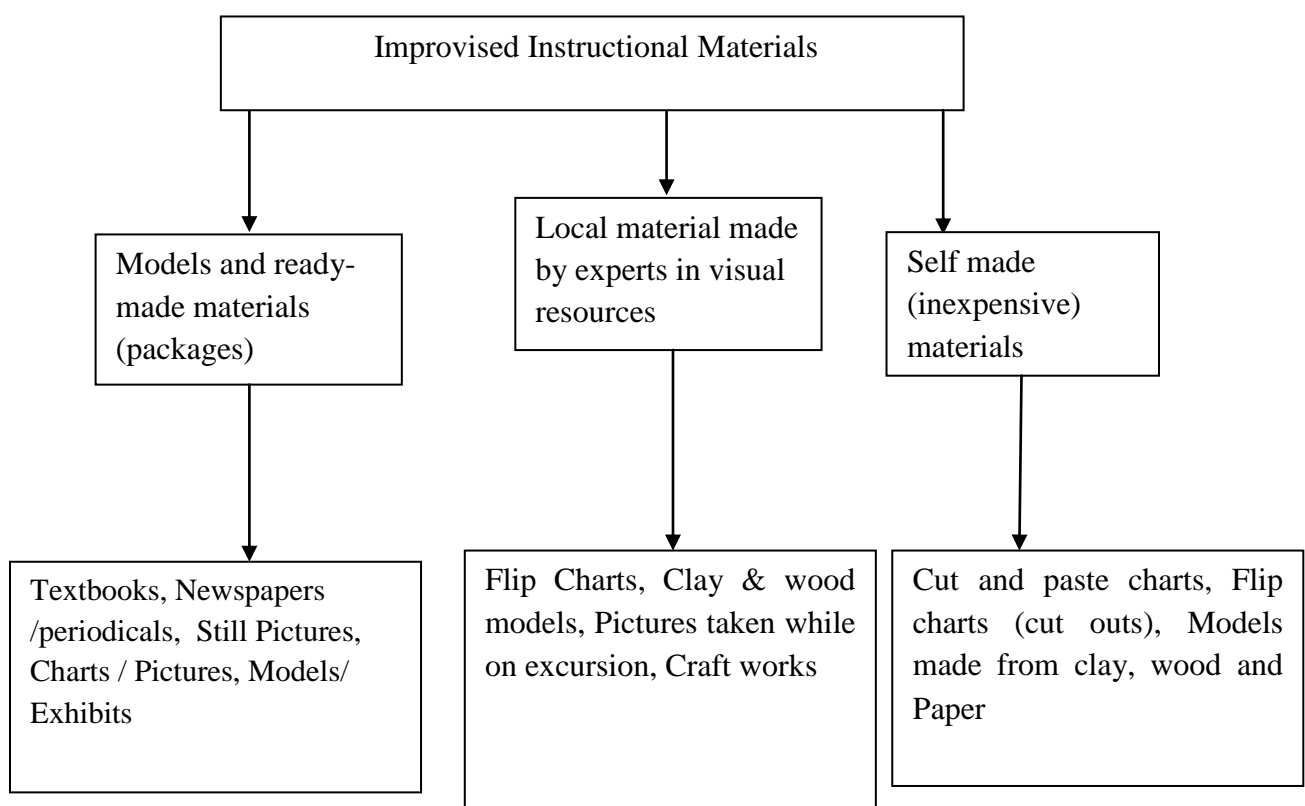


Fig.1: Categorization of Improvised Instructional Materials based on Mode of Production.

Source: Ogunmilade (2014).

2.5.1 Production from Locally Made Instructional Materials

In order to effectively produce instructional materials from locally sourced materials, the teacher must have adequate skills which are basic. This acquisition of skill can be made possible through constant practice and observation of the experts. They also must

also include the knowledge of the basic principles and elements of design. Some of the skills needed in production of visual materials are

- 1 Pen lettering skill
- 2 Calligraphy writing skill.
- 3 Free – hand writing
- 4 Use of color in graphics
- 5 Modelling technique
- 6 Painting
- 7 Weaving and other crafts and so forth,

1. **Lettering:** traditionally, lettering can be done manually by using felt pens, and marker pens, spirit based ink and brush, calligraphy pen among others. In recent time, all of these have been jettisoned for computer letterings. It is now much easier to generate letters for illustrations, labels, titles and topics from the computer. These come in various fonts and points (Types and sizes) and can be printed out in any colour (Using colour printer) on either cardboard or paper as the need may be. These may then be cut out and pasted on the charts, boards, flannels, illustrations on cards etc as required using the rules guiding the steps in producing locally made instructional materials. Illustration letters can also be cut out from newspapers, magazines and old textbooks. The teachers only need to select those that are appropriate and mount them on cardboards.
2. **Free–hand drawing:** (Quick Sketches): As teachers, in the process of explaining certain points to the learners in the class, there may arise situations that warrants the need to quickly illustrate on the chalkboard, the teacher needs to acquire skills in quick sketches at least using the “stick man” method, which is the simplest form of sketching. To achieve these sketches, avoid details, just be concerned about the character you

intend to portray or object you wish to represent, use very few lines and remember not to back the class for too long while illustrating, because learners might lose interest. Above all, practice several times before going to class.

3. Use of colour: Colour is a very important aspect in visual materials production, this is because colour itself speaks. Mis-application of colour on visuals can mar or improve the needed out-put of the material. The therapy of colour brings life and originality to locally made instructional materials when properly used based on its classification and the appropriate application of the principles, and elements. Colour is divided into four parts. Primary, Secondary, Tertiary and Neutral.

(a) **Primary-** (Red, Yellow and Blue). These colours cannot be formed by the combination of any colour, hence, they form the foundation on which other colours are derived. They are sometimes referred to as raw colours.

(b) **Secondary** (Orange, green and Purple). These colours are formed from the combination of two primary colours. They can be obtained as follows:

Red+Yellow=Orange, Yellow+Blue=Green And Blue+Red=Purple. These occur only if they are mixed in equal proportion.

(c) **Tertiary-** (Red-Orange, Yellow-Green, Red-Purple). They come from the combination of three or more colours like one primary plus one secondary which often gives the hue compound names like red-orange, red-purple and so forth. The use of tertiary colours depends principally on expertise. One needs to understand the principles and elements of design such as Harmony, contrast, rhythm, balance, among others, to be able to appropriately use tertiary colours along with primary and secondary colours. Harmony of colour for instance implies the practical working together of two or more colours to bring out the beauty of a work. The use of yellow alongside Green and ochre might be visualized as harmonious whereas the combination of green and red is the opposite.

Contrasting colours are good in graphics sometimes especially when it has to do with lettering. Using black to write on yellow or white background is contrasting but it is good because such lettering will stand out and can be easily read from afar. This cannot be said of using yellow to write on white background.

- (d) **Neutral-** (Black & White) These two colours are neither here nor there, no combination of colours can form them. They can only be used as they are or used to either tint (lighten) or shade (darken) other colours

- 4. **Models:** Models are 2 or 3-Dimensional representation of objects or figures, which portrays absolute resemblance of the intended real object or figure (Olumorin, 2014). These models can be produced from several materials such as clay, plastic, polyester, Plaster of Paris, cement, wood, and iron, among other. These materials are manipulated by using different kinds of tools, techniques and methods like moulding, casting, welding, fixing, engraving, etc. Like any other production of local instructional materials, it is important to follow the basic principles and elements of design that is. size, shape, balance, colour, proportion, and so on. These help to enhance exactness and accurate resemblance of the object being replicated.
- 5. **Paintings:** Painting in Creative Arts is the one referred to by implication in this situation. It is that which has to do with the use of brush to apply paints of different hues to create meaningful impression on surfaces to represent objects/figures. The mastery of the therapy of colour helps the instructional materials producer to manipulate brush and paint in a way that gives accurate resemblance of the intended object/figure. Painting could be produced on cardboards, plywood, canvas, strawboard, and other 2-dimensional surfaces. Other materials are brush, palette, medium (water, linseed oil, kerosene, turpentine/thinner, spirit, retarder and so forth). The impression

usually attained after a successful painting appears in a 3- dimensional optical illusion, which makes the learner/viewer see it as a real still camera picture in its true colour.

6. **Crafts:** Crafts are the use certain materials that are usually locally sourced and sometimes factory produced to build objects that can be used for domestic and educational purposes. It requires the use of the producer's intuitive (initiative/innovative) ideas based on particular set objectives (as it relates to any specified school subject).The process for the production may be manual or mechanical depending on the raw materials, tools and the production technique. The nature and scope of crafts entails Creativity in designing art works for the pupils' class activities, Cognitive knowledge is also needed to be acquired by the pupils. It is also targeted to the acquisition of psychomotor skills for pupils through manipulation of different types of tools.

2.6 Table 1: Difference between Improvised Materials and Instructional Facilities

Improvised Materials	Instructional Facilities
There are locally made instructional materials which aid teaching and learning, they can be purchased, made by students or the teacher. Cardboard paper, clay, pencils markers, old cartoons old calendars, wood, old tables clothes, cornstalks, old motor parts, old rag, dead electricity, bulbs.	Instructional facilities are teaching materials and equipment, that comprise; science equipment, introductory technological equipment, wall clock, puzzles, television, radio, VCD, pallets and players, piano, flute, chalk board, science equipment such as burettes, weighing balance, technical equipments such as; Jigsaw, Hammer, scrow chair, picture, charts, digestive system charts, sick bay record office, staff quarters, farm storages, simulation games, audio, visual rooms, virtual library.

Source: Field Survey (2018)

2.7 Types of Improvised Instructional materials

The concepts of Improvised instructional materials have gone beyond simple aids, instructional technology, and media to communication and educational technology. Locally

made instructional materials include those objects that are commercially acquired or improvised by the teacher to make conceptual abstraction more concrete and practical to the learner hence the relevant materials utilized by the teacher during an instructional process for the purpose of making the contents of the instructions more practical and less vague.

Different Improvised instructional materials are available to be used in teaching any subject effectively, but not all topics require the same type and quality of materials. These improvised instructional materials can be purchased, made by the student or the teacher, or improvised when necessary for effective instructional delivery. Adekeye (2008) listed four major types of Improvised instructional materials; visual aid, Audio-visual aids, auditory aids and printed materials. The criteria for classifying locally made instructional materials include the degree of expertise/technical skills needed for production, nature of the material, physiological parameter or sensory modality, the place the material is produced and miscellaneous characteristics. For effective instructional delivery, types of improvised instructional materials are summarized under the following categories:

1. Projected and electronic materials
2. Non-projected materials
3. Phenomenal and manipulative materials
4. Dioramas

Projected and Electronic Materials

Projected and electronic materials are forms of media which could be visual, audio and audio-visual in nature that requires projection and electricity in their use for teaching and learning situation. This can be categorized into tape recorders/recording of local events, local radio programmes in native languages. Local educational broadcast is an old concept developed during the period of 1960s and 1970s when a suggestion to broadcast school was

welcomed. By broadcasting lessons thousands of learners can be educated (Thomas & Kobayashi, 2010). Through radio and television programmes education to any age group can be targeted. Further Thomas and Kobayashi (2010) advocates that broadcasted local programmes specifically those on television can introduce pre-schoolers with alphabets and numbers; they can help build their vocabulary and introduce them with other fields of knowledge in physical and natural sciences, moral values, social events, religion and so forth.

Local programmes or lessons on radio and television covering almost the whole school curriculum can equally be broadcasted in schools and to listeners and viewers of all ages in remote areas who are not in school (Thomas & Kobayashi, 2010). Slide projectors of local pictures, over head projectors for projecting local films, Filmstrips are connected series of locally made pictures, drawings, photographs and diagrams joined together to illustrate a single concept, story or a lesson. Episcopes, videocassette/video disc machine and computer instructional system for locally made softwares. When teacher supplements his teaching with some video films such as marriage ceremonies in different culture, local festivals like new yam festival, etc, it refers to as video-aided teaching. Advantage of utilizing video cassette is observed when teachers has full control over the equipment and learning, that is, beginning, ending and reviewing of the film and the attached learning that occur by watching that particular film. The computer has been found to be the most suitable and versatile medium for individualized learning because of its immense capacity as a data processor used for different games and plays developed locally by children. Nwoji (2012) acknowledge three broad ways by which computer contributes to teaching and learning situation, these are mass instruction, individualized information and group learning. More so, the computer technology has made it possible for teachers and students to avail themselves of interest facilities where they can obtain needed information locally.

Non projected Materials

Anyawu (2013) asserted that non-projected materials are those materials that do not require any form of projection before they can be utilized. They include chalkboard/board flip chart, specimen, model, textual and non textual materials. Textual materials are the print materials such as local textbooks, journals, periodicals, Nigerian newspaper among others while the non-textual materials include charts, chalkboards, local films, videotapes, audiotapes, relics, festivals and locally play games in our different Nigerian cultures. For instance, in learning alphabets at nursery/primary class, an imported chart with “A” for Apple, “B” for Baboon, “C” for Car and so on but a locally produced chart will reflect objects that can easily be seen in the child’s environment, for instance, “A” for Ant, “B” for Basket, “C” for Cutlass. It is against this background that the need to fashion out ways by which local resources can be used for developing instructional materials should be under scored. Esu (2014) expressed that textual and non-textual materials made locally together assist the students in acquiring clear concepts of subject matters as well as provides security for the unprepared teacher and an escape hatch for a teacher who is instructing outside his field of specialization.

While specimens are the real objects or things a teacher can use from the local environment for effective teaching of social studies concepts; it makes the social studies teachers work easier and more participatory.

Phenomenal and Manipulative Materials

These are the community based resources that promote teaching-learning of moral values and cultural activities of the learners. Phenomena are instructional situations such as features, resource persons and other community resources that are directly apprehended by the learner in direct contact with experiences that far transcends volumes of recorded literature. Phenomena are under-utilized because of time, finance, knowledge of the teacher,

inflexibility of the school time table and other infrastructural problems. This class of locally made instructional materials deals mostly with the affective domain but do not preclude the psychomotor and cognitive domains. Manipulate materials are those locally made instructional materials which the learner handles skillfully and expertly to bring about the desired behavioural changes. They are very important in the development of skills in professional training (Esu, 2014).

Manipulative materials promote complete mastery of the content materials and the specific objectives. They form part of instructional and performance evaluation. The greatest significance of these materials is that they express the channel through which the required learning takes place, hence cutting across all aspects of skills development and mastery learning. They are also vital for effective instructional delivery because skills such as communication patience's and assertiveness are easily demonstrated, learnt and observed through the experts. Dramatization has utility in improving retention power. It also helps in bringing out the hidden creativity of the students while developing their social skills. Infact, dramatics enculturate the students (Prasad, 2015).

Dioramas

A 3-D model that involves variety of other 3-D objects and figures in a natural local environment are dioramas. Dioramas can be set up with the use of different materials that is, plaster of Paris, dried plants and miniature cars etc to make the scene more and natural. Diorama can be artificially lightened to highlight the finer details. Dioramas are effectively used at construction sites and industrial units. Dioramas are equally effective in education as they present information in a very realistic way and in natural settings. Concepts regarding zoo, under water animals and jungle animals and so on, can be presented very easily through dioramas.

The advantages of Improvised instructional materials for effective teaching of social studies according to (Davies, 1979, cited in NTI, 2000) are as follows:

1. They are cheaper to produce or buy because the raw materials are locally sourced
2. They encourage class participation since majority of the raw materials can be sourced by the students themselves.
3. They also arouse the interest of the learners because they are made from raw materials they see daily in the environment
4. They increase the rate of learning and at the same time allow the teacher to use more time on other gainful activities.
5. They effect a reality of experience that stimulates self-activity on the part of the learners.
6. They provide learning experiences which are not within the immediate classroom environment.
7. They discourage rote learning by emphasizing realistic learning.
8. They make abstract term, concepts and generalizations more practical and realistic.
9. They help the learners to focus their attention during teaching-learning process.
10. They provide the teacher with the means of guiding and controlling the desirable responses of the learners in relation to stimulus materials of the learning situations.
11. They develop in the learners, awareness of problem, open up possibilities for exploration, present meaningful interactions which naturally lead to provision of solutions.
12. They help to stimulate purposeful and utilized self-activity and this is much more preferable educationally than a more or less passive and often bored listening.
13. They improve the classroom communication process between the teacher and the learners, with this, the expected improvement in learning output will be accomplished.

2.8 Sources of Improvised Instructional Materials

A discourse on place and ways by which instructional materials can be acquired is considered relevant in the reality of economic hardship being experienced by the nation. In this regard, the focus of our discussion shall be on instructional materials by design and those by utilization. Instructional materials by design are those that are provided genuinely for the purpose of instructional usage – overhead projectors, chalk, textbooks, slides, and so forth. Instructional materials by utilization, however, refer to those devices which are not provided for instructional purpose but which a teacher makes use of in the process of instruction especially if they are found to be good for the purpose of information dissemination. Examples of such media are: posters, calendars, locations, resource persons, and so on (NTI Module Two).

There are several sources from which to obtain improvised instructional materials. Five main sources are identified here (NTI 2000):

1. Direct Purchase
2. Improvisation/Locally made
3. Loan
4. Donation
5. Community

1. Direct Purchase:

The locations of materials to be acquired through this source are the industries where the materials are manufactured or their agents. All that is required is for the user to approach the industry/agent for necessary transactions that can facilitate direct purchase. If the company is based abroad, necessary ordering procedures must be followed to get the material(s) procured. Information as to which company produces what could be obtained through reading of relevant literature, acquaintance with similar product in a sister institution,

getting contact with manuals/brochures, newspaper/television advertisements and so on. Should the choice of materials acquisition be through this source, such factors like topic, objectives, scope, methodology of use, complexity of the material(s) and so on, of the manufacturer must be seen to be similar to those of the target audience for which the material(s) is to be purchased? Materials from this source include: charts, overhead projectors, opaque projectors, video player, T.V. sets filmstrips, and so forth.

2. Improvisation/Locally made:

This refers to simple illustrations created by the teacher, the learners or through the combined efforts of both. They are mostly made from local materials within the reach of the teacher. Cardboard papers, pencils, markers, old cartons, old calendars, clay, cornstalk, old clothes and so on, can be used to improvised instructional materials. For example, old rags can be used for dusters, dead electrical bulbs as flasks in the laboratories, and old calendars for maps, diagrams and sketches.

3. Loan:

This refers to a situation whereby a workable agreement is reached between two or more schools or learning resources centres to exchange instructional materials for specified time or period. This is known as inter instructional materials loan, which could also be worked out between two departments, schools units or sections in a school system. Under these arrangements, conditions to be followed to facilitate the work ability of the system should be spelt out. A register should be kept to indicate such items like: name of the borrower, institution, date, condition of the materials to be borrowed, date of return, condition of the materials on return, condition of the materials on return, signature of borrower and name and signature of the officer who authorised the release of the materials.

4. Donations:

Instructional materials can be donated to school or Learning resources Centre (LRC) by organizations (Local/Foreign) individuals and or manufacturers. Some of these materials can be solicited for by contacting the donors while free or sample models can be sent out for trial testing. Schools could increase the volume of materials acquisition through this means. Every Social Studies is expected to be resourceful, in a world of rapid acceleration change brought about by the application of science and technology. The immediate and distant communities of the school are sources from which instructional materials can be tapped to improve the quality of classroom instruction. Museum, zoological and botanical gardens, media houses, media centres, factories/industries are ready-made sources of information which teachers can effectively utilize in the teaching and learning of Social Studies.

5. Community

Most of the instructional materials needed for the effective teaching of social studies can be found within the community. They are mostly not expensive and most times, they can be gotten free of charge. These resources include among others resource persons, regalia, places of interest like museums, industries and places of religious worship. What the social studies teacher needs to do is to explore and exploit these resources maximally to make his lessons richer and more interesting.

2.9 Improvisation and Local Made Instructional Materials

Improvisation in education dates back to the genesis of experimental science when the earliest pioneering scientists had originate both their ideas and the methods needed to empirically demonstrate and authenticate their validity (Soyibo in STAN 41st Annual Conference Proceeding, 2000). Still according to STAN 41st Annual Conference Proceedings (2000), improvisation in art, science, technology and mathematics education is the

preparation and use of materials and equipment obtainable from the local environment for the enhancement of the effectiveness of teaching and learning. Art, Science, technology and mathematics teachers have different attitudes towards the use of improvised local equipment and materials for their teaching. Inyang (2012) he acknowledges the preference of teachers' use of talk and chalk method.

According to Igwe (2013) improvisation is the making or inventing of a piece of social studies teaching materials in emergency it is an essential part of classroom management for the purpose of maximizing the use of the available resources.

Improvisation is describable in the following instances:

- a. When the improvised material would improve the lesson's effectiveness.
- b. When the locally available materials are available for use
- c. When improvised materials would serve the same function as the foreign or imported one

Improvisation means the act of creating something or using something in the absence of the ideal tools. According to Webster's dictionary (2014) improvisation is to provide, select or make substitute for something not available to use as the basis of free invention. Various authors have defined the concept 'improvisation' indifferent ways. Ogunbiyi, Okebukola and Fafunwa (1990) define it as the act of substituting for the real thing that is not available. Bajah (2011) takes it to be the use of substitute equipment where the real one is not available. Kamoru and Umeano (2010) further define it as the act of using materials obtainable from the local environment or designed by the teacher or with the help of local personnel to enhance instruction. According to Ihiegbulem (2012), it is the act of substituting for the standard equipment or instructional materials not available, with locally made equipment or instructional materials from readily available natural resources. National Teachers' Institute in Omachi (2010) defines improvisation as the act of using alternative materials and resources due to lack or insufficient hand teaching aids to facilitate instruction from these

opinions, improvisation entails the production of equipment using available local and cheaper resources and the use of such equipment for effective teaching.

Based on the above concepts and definitions, locally made instructional materials are improvised materials. Foreign or imported instructional materials are not always available or teachers to use in the classroom, hence instead of teaching without instructional materials, the teachers will improvise locally made prototype of the imported or foreign instructional materials from readily available natural resources in their locality. NTI (2010) sees improvisation as a technique of originating a totally new tool, instrument, material device or modifying an already existing one for a particular purpose. Improvisation is a very important technique in all human enterprise. It can very much be referred to as resourcefulness and it is a very important aspect of our educational practices.

Locally made instructional materials according to Eminah (2006) can be improvised by three ways namely: Improvisation by Substitution, by Modification and by Construction.

i. Improvisation by Substitution/Miscellaneous Materials

Improvisation materials enables research for cheaper, faster method of making teachings and learning process easier for the teacher and student. This is because students learn best when the subject matter is brought practically to their senses, since the more the senses are stimulated, the more a person learns, and the more he retains. In line with this, social studies teachers should exhibit resourcefulness by improvising materials from local resources in place of the imported/foreign ones. Even the collection of these teaching materials by the pupils themselves is in itself rewarding and a stimulating learning source experience. Improvised material when used effectively presents facts and information, they arouse students interest and enthusiasm, principles and processes, they impress pictures and images, vividly in the mind and memory of the learners and they help in the transfer of learning.

A resourceful teacher devotes his time to produce materials best suited for learning purposes. Miscellaneous are locally available materials that are used just as they were collected without any alteration in shape or size.

ii. Improvisation by Modification/Duplicated Materials

With the aid of projection equipment, the teacher is able to produce cheaply, with limited time, materials that serve as desirable supplement to textual materials. These materials include Drawings, charts, pictures, graphs, and so forth.

iii. Improvisation by Construction/Collected Materials

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

2.9.1 Importance of Improvisation of Locally Made Instructional Materials

In an ideal world, all social studies students would be taught in small classes held in well-equipped classrooms. In the absence of those well-equipped classrooms, the place of practical activities cannot be over emphasized, yet those materials required for teaching of social studies are very much in short supply as (Adebimpe, 2014) lamented that there is a total or partial absence, in adequacy of the social studies teaching resources and gross inadequate finances most especially for the purchase of social studies instructional materials, galloping inflation using enrolment of students, general down ward trend in the nation's economy, poor maintenance culture and at times attitudes of some school heads towards providing social studies instructional materials, call for efforts at making teaching and learning what it is supposed to be.

With all these heinous problems, it seems that the best option is the improvisation of social studies teaching materials to the classroom teacher and even students. Improvisation becomes imperative in a situation where there are scarce resources and facilitates. The Nigeria school system today is experiencing a boost in population explosion, giving rise to greater demand for classroom facilities and equipment with limited government resources, the teachers' ingenuity to improvise becomes a tasking for learning to be effective and productive.

Improvisation of locally made instructional materials serves the following purposes in the education system:

1. Reduces the money spent on the purchase of equipment in educational institutions;
2. Ensures the realization of lesson objectives;
3. Helps in solving the problem of lack of equipment in educational institutions;
4. Gives room for a teacher to demonstrate his or her creative skills;
5. Gives room for the use of cheap local materials as alternatives to the expensive foreign or imported ones;
6. Encourages students towards the development of creative abilities;
7. Strengthens enquiry, discovery and investigative method in social studies;
8. It provides a frame of reference on which students can key their attention during classroom activities.
9. Enables teacher to think of cheaper, better and faster methods of making teaching learning process easier for students;
10. Affords students the opportunity of becoming familiar with resources in their local environment.

Without a gain saying, improvisation of locally made Instructional materials in social studies always create a lasting picture in the memory of students, and discourage memorization of laws and theories.

Concrete improvised locally made instructional materials in social studies help students see how the social studies concepts work in reality, particularly the kinesthetic learners will benefit from the improvised locally made instructional materials in social studies themselves. Owolabi (2013) suggested that students should be given opportunity to discover and invent things; hence the teachers should allow the students to acquire skills that will make them learn on their own by helping the teachers to improvised locally made instructional materials in social studies. It must be noted that learners achieve more when they are allowed to manipulate through improvisation of locally made instructional materials in social studies rather than mere listen or observe teachers' idea.

2.9.2 Problems of Improvisation of Locally Made Instructional Materials

Improvisation of locally made instructional materials in social studies help in forcing students to think critically about the social studies concepts, yet there are many obstacles associated with the use of improvised materials. Some teachers exhibit a negative attitude towards the use of imrovised instructional materials for various reasons. To this category of teachers, the use of self-made materials is burdensome, time consuming and that such materials are of poor quality. While those that perceive their use positively prefer them to the imported ones because they are relatively cheaper, often up-to-date in content readily available, customized according to specification to meet the objective(s) of the lesson as well as involve both teachers and learners in realistic problem solving activities (Ekpo-Eloma, 2010).

Balogun (2012) explained the two militating factors of improvisation as technical and human factors. Low degree of accuracy and precision affects some improvised materials are termed as “technical factor”. While the human factors problems are attributed to skillfulness, creativity and competence. Accuracy and precision play a prominent role in improvisation of locally made instructional materials in social studies, otherwise much error recorded during improvisation will render the materials impotent, useless and unacceptable. Owolabi (2010) identified some common errors that can affect the accuracy and precision in improvisation of locally made instructional materials in social studies as, environmental, instrumental, and personal errors.

Technical factors are problems associated with instrumental errors which result from inevitable errors during the manufacturing process. The problem of inconsistency in measurement will result to low level of reliability of locally made instructional materials in social studies. Iwuzor (2014) posited that the problem is more crucial at the secondary school levels and tertiary institutions where more sensitive of locally made instructional materials in social studies are required.

Personal errors can also lead to low degree of accuracy and precision. Social scientists referred to this as human factor. These are problems associated with teachers’ professional competency, creative ability and commitment. Once the teachers begin to understand the principle behind improvisation, they can begin to improvise their own tools, though a lot of teachers lack confidence in their ability to design their own experiments (Okebukola, 2012).

It has been identified that, using improvised instructional materials to facilitate learning in social studies is not always the issue but how to use it and its availability to use which require:

1. Teachers’ knowledge and technical know-how: Since education communication and technology is a fairly new area of importance in education especially in developing

communities like Nigeria. It is a lightly technical field, and to understand how it can affect the teaching and learning situation in social studies, one first has to understand the operational functionality of the materials. As much as materials differ in term of technical components, design and set-up, they also differ in terms of functionality. Some are multi-dimensional; capable of various functions such as giving logical outcomes, manipulating information and so forth.

2. Environmental factors: Part of the application of instructional materials process is the target population for whom the material are to be used and the setting or vicinity where the learning should take place, the degree of satisfaction derived by children in respect to comfort ability of environment of that learning situation is a great deal. For instance teaching social studies content in a very remote area where there is no availability to source for the locally made instructional materials, it will be very difficult learning to accomplish.

3. Time Constraints or factors: Time, is also a serious problem or factor that impede the effective use of instructional materials in social studies instructions because some time that is allotted for a subject on the time table might not be enough for the teachers to present his content alongside with effective use of the materials which will affect the wholesome delivery of the content.

4. Poor maintenance culture: Materials available for the teaching of social studies are poorly handled by both the teachers and school authority. Social studies especially, is affected by non available resource room for the proper keep of both the locally manufactured and the commercial purchased ones thereby limiting its use as the time needed. Very many of the teachers use materials occasionally without the proper upkeep of the materials after used for the future reference.

2.9.3 Principle for Selecting and Using Improvised Instructional Materials

1. Consideration for the Age and Abilities of the learners:

In choosing and using instructional materials, it is very important for the teacher to put into consideration the age and abilities of his students. If the instructional materials chosen and used are above their ages and abilities, they will inhibit rather than promote learning

2. They must be related to the lesson Objectives:

This is another important thing that must always bear in mind by the teacher. Any instructional material that is not geared towards helping in the achievement of the lesson objective(s) is not worthy to be used in the lesson. Some teachers are in the habit of just trying to fulfil the righteousness of using materials by bringing into the class anything in the name of instructional materials without considering the lesson objectives.

3. Currency of Information:

Any instructional material that is worthy of use in the classroom must contain current information. However, there are some teachers who, either due to laziness or ignorance brings into classroom materials that contain out-dated information. This will not only mislead the students but also create confusion in them, particularly those who are current.

4. They should be Bold and Attractive:

It is necessary that any instructional material to be used by the teacher must be designed in such a way that it is clear to all members of the class to see and read from any distance in the classroom. Furthermore, they should also be attractive so as to captivate and sustain students' interest throughout the lesson. Instructional materials not legible and attractive may cause disciplinary problems rather than promote learning in the class as students might become restive in trying to read the information contained in such aids.

5. They should be Harmless:

This is another important thing that should be borne in mind when selecting and using instructional materials. Through teachers are encouraged to always use instructional

materials, harmful materials like snakes and scorpions, whether dead or alive, should be avoided. This is because their presence in the class is enough to scare students, and some in trying to jump or run out of the class can easily sustain injuries.

6. They should be cheap and relevant:

Social studies teaching as earlier insinuated is community-based, which suggests that most instructional materials to be used for its teaching can easily be found within the community. This assertion notwithstanding there are few that still need to be purchased thereby bringing into mind this principle. Therefore, social studies teachers must look for instructional materials that are cheap so as to spread the available scarce funds to other equally useful areas. In the same vein, in buying instructional materials, their relevance to the socio-economic and political background of the students must be considered.

2.8.4. Need for Improvised Instructional Materials in Teaching Social Studies

The skill of producing local instructional materials is applicable to many different abilities across all academic and non-academic discipline. Teaching-learning may not easily be achieved through the mere use of verbal words. As such producing instructional materials becomes very necessary. The focus of teaching is on the natural reciprocating of comprehension and production in communication; on the functional and collaborative practice of language in flexible learning environment; and individual possession of skills. Students find it easy and joyful when learning with instructional materials as such, improvisation reveals that there are possibilities of alternatives to teaching and learning aids. It should therefore meet specific teaching and learning situation. Improvisation in economics has become imperative in teaching and learning because the economic situation makes the cost of facilities and equipment very high amidst decreasing or near lack of purchasing power (Adesoji, 2008).

Therefore, the teacher education programme must integrate material development whereby teachers learn how to design and construct various materials and equipment which could be used for teaching-learning process (Edward, 2000). Locally made of instructional materials in Social studies by teacher that are innovative in concepts encourage students and teachers to be more creative, innovative and original. It also develops skills in the cognitive, affective and psychomotor domains.

2.8.5 Importance of Improvised instructional materials

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

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

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

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

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

2.9.6 Effect of using Improvised Instructional Material on Performance of Social Studies

Instructional materials are regarded as the important aspect of students learning resources in the school system. Provision of instructional material falls within the arena of authority and power of the National, State, Local Government and the agencies that provided education in the society. These facilities themselves cannot up-lift the status of the students but only when the human being that has been trained apply these facilities, then the effect of internalization of the facilities, would be shown on the attitude and Behaviours of the students. The effect of these facilities either affects the students negatively or positively depending on the conditions created by the environment of learning. However in the western

world especially African, researchers are now Focusing attention on the serious effects the provision and maintainance of instructional Materials can have on academic performance (Olubadewo, 2005). Some of these facilities may not be regarded in our schools as deterrents to learning among students but in the real sense of it, they do affect teaching and learning processes either negatively or positively. The negative effects of such facilities mostly are the concern of educational policy makers and planner and psychologist.

Instuructional materials according to storm (2001) have been identified as very important variables in the teaching and learning of vocation programme through the world. Facilities according to the American Association of Vocational Instrution Materials (2002), are the classroom, laboratories, workshop and equipment. Faisal and Annutte (2001), Patrick et al (2001) in their studies observed that decline in the performance of the students due to inadequate facilities

2.10 Empirical Studies

The review of related empirical studies was carried out as follows: Okoye (2004) investigated the effect of locally produced instructional materials on academic retention of students in geography. The study was aquasi-experimental design. The data collected were analyzed using one way analysis of variance and two way analysis of covariance. The hypotheses were tested at 0.05 level of significance level. The results showed that the students taught using locally produced instructional materials has significantly higher retention ability than those taught without instructional materials. The study is related as it used the same research design. The difference was that the present study was on the performance of social studies students while the past study was on academic rention of students in geography.

Maduabum (1995) studied the relative effectiveness of expository and guided discovery methods on students' performance in biology. The study used SSI (42 males and 40 females) students in a non-randomized, pre-test post-test control group design. Analysis of the result showed that there was no significant difference in the performance of male and female students exposed to the expository and guided discovery methods. The difference between the present and the past study is the subject. While the present study was on the performance of social studies students, the past study was on the performance in Biology.

In another study, Iloputaife (2001) used 186 (86 males and 100 females) JSS II students to investigate the effect of analogy and conceptual change in instructional models on integrated science. The result of the study showed a significant difference in the performance of male and female integrated science students. This was due to the constructivist and conceptual instructional model used in the study. These empirical researches bear relevance to the present study on gender issues. Gender is the sex of an individual either male or female. From the above, one could understand that most studies carried out using constructivist approaches often tend to close the gap between the performance of male and female students. Though some areas of the studies indicated some considerable differences in the performances of boys and girls; for example in the views of Njoku (1993) gender effect on performance seemed to have significant difference due to the subject's cultural beliefs and partially due to the use of instructional materials. The difference between the present and the past study is the subject. While the present study was on the performance of social studies students, the past study was to investigate the effect of analogy and conceptual change in instructional models on integrated science students.

Adeyanju (2005) conducted a research on effect of locally produced instructional materials on the performance of Junior Secondary School Business Studies students. The study was conducted with six research objectives, six research questions and six null-

hypotheses were postulated for the study. The study employed the use of quasi-experimental design and found a significant difference in the performance of Business Studies students. In carrying out this study, the researcher used t-test for data analysis and data were collected using standardised test. This study is relevant to the current research because it studied the effect of locally produced instructional materials on the performance of Business studies students in the junior secondary schools. Also, the study is related as it used standardised test to collect data while the present study also used a researcher made test to collect data from the respondents. The difference between the present and the past study is the subject. While the present study was on the performance of social studies students, the past study was on the performance of Business Studies students.

Patrick (2004) carried out a study titled: effect of instructional materials on the performance of Senior Secondary School Biology students. The study was conducted with five research objectives, five research questions and five null-hypotheses were postulated for the study. The study was a survey research and questionnaire was used for data collection. Chi-square was used to analyse the data collected and the study found a significant difference in the performance of Biology students. Likewise, the researcher concluded that government should encourage teachers' improvisation and usage of instructional materials. The current research work is related to the past research work of Patrick in the sense that, both research works sought to determine the effect of instructional materials on the performance of students. However the past researcher did not state the sample size. Also, the data collected were subjected to chi-square while the present study used t-test for data analysis. Past research was conducted in senior secondary school while the present study was carried out in the junior secondary school.

Balarabe and Mannir (2003), surveyed the opinions of the respondents on the impact of teachers' improvisation. The study was conducted with three objectives and three research

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

Egbochukwu (2002) investigated the impact of locally produced instructional materials in the realization of the objectives of public primary education in selected primary schools in Anambra State. The study was conducted with eight research objectives and eight research questions were raised in line with the stated objectives. The study randomly samples 400 out of a total 640 respondents in Anambra State. The instrument used was questionnaire, divided into three sections (parts). The study adopted a descriptive type of survey design. All the data obtained from the administered instrument were subjected to Analysis of variance (ANOVA) test. Differences between groups are established through t-tests of adjusted means. Eight hypotheses were tested at the 0.05 alpha level, six of which are upheld, while the remaining two were rejected. The study concludes that locally produced instructional materials have a significant impact in the realization of the objectives of public primary education and that teachers should be trained to improvise. It suggests that, although this research work provides an empirical basis for the assessment of those variables that are critical to attaining the objectives of Public Primary Education in Nigeria, more needs to be done by upcoming researchers to explore other dimensions to the issue of attaining the objective of Public Primary Education through the use of proper instructional material.

In the opinion of the researcher, since teachers are critical to the attainment of educational objectives at all levels, it is important that issues relating to their welfare/well-

being be given adequate attention. Because teaching is an intellectual enterprise, the teachers need must be adequately addressed if his concentration and devotion are to be secured. This study is very relevant to the current study as it investigated the impact of locally produced instructional materials in the realization of the objectives of public primary education in selected primary schools. The study differs to the present study as it used ANOVA for data analysis while this study used t-test. But this research work is different to the current study in the area of research instrument used, the study uses questionnaire to collect data while the present study used test for data collection. It is also different to the present study in the sense that it was carried out in primary school while this current study was conducted in junior secondary school.

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

Momoh (1990), carried out a research on the effects of instructional resources on students' performances in WASC examination in Kwara State. The study was carried out with four objectives, four research questions and four null-hypotheses. Also, data collected was analysed with t-test of independent. The researcher correlated material resources with

academic achievements of students in ten subjects. 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 material resources have a significant effect on students' achievement in each of the subjects.

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

In the same manner, Moronfolo (2000) carried out a research titled: effects of instructional resource on the academic achievement of secondary school students in Ilorin local government of Kwara State. The study was conducted with four research objectives, four research questions and four null-hypotheses were postulated for the study. 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 instructional resources 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. This study is similar to the present study as both researches were on the effect of instructional materials. The study also differs from the present study as it was conducted with the use of questionnaire and was conducted in senior secondary school while the present study is an experimental study and was carried out in the junior secondary school.

Akolo (2008) conducted a survey of audio-visual materials for eight Teacher Training Colleges in Kwara State and for twelve Teachers' Colleges in Plateau State of Nigeria. The study was carried out with four objectives, four research questions and four null-hypotheses. His study considered such elements as equipment and materials owned by each of the selected teachers colleges, utilization of equipments and materials owned, and the number of teachers that had some measure of audio-visual related training. Data collected was analysed with the use of ANOVA and finding from the study revealed that there was under-utilization of instructional equipments in some areas and non-utilization in other areas where the research was conducted. The similarities is in the area of the numbers of objectives used, and the study differs to the present study as it used questionnaire for data collection and ANOVA was used for data analysis where as the current study is experimental study and data collected were analysed with t-test. Past research was conducted in teachers' colleges while the present study was carried out in the junior secondary school.

Jekayinfa (2005) undertook a study on availability of resources for the implementation of social studies curriculum in 7 States of Nigeria. The study was conducted with eight research objectives, eight research questions and eight null-hypotheses were postulated. Questionnaire was used to gather information from seven states, while ANOVA

was used for data analysis. Findings showed that the schools lacked quality textbooks, slides, audio visual equipments and projectors, while maps, charts and globes were readily available. This research is similar to the present study as both were concerned with instructional materials. The area of dissimilarity is that, the study was carried out with eight research objectives, eight research questions and null-hypotheses while the present study was conducted with four objectives, four research questions and four null hypotheses. Previous research used questionnaire for data collection while data for the present study was collected through the scores of the performance test given to the students. Also, ANOVA was used to analyse the data collected while the present study used t-test.

2.10 Summary

This study reviewed literature related to the study on the effects of improvised instructional materials on the performance of Students in Social studies in Junior Secondary Schools in Kano State. Instructional materials have been identified as very important variable in the teaching and learning and that effective learning cannot take place without availability of basic relevant instructional materials. The skill of producing local instructional materials is applicable to many different abilities across academic and non-academic discipline. Teaching-learning may not easily be achieved through the mere use of verbal words. As such producing locally made instructional materials becomes very necessary.

Moreover, it was revealed that instructional materials are the 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. It is worthy to note that social studies covers a wide range of studies since it takes and uses concepts, ideas, skills, knowledge, attitudes and values from the social science subjects like geography, government, economics, religion, sociology, history and a host of others.

Empirical studies reviewed show that improvisation and utilization of learning resources has a significant effect on the academic performance of students. They added that shortage of learning resources in schools relate to poor school attainment but none of them conducted a study on the effect of improvised instructional materials on students in junior secondary school in Kano. All these gaps are what the current study has closed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology used for the study under the following headings; research design, population, sample and sampling techniques, instrumentation, pilot study, validity of the instrument, reliability of the instrument, procedure for data collection, and procedure for data analysis.

3.2 Research Design

This study was conducted using quasi-experimental design. Specifically, the pre-test, post-test design was used in this study. This implies that, intact classes participated in the study and there was no randomization. This design was adopted because it was not possible for the researcher to randomly sample the subject and assign them to groups without disrupting the academic programme and the time table of the junior secondary schools involved in the study (Abdussalam, 2005). Hence, the design was considered quite suitable for conducting the study.

3.3 Population of the Study

A research population is all the existing members or element of the group to whom the result of the investigation could be generalized unto (Yabo, 2007). The population of this study comprised of all the five thousand four hundred and thirty nine, (5439) JSS II students offering social studies in Nassarawa Educational Zone, Kano State where the population of the male Social studies students was made up of two thousand eight hundred and fifty five, (2855) and female population of two thousand five hundred and eighty four, (2584). This is shown in Table 3.4.

Table 3.3: Population of the Respondents

S/N	Schools	Male	Female	Total
1.	GJSS Maikwatashi	130	120	250
2.	GGJSS Aisha Shehu	---	170	170
3.	GJSS Abdul Sani M. Lungu	130	120	250
4.	GJSS Zani	135	115	250
5.	GJSS Nomansland	123	95	218
6.	GJSS Darerawa	145	102	247
7.	GJSS Dabo	145	120	265
8.	GJSS Wapa	130	110	240
9.	GJSS Nutsugune	107	100	207
10.	GJSS Gojau	110	100	210
11.	GJSS Kauragoje	105	80	185
12.	GJSS Danwaire	133	102	235
13.	Rochas Foundation College	62	57	119
14.	GJSS Tundunbojuwa	131	112	243
15.	GJSS Rabiuzakariya	134	---	134
16.	GJSS Tundumurtala	117	95	212
17.	GJSS Badawa	142	121	263
18.	GGJSS Tunduwada	---	125	125
19.	GJSS Wurobagga	125	117	242
20.	GJSS Race Course	125	121	246
21.	GJSS Magwan	135	121	256
22.	GJSS Limandatti	126	114	240
23.	GJSS Ladanai	125	102	227
24.	GJSS Gawuna	130	70	200
25.	GJSS Gwargwarwa	110	95	205
	TOTAL	2855	2584	5439

Source: Nasarawa Zonal Education Board, (2015)

3.4 Sample and Sampling Techniques

Four Government Junior Secondary Schools were sampled from Nasarawa Educational Zone which comprises of Fagge and Nassarawa Local Government Area of Kano State. The schools were Government Junior Secondary School Maikwatashi, Government Junior Secondary School Magwan, Government Junior Secondary School Danware and Government Junior Secondary School Badawa. From each school, one Junior Secondary School II social studies class was selected. The sample size for this study was 200 Junior Secondary School students, consisting of 120 males and 80 females. This was based the recommendation of Gall, Borg and Gall (1997). Proportional sampling technique was

adopted for the selection of social studies students because the demographic characteristics were not evenly distributed.

Table 3.4: Sample of the Respondents

S/N	Name of Schools	Male	Female	Total	Group
1.	GJSS Maikwatashi	32	18	50	Experimental
2.	GJSS Magwan	30	20	50	
3.	GJSS Danwaire	28	22	50	Control
4.	GJSS Badawa	30	20	50	
					„
Total		120	80	20	

3.5 Instrumentation

The instrument used for data collection in this study, was a structured Social studies test questions approved for junior secondary schools by NECO, selected by the researcher. This consisted of 25 objective test items designed to measure the effects of the instruction that was given during the experiment with the use of improvised instructional materials. After a critical examination of the curriculum, the researcher selected topics (family, culture, National symbols, Adornment, communication and transportation and so forth) from the Junior Secondary School II Social studies contents for the term. Furthermore, to provide comprehensive information of the contents, the researcher further broke down the selected contents into units and into teaching sub-topics with achievable objectives. This would helped the researcher at the item writing stage of the test. The performance test in social studies was used to measure the performance of students in both pre-test and post- test.

3.5.1 Validity of the Instrument

To ensure both face and content validity of the instrument, the drafted lesson plans together with the Social studies test questions approved for junior secondary schools by NECO were given to the two researcher's supervisors, other experts in test and measurement

in Department of science Education and two senior lecturers in the Department of Arts and Social Science Education, Social Studies Section Ahmadu Bello University, Zaria validated the instrument.

3.5.2 Pilot Study

A pilot study was carried out with a total of 25 Junior Secondary School (JSS) II students in JSS Dabo, Kano State. The reason for using this school is that, the school was outside the population sampled of this study. This area was not part of the study area but was chosen to determine the adequacy and effectiveness of the instrument in measuring what it was supposed to measure, and to ascertain any difficulty that the researcher might encounter when carrying out the main study.

3.5.3 Reliability of the Instrument

The reliability coefficient (r) of the Social studies test questions approved for junior secondary schools by NECO, used in the study was determined using PPMCC (Pearson Product-Movement Correlation Coefficient) which yielded the reliability coefficient value of 0.86. Hence, this result shows that the instrument was reliable because the closer the result to one (1) the more reliable the instrument becomes.

3.6 Procedure for Data Collection

The researcher collected a letter of introduction from the Head of Department (HOD) Educational Foundation and Curriculum to the respective schools, this was done in order to seek the permission and cooperations of the schools community. Pre-test was administered to the experimental and control groups in their respective schools. In the pre-test, the Social studies questions approved for junior secondary schools by NECO was administered on the groups. Objective question sheets were provided for the students to fill in the correct answers for the questions. The researcher marked the papers and collected the students' scores before the treatment. The exercise provided baseline data on students' performance in Social studies.

Two research assistants were trained for two days on the modalities involved in the field exercises. A training manual was produced and placed at the appendix. After the pre-test, a period of training on the use of improvised instructional materials developed by the researcher was given to the experimental group by the Social studies teacher. The Social studies teacher taught the students using the improvised instructional materials throughout the treatment period. The treatment contains eight weeks interactive lessons on Social studies covering topics, like the family and types of family, culture and component of culture, National symbols, transportation, drug abuse and communication among others. The students were instructed to pay attention because they would be asked from what they have learned. The control group were taught with the conventional plan chalkboard using explanation, demonstration and so forth, as it is demanded.

The post-test was administered to both experimental and control groups immediately after the completion of the treatments in their respective schools. In the post-test, the Social studies questions approved for junior secondary schools by NECO was administered on the groups. The exercise provided post treatment data on students' performance in social studies after treatment.

3.6.1 Treatment Plan for Experimental and Control Group

Week	Activity	Topic	Comment
1	Introduction	-----	The researcher submitted introductory letter to school authority.
2	Pre-test	-----	Pre-test was administered to both experimental and controlled group.
3	Treatment	Family and role of family.	Students in experimental group were taught using improvised instructional materials while those in control group were taught without improvised instructional materials.
4	Treatment	Culture and Component of culture.	Students in experimental group were taught using improvised instructional material while those in control group were taught without improvised instructional material.
5	Treatment	National Symbols	Students in experimental group were taught using improvised instructional materials while those in control group were taught without instructional materials.
6	Treatment	Transportation	Students in experimental group were taught using improvised instructional material while those in control group were taught without instructional material.
7	Treatment	Communication	Students in experimental group were taught using improvised instructional materials while those in control group were taught without improvised instructional material.
8	Treatment	Adornment	Students in experimental group were taught using improvised instructional material while those in control group were taught without improvised instructional material.
9	Treatment	Post-test	Students in both experimental and control groups were exposed to post-test.
10	Marking	-----	Scripts were marked and student in both groups were given their marked scripts.

3.7 Procedure for Data Analysis

The data collected from the field was subjected to statistical analysis for appropriate interpretations to achieve the set objectives of the study. Both descriptive and inferential statistical techniques were used in the analysis of data. The bio-data of the respondents was

analysed with descriptive statistics which involves the use of frequencies and percentages while mean and standard deviation was used to answer the research questions earlier stated in chapter one of this study. The inferential statistics was used to test the postulated null hypotheses stated in chapter one. Significant variations in mean responses from all test groups was analysed using t-test of independent sample. To uphold or reject the hypotheses advanced for the study, an Alpha of 0.05 level of significance was used.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The data collected from the respondents for this study were analysed in this chapter. This analysis includes the demographic data, research questions and the null hypotheses with adequate interpretation. This chapter also presented the summary of the findings for easy understanding and towards making inferences in the conclusion. The chapter ended with a discussion of each finding based on research questions and hypotheses.

4.2 Description of Study Variable

The following table show the frequencies and percentages of the study variable which include group (that is, experimental and control groups) and gender (that is, male and female).

Table 4.1: Frequency and Percentage of Respondents based on Groups

Groups	Frequency	Percentage
Experimental group	100	50
Control group	100	50
Total	200	100

Table 4.1 shows the frequency and percentage of the respondents based on their group. The table revealed that 100 (50%) of the respondents were experimental group while the control group was made up of 50 (50%). This means that both experimental group and control group were equally represented in the study.

Table 4.2: Frequency and percentage of respondents based on Gender

Gender	Frequency	Percentage
Male	120	60
Female	80	40
Total	200	100

Table 4.2 revealed that, 120 (60%) were male while 80 (40%) were female. This shows that the male students were more represented in the study than their female counterparts.

4.3 Response to Research Questions

Research Question 1: What is the performance of students taught social studies using improvised instructional materials and those taught without improvised instructional material in junior secondary schools in Kano state?

The post-test scores of students were analysed to determine the performance of students taught Social studies using improvised instructional materials and those taught without in junior secondary schools in Kano State.

Table 4.3: Descriptive statistics on the performance of students taught social studies using improvised instructional materials and those taught without improvised instructional materials in junior secondary schools in Kano State

Group	N	Mean	SD	Std. Error Mean
Experimental	100	60.71	12.649	2.164
Control	100	54.30	9.401	1.788

Table 4.3 shows tha the experimental group had the mean scores of 60.71 with the standard deviation of 12.649 and standard error mean of 2.164 while the control group has the mean scores of 54.30 with the standard deviation of 9.401 and standard error mean of 1.788. In view of the above result, it can be inferred that, students taught Social studies using

improvised instructional materials performed better than those taught without in junior secondary schools in Kano State.

Research Question 2: What is the difference in of the pre-test and post-test performance score of social studies students in the experimental group in junior secondary schools in Kano State?

The pre-test and post-test scores of students were analysed to determine the effect of improvised instructional materials on the performance score of social studies students in the experimental group in junior secondary schools in Kano State.

Table 4.4: Descriptive statistics on the effect of improvised instructional materials on the pre-test and post-test performance score of social studies students in the experimental group in junior secondary schools in Kano State

Variable	N	Mean	SD	Std. Error	Mean Mean im
Pre-test	100	34.30	12.530	2.280	21.10
Post-test	100	55.40	14.249	1.674	

Table 4.4 shows the pre-test mean scores of 34.30 with the standard deviation of 12.530 and standard error mean of 2.280 while they had the post-test mean scores of 55.40 with the standard deviation of 14.249 and standard error mean of 1.674. This shows a mean improvement of 21.10. In view of the above result, it can be inferred that, the mean post-test performance was much higher than the pre-test performance after exposure to improvised instructional materials.

Research Question 3: What is the effect of improvised instructional materials on the performance of male and female social studies students in junior secondary schools in Kano State?

The post-test scores of students were analysed to determine the effect of improvised instructional materials on the performance of male and female social studies students in junior secondary schools in Kano State.

Table 4.5: Descriptive statistics on the effect of improvised instructional materials on the performance of male and female Social studies students in junior secondary schools in Kano State

Gender	N	Mean	SD	Std. Error Mean
Male	120	36.47	8.991	2.821
Female	80	56.82	10.221	1.933

Table 4.5 revealed that the male students had the mean scores of 36.47 with the standard deviation of 8.991 and standard error mean of 2.821 while the female students had the mean scores of 56.82 with the standard deviation of 10.221 and standard error mean of 1.933. In view of the above result, it can be inferred that the female students taught Social studies using improvised instructional materials had a better mean score compared to their male counterparts.

Research Question 4: What is the performance of social studies students in rural and urban junior secondary schools taught with improvised instructional materials?

The post-test scores of students were analysed to determine the performance of social studies students taught with improvised instructional materials in rural and urban located junior secondary schools in Kano State.

Table 4.6: Descriptive statistics on the performance of social studies students in rural and urban junior secondary schools taught with improvised instructional materials.

Variable	N	Mean	SD	Std. Error Mean
Rural	95	58.45	16.53	4.16
Urban	105	58.56	19.71	3.59

Table 4.6 revealed that the students in rural located schools had the mean scores of 58.45 with the standard deviation of 16.53 and standard error mean of 4.16 while students in urban located schools had the mean scores of 58.56 with the standard deviation of 19.71 and

standard error mean of 3.59. In view of the above result, it can be inferred that the performance of students taught Social studies using improvised instructional materials in rural and urban located schools were almost the same.

4.4 Hypotheses Testing

Null-hypotheses 1, 3 and 4 raised for this study were tested using Independent sample t-test while hypothesis 2 was tested using paired sample t-test. The decision rule is that if the t-cal is higher than t- crit and if the p-value is lower than the level of significance, the hypothesis stands rejected, but where the t-cal is lower than the t- crit, and where the p-value is higher than the level of significance (0.05), the hypothesis is retained. The summary of each of the hypotheses tested were presented in the following order.

Hypothesis 1: There is no significant difference between the performance of students taught social studies using improvised instructional materials and those taught without in junior secondary schools in Kano state.

The post-test scores of students were analysed using t-test. The Summary of data collected and analyzed in respect to null hypothesis one is presented in Table 4.7.

Table 4.7: Independent sample t-test on the performance of students taught social studies using improvised instructional materials and those taught without in junior secondary schools in Kano state.

Group	N	Mean	SD	Df	α	t-cal	t-crit	Sig.	Decision
Experimental	100	60.71	12.649	198	0.05	6.974	1.96	.000	Rejected
Control	100	54.30	9.401						

Source: Field Study Data 2015/2016 Academic Session

Table 4.7 shows the result of the independent sample t-test statistics and the mean of the experimental group is 60.71 with the standard deviation of 12.649 and the mean of the control group of 54.30, with the standard deviation of 9.401. The observed t-cal is 6.974 and t-crit is 1.96, while the p-value is 0.000 ($P < 0.005$). Since the t-cal is higher than the t- crit, the

hypothesis is therefore rejected. This means there was significant difference between the performance of students taught social studies using improvised instructional materials and those taught without improvised instructional materials in junior secondary schools in Kano state.

Hypothesis 2: There is no significant difference between the pre-test and post-test performance score of social studies students in the experimental group in junior secondary schools in Kano state.

The pre-test and post-test scores of students were analysed using t-test. The Summary of data collected and analyzed in respect to null hypothesis two is presented in Table 4.8.

Table 4.8: Paired sample t-test on the effect of improvised instructional materials on the pre-test and post-test performance score of social studies students in the experimental group in junior secondary schools in Kano state.

Source	N	Mean	SD	Df	α	t-cal	Tcrit	Sig.	Decision
Pre-test	100	34.30	12.530	198	0.05	22.45	1.96	0.004	Rejected
Post-test	100	55.40	14.249						

Table 4.8 shows the result of the paired sample t-test statistics and the students' pre-test mean score of 34.30 with the standard deviation of 12.530 and the post-test mean score of 55.40, with the standard deviation of 14.249. The observed t-cal is 22.45 and t-crit is 1.96, while the p-value is 0.004 ($P < 0.005$). In view of the fact that the t-cal is higher than the t-crit and the p-value is lower than the level of significance, the hypothesis is therefore rejected. This means that the post-test performance score of Social studies students was significantly better than their pre-test performance in junior secondary schools in Kano state.

Hypothesis 3: There is no significant difference in the effect of improvised instructional materials on the performance of male and female Social studies students in junior secondary schools in Kano State.

The post-test scores of students were analysed using t-test. The Summary of data collected and analyzed in respect to null hypothesis three is presented in Table 4.9.

Table 4.9: Independent sample t-test on the effect of improvised instructional materials on the performance of male and female Social studies students in junior secondary schools in Kano State.

Variable	N	Mean	SD	Df	α	t-cal	t-crit	Sig.	Decision
Male	120	36.47	8.991	198	0.05	7.054	1.96	.002	Rejected
Female	80	56.82	10.221						

Table 4.9 shows the result of the independent sample t-test statistics where the male students had the mean score of 36.47 with the standard deviation of 8.991 and the female mean score of 56.82, with the standard deviation of 10.221. The observed t-cal is 7.054 and t-crit is 1.96, while the p-value is 0.002 ($P < 0.005$).). Because the t-cal is higher than the t- crit and the p-value is lower than the level of significance, the hypothesis is hereby rejected. Consequently, it can be inferred that the use of improvised instructional materials have resulted on significantly higher performance by the female students than the male students in junior secondary schools in Kano state.

Hypothesis 4: There is no significant difference between the performance of social studies students in rural and urban junior secondary schools in Kano State taught with improvised instructional materials.

The post-test scores of students were analysed using t-test. The Summary of data collected and analyzed in respect to null hypothesis four is presented in Table 4.10.

Table 4.10: Independent sample t-test on the performance of social studies students taught with improvised instructional materials in rural and urban located junior secondary schools in Kano state.

Variable	N	Mean	SD	Df	α	t-cal	t-crit	Sig.	Decision
Rural	95	58.45	16.53	198	0.05	1.127	1.96	.273	Retained
Urban	105	58.56	19.71						

Table 4.10 shows the result of the independent sample t-test statistics and the mean of students in rural located school is 58.45 with the standard deviation of 16.53 and the mean for urban located school of 58.56, with the standard deviation of 19.71. The observed t-cal is 1.127 and t-crit is 1.96, while the p-value is 0.273 ($P > 0.005$). Because the t-cal is lower than the t-crit and the p-value is higher than the level of significance, null-hypothesis was retained. Consequently, it can be inferred that, the use of improvised instructional materials in teaching Social studies in rural and urban junior secondary schools in Kano state was similarly effective in schools located in the urban and rural areas.

4.5 Summary of Major Findings

Based on the data analysed, the following were the major findings

1. The post-test performance score of Social studies students taught with improvised instructional materials was significantly better than their pre-test performance in junior secondary schools in Kano state ($P = 0.004$).
2. The performance of students taught with improvised instructional materials was significantly higher than those taught without improvised instructional materials ($P = 0.000$).
3. The Performance of female students taught social studies using improvised instructional materials had a better mean score compare to their male counterparts ($P = 0.002$).
4. The use of improvised instructional materials in teaching social studies in both urban and rural areas was similarly effective ($P = 1.127$).

4.6 Discussions of Findings

The result of hypothesis one shows the independent sample t-test statistics and the mean of the experimental group is 60.71 with the standard deviation of 12.649 and the mean of the control group of 54.30, with the standard deviation of 9.401. The observed t-value is 6.974 and t-crit is 1.96, while the p-value is 0.000 ($P < 0.005$). The null-hypothesis was rejected because there was significant difference between the performance of students taught social studies using improvised instructional materials and those taught without improvised in junior secondary schools in Kano state. Consequently, it can be inferred that, the use of improvised instructional materials in teaching Social studies in junior secondary schools in Kano state enhanced students' performance as they scored higher in the test administered on them. This finding support the work of Okoye (2004) and Adeyanju (2005) who observed that, students taught using improvised instructional materials significantly scores higher than those taught without improvised instructional material.

The result of hypothesis two shows the students' pre-test mean score of 34.30 with the standard deviation of 12.530 and the post-test mean score of 55.40, with the standard deviation of 14.249. The observed t-value is 22.45 and t- crit is 1.96, while the p-value is 0.004 ($P < 0.005$). Therefore, the null-hypothesis was rejected because there was significant difference in the effect of improvised instructional materials on the post-test performance score of social studies students in the experimental group in junior secondary schools in Kano state. Consequently, it can be inferred that the post-test performance scores of Social studies students was better than their pre-test performance in junior secondary schools in Kano state. This is in line with the finding of Patrick (2004) who found a significant difference in the pre-test and post-test performance of Biology students taught with instructional materials. He was of the opinion that the use of instructional material is capable of improving students' performance.

The outcome of hypothesis three shows the result of the independent sample t-test statistics where the male students had the mean score of 36.47 with the standard deviation of 8.991 and the female mean score of 56.82, with the standard deviation of 10.221. The observed t-value is 7.054 and t-crit is 1.96, while the p-value is 0.002 ($P < 0.005$). Therefore, the null-hypothesis was rejected because there was difference in the effect of improvised instructional materials on the performance of male and female Social studies students in junior secondary schools in Kano State. Consequently, it can be inferred that the use of improvised instructional materials have positive effect on the performance of students in junior secondary schools in Kano state. This finding corroborate with the research finding of Alasoluyi (2015), who established that differences exist in the performance of male and female students when exposed to a stimulus.

Finding on hypothesis four shows the result of the independent sample t-test statistics and the mean of students in rural located school which is 58.45 with the standard deviation of 16.53 and the mean of urban located school of 58.56, with the standard deviation of 19.71. The observed t-value is 1.127 and t-crit is 1.96 while the p-value is 0.273 ($P > 0.005$). The null-hypothesis was retained because there was no significant difference between the performance of social studies students taught with improvised instructional materials in rural and urban located junior secondary schools in Kano state. Consequently, it can be inferred that, the use of improvised instructional materials in teaching Social studies in rural and urban junior secondary schools in Kano state was effective in both areas. This finding is in line with the submission of Balarabe and Mannir (2003), who concluded that, teachers' improvisation of instructional materials had a significant impact on students' academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study investigated the effect of improvised instructional materials on the performance of Social studies students in junior secondary schools, Kano State, Nigeria. The study was carried out with four objectives which were to: determine the performance of students taught social studies using improvised instructional materials and those taught without improvised instructional materials in junior secondary schools in Kano State, ascertain the effect of improvised instructional materials on the pre-test and post-test performance score of social studies students in the experimental group compare the effect of improvised instructional materials on the performance of male and female social studies students and find out the performance of social studies students in rural and urban junior secondary schools in Kano State taught with improvised instructional materials. Also, four (4) corresponding research questions and four (4) null hypotheses were formulated for the study.

The study adopted quasi-experimental research design. The population of this study comprised of all the 5439 JSS II students offering social studies in Nassarawa Educational Zone, Kano State where the population of the male Social studies students was made up of 2855 and female population of 2584. A sample size of 200 JSS II students were drawn using proportional sampling technique, consisting of 120 males and 80 females. A structured Social studies test questions approved for junior secondary schools by NECO was used for data collection in the study. The instrument consisted of 25 objective test items with four options.

The demographical information of the respondents was analysed using frequency and percentage, while the research questions were answered using mean, standard deviation and standard error mean. Also, null hypotheses 1, 3 and 4 were analysed using independent t-test

while null hypothesis 2 was analysed using paired sample t-test at 0.05 alpha level of significance.

Findings drawn from the study revealed that the students taught Social studies using improvised instructional materials had a better mean score than those taught without improvised instructional materials; the pre-test mean score of students taught Social studies using improvised instructional materials were lower than their post-test mean score; female students taught Social studies using improvised instructional materials had a better mean score compared to their male counterparts; and the use of improvised instructional materials in teaching Social studies, was very effective in both rural and urban junior secondary schools in Kano state .

5.2 Conclusion

Based on the finding, it can be concluded that the use of improvised instructional materials is a strategy for enhancing the performance of students in social studies. Thus teachers of social studies can adopt this strategy to ensure they work towards improving performance in social studies.

5.3 Recommendations

The following recommendations were made based on the major findings of this study:

1. Kano state government should encourage teachers' improvisation and usage of instructional materials in schools.
2. Schools should be equipped with improvised locally made instructional materials so that teachers may use them for effective instructions in junior secondary schools.
3. There is also the need for the teachers to be resourceful in materials selection and planning. This is to reduce the cost of production and maintenance of instructional materials, Local production and improvisation have always been a positive step towards the realization of this suggestion.

4. Policy makers in junior secondary schools in Kano should raise fund so as to procure materials necessary for improvisation of instructional materials in social and text books that would facilitate the effective teaching of social studies.

5.5 Contribution to Knowledge

This study has empirically established that, improvised instructional materials has significant positive impact on the performance of social studies students in junior secondary schools in Kano state. The study has contributed to knowledge by establishing that improvised materials make learning more immediate and relevant to social studies students thereby enabling them to have deep understanding of concepts. The study equally contributes to knowledge by establishing that an improvised instructional material saves cost of procurement of instructional materials in junior secondary schools.

5.4 Suggestions for Further

The following topics are suggestions for further studies:

1. influence of teachers' attitude to teaching and learning using improvised instructional materials in senior secondary schools.
2. Comparison of the effect of improvised instruction in public and private secondary schools.
3. This study can also be carried out in other states in order to find out the extent to which results and findings of the present study can be generalized.

References

- Abdullahi, M. (2010). *Designing and Developing Instructional Materials by School Teachers*. A leader paper presented at an Annual Conference and Convention, Organized by the Nigeria Association for Educational Media and Technology (NAEMT). C.O.E Minna 20th – 26th September.
- Abdussalam, A. S. (2005). *Research Method in Education*. Lagos: Stiring-Horden Publishers Ltd. P. 173.
- Adaralagbe, A. (2010). *The Nigeria Social Studies Programme in NERDC: Social Studies Teaching: Issues and problems*, Benin: Ethiope publisher corp.
- Adebimpe, B. N. (2014). *Improvisation and Low-cost Production for Science Education Concepts and Information*. A paper presented at School of Science Seminar at FCE Kano 6th -10th October.
- Adekeye, R. B. (2008). Social Studies Curriculum Lecture Materials on SSE 402 unpublished.
- Adepoju, T. L & Akinwumi, F. S. (2002). Location of Secondary Schools as a Factor in Determining Academic Performance of Students in Senior School Certificate Examination in Oyo State. *Ibadan Journal of Educational Studies*, 2 (1).p10-14
- Aderalegbe, A. (2000). *The Nigerian Social Studies Programme (NSSP) Retrospect and Prospects in Social Studies Teaching Issues and Problems*. Benin: Ethiope Publishing Corporation.
- Adesina, S. (2000). The *Education System and the Book Situation in Nigeria*. Education Today, 4 (1), 22-24.
- Adesoji, Y. (2008). *Teaching Resources in Education*. Okitipapa: Ebun-ola Printers (Nig).
- Adeyanju, O. (2005) Effect of Locally Produced materials on the Performance of Junior Secondary Schools in Ondo State. *Unpublished Ph.D. Thesis Obafemi Awolowo University, Ile-Ife*.
- Adeyemi, J. I. (2007). Teachers Perception of the Effects and Uses of Learning Aids in Teaching: A Case Study of Winneba basic and Secondary Schools (Electronic Version).
- Adeyemo, P.O. (2005). *Principles and Practice of Economics*. Ado Ekiti: Omolayo Standard Press, Nigeria.
- Agina–Obu, T. N. (2005). The Relevance of Instructional Materials in Teaching and Tearning. In Robert Okah & Uzoeselu, K.C.(Ed). *Theory and Practice*. Portharcourt: Harvey Publications.
- Ajayi, Y. A. (2000). *A Guide for Effective Teaching*. Lagos: IDEMAC Nigeria Ltd.

- Ajewole, G.A. (2001). Effect of Discovery and Expository Instructional Methods on Student in Biology, *Journal of Research in Science Teaching*, 20(5), 401 – 409.
- Akande, M.O.(2002). *The Theory and Practice of Professional Teacher*. Lagos: Ekamag Publishers.
- Akande, N.C. (2002). Integrating Information into Business Education.*Business Education Journal*, 3 (4), 178 – 180.
- Akolo, J.B. (2008). Audio-visual Aids and the Post Primary Teacher. A paper presented at the First Audio-Visual Workshop for selected teachers, *Inspectors of Education and Audio-Visual Officers* in Ilorin, Kwara State.
- Alasoluyi, O. E. (2015). Effect of computer assisted instruction (CAI) on students' performance in economics in senior secondary schools in Ekiti State, Nigeria. *Unpublished M.Ed Thesis, Ahmadu Bello University, Zaria-Nigeria*.
- American Association for Vocational Instructional Materials (2002). Arrange for Improvement of your Vocational Facilities. Columbus Ohio, *The Centre for Vocational Education, Ohio State University*.
- Angstone, N. J., Mlangeni, T., & Chiotha, S. S. (2015). Why Rural Community Day Secondary Schools students' performance in Physical Science examinations is poor in Lilongwe Rural West Education District in Malawi. *Academic Journals*, 10 (3), 290-299.
- Anyawu, J. N. (2013). The Effectiveness of Instructional Materials in Teaching Social Studies in Some Selected Post Primary Schools in Owerri Educational Zone Imo State (B. ed) *Research Project unpublished*.
- Anyawu, J.N. (2003). *Introduction to Educational Technology for colleges and Universities*. Okene: Adeolu press.
- Assessment Reform Group (2002). *Assessment for Learning: Beyond the Black Box*. Cambridge: University of Cambridge, School of Education.
- Awe, S.O. (Ed.) (2002). *Teaching Strategies for Nigerian Secondary Schools*. Ibadan: Power House Press.
- Awosiyan, J. C. (2005). *Production and Utilization of Teaching Materials*. Ibandan: Fulladu Publication Co.
- Bajah, S. T. (2011). Improvisation in Technology Development: Implications for Technical Teacher Education. *A Convocation lecture at Federal College of Education (Technical), Akoka Lagos*.
- Bakare, G.M. (2000). *Poor Academic Performance Aetrology Diagnoses and Recommendation*. Ibadan: University Press.

- Balarabe, M., & Mannir, A. R. (2008). Influence of home and pre-school experience on cognitive and psychomotor skills on children's motivation toward Mathematics and Physical and Health Education. *A research article for publication*, pp 20-21.
- Balogun, T.A. (2004). Improvisation of science teaching Equipment: *A journal of Science Teacher Association of Nigeria*, 3 (2), 50-52.
- Bangle, G. B. (2007). "Revenge and the Backlash Effect" Beyond Intractability. *Conflict Research Consortium*, University of Colorado, Boulder.
- Bayero, H.I.R. (2007). The Impact of Information Technology on Social Studies Learning: Prospect and Challenges. *Journal of Educational Research and Development*, 2 (1) 12-16
- Bennet, A. (2000). Using Performance Assessment in your Classroom. *Unpublished manuscript*, Bowling Green State University.
- Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*, 5 (1), 7-73.
- Bruner, J. (1960). *The Process of Education*. Cambridge, MA Harvard: University Press.
- Butler, R. (1988). Enhancing and undermining intrinsic motivation: the effects of task involving and ego-involving evaluation on interest, *British Journal of Educational Psychology*, 58: 1-14.
- Calfee, R. C., & Masuda, W. A. (1997). Classroom Assessment as Inquiry. In Gary D. Phye's (ed.) *Handbook on Classroom Assessment: Learning, Achievement and Adjustment*. San Diego: Academic Press. pp. 71-99.
- Chowdhury, M. S. (2006). Human behaviour in the content of training: An overview of the Role of learning Theories in Applied to Training and Development. *Journal of knowledge management practice*, 2(13), 13-17.
- Clarke, S. (2005). *Formative assessment in the Secondary Classroom*. London: Hodder Murray.
- Crotty, T. (2013). *The Constructivist Paradigm*. Retrieved from the world wide web January 21, 2003 from <http://edie.eprost.sfu.ca/it/constructivist-learning>.
- Danladi, E. N. (2005). *Social Studies Perspectives in Nigeria* Vol. I. Anambra: Rex Charles and Patrick Limited, Nimo.
- Dele, E. (2003). *Audio Visual Methods of teaching*. New York Dryden Publication.
- Dubey, D.L., Edem, D.A., & Thakur, A.S. (2000). *An Introduction to Sociology of Nigerian Education*. London, Macmillan Press Ltd.
- Edward, L. P. (2000). Economic Imperialism, *Quarterly Journal Economics*, 115(1), p.99-146.

- Egbochukwu, M. C. (2002). Relationship between students' attitude and performance on physics using computer assisted instruction. *Journal of National Association of Woman Academic (JOWACs)* 2, (1), 77-87.
- Ekeh, F.I. (2003). *Research Methodology and statistics in Education*. Abakaliki, Madol Press Ltd. 5-7.
- Ekpo, C. M. (2004). Strategies for managing school curriculum and resources for Nation building. *Nigerian journal of curriculum and instruction*, 10 (1), 51.
- Ekwueme, L. & Igwe, R. (2001). *Introduction to teaching profession*. Lagos: JAS Publications.
- Eminah, J.K. (2009). Rationale and Approaches for Improvisation in Science. *Journal of Education Research*, 1 (1). pp21-26
- Enaiaye, C. (2003). Improvisation in Teacher Education: Implications, for Primary and Junior Secondary Education. Nigeria: *Journal of Teacher Education and Teaching*, 1 (2). Pp45-49
- Ezegbe, M. O. (2010). Social Studies curriculum and instruction in Joof, G.W and Amadi, H.C. (Eds). *Social Studies in schools: teaching methods, techniques, approaches and perspectives*. Onitsha: Outrite publishers.pp 34-39
- Faisal, A. L. & Annette, S. R. (2001). Can Selection Assessment Predict Students Achievements in the Pre Medical Year? A study at Arabian Gulf University. *Education for Health* 4(2), 277 – 286.
- Fakomogbon, M.A. (2002). Monograph on vocational methods for degree students Unpublished, University of Ado Ekiti.
- Farrell, P. (1997). *Teaching Pupils with Learning Difficulties: Strategies and Solutions*. London: Cassell.
- Fatumbi, T. O. (2003). Urban and Rural Location of Secondary School as a Variable in Students achievement in Home Economics. *Journal of ANCOPSS*, 4 (2), 116 – 120.
- Federal Government of Nigeria (2004). *National Policy on Education* (Revised edition) Abuja: NERDC.
- Gall, M. D., Borg, W. R., & Gall, J. P. (1997). *Educational research: an introduction*. New York: Longman. Accessed on 15th sept 2012.
- Garcia, J., & Michaelis, J. C. (2001). *Social Studies for Teacher Education: A Basic Instruction*. Boston: Allyn & Bacon.
- Harlen, W., & Crick, R. D. (2003). Testing and motivation for learning. *Assessment in Education*, 10 (2), 169-207.

- Holmes, R.D. (2000). A study of the reasons given for the limited use of certain audiovisual materials at Syracuse University. In S. Sukaran (Ed.). *Teacher and Technology: Which way*. New York: Teachers College Press, 40 - 64.
- Ibrahim, D. M. (2005). News for effective Classroom teaching/learning (The Instructional Material Dimension) being paper presented at need based workshop UBE Professional support project for primary school teachers Kaduna State, *held at resource model primary school Kawo Kaduna on 20th November, 2005*.
- Igwe, S. (2013). Towards the Successful U.B.E Implementation Through the Use of Locally Sourced Materials in the Teaching of Basic Concepts in Integrated Sciences. *Africa Journal of Materials and Natural Resources*, Federal College of Education Kano, 1(1), 153.
- Ihiegbulem, V. N. (2012) Enhancing the Teaching of Biology Through the Use of Available Local Resources. *Proceedings of the 47th Science Teachers Association of Nigeria Annual Conference*, pp. 15-17.
- Ikerionwu, J. C. (2000). Importance of aids and resources in classroom teaching. In Oyeneyin, A.M. (ed). *Perspectives of Classroom Teaching*. Abuja: Martmonic Investment Ltd.
- Illoputaife, E. C. (2001). Effects of Analogy and Stofflet – Stoddart Conceptual Change Instructional Models on Physics Achievement in J. O Nogbo (ed.) *Journal of University of the Gambia*, University of the Gambia Press Published.
- Inyang, E.E. (2013). *The Status of Improvisation of Science Teaching Equipment in Secondary Schools in Soba and Zaria Local Government Areas of Kaduna State*. B.Sc (Ed) Project of A.B.U Zaria.
- Ivowi, U.M.O. (2001). The School Industry linkage. *Nigerian journal of curriculum studies*, 10(1).Pp. 41-47
- Jekayinfa, A. A. (2005). Availability of Resources for the Implementation of Social Studies Curriculum at the Senior Secondary School Level in Nigeria”. *African journal of Education Studies*, 3(1). 12-16
- Johnson, E. (2001). Trend of teaching and learning of science in Nigeria Secondary School. *Journal of Research in Teaching*, 3 (1), 20-21.
- Kerlinger, F. N (1973). *Foundation of behavioral research* (2nd edition) Hold Rineheart and Winston, New York.
- Judy, L. (2004). *Teaching Science Effectively*, Onitsha: Space Matrix Publishers Ltd.
- Kamoru, O. U., & Umeano, C. N. (2010). Skills Required of Teachers for Improvisation of Instructional Resources for the Teaching of Mathematics. *Proceedings of the 47th Science Teachers Association of Nigeria Annual Conference*. Pp. 20-23.

- Kissock, C. (1999). *Curriculum Planning for Social Studies Teaching*. New York: John Wiley and Wisner Inc
- Kleinert, H., Garrett, B., Towels, E., Garrett, M., Nowak-Drabik, K., Waddel, C., & Kearns, J. (2002). Alternate assessment scores and life outcomes for students with significant disabilities: Are they related? *Assessment for Effective Intervention*, 28,19-30.
- Lamdin, D. J. (1996). Evidence of student attendance as an independent variable in education production functions. *Journal of Education Resources*, 89:155-162.
- Larson, T. D. A. (2001). *Comparison of fifth grade children receiving both traditional and technology based means of instruction in Social Studies*. Unpublished master dissertation, Johnson Bible College Knoxville, USA.
- Lebow, D. (2014). Constructivist values for instructional systems design: Five principles toward a new mindset. *Educational Technology Research and Development*, 41 (3), 4-16.
- Long, C. S., Ibrahim, Z., & Kowang, T. O. (2014). An Analysis on the Relationship between Lecturers' Competencies and Students' Satisfaction. *International Education Studies*. 7(1), 37-46.
- Maduabum A. M. (1995). *Teaching Science Effectively*, Onitsha, Space Matrix Publishers Ltd.
- Maitafsir M.G. (2003). The role of English Language in students understanding and performance in Chemistry. *The Nigerian Principal Journal of ANCOPSS*, 8 (1), 49-54.
- Momoh, S. (1990). *A study of the relationship between Instructional Resources and Academic Achievement of Students in Ilorin Local Government Kwara State*. An Unpublished M.Ed Thesis.
- Moronfolo, B. (2000). *Effects of Instructional Resources on the Academic Achievements of Secondary School Students in Ilorin Local Government of Kwara State*. Unpublished M.Ed Research Thesis.
- Myers, S. L. Jr. (2000). *Racial disparities in Minnesota basic standards test scores, 1996-2000*. Teaching report from the Roy Wilkins Center for Human Relations and Social Justice, Hubert H. Humphrey Institute of Public Affairs. Minneapolis: University of Minnesota.
- National Policy on Education (2004). *Federal Government Printing Press*, Lagos. 4th Edition.
- National Teacher Institute (Module Two). PDE 115: *Social Studies Teaching Methods*. Kaduna.
- Ndimbirwe, J. B. (1995). *Factors causing under achievements in mathematics among secondary schools girls in Zoma*. Nairobi: Academy science publishers.

- Nigeria Educational Research and Development Council (2007). *A Philosophy of Nigerian Education: Report on Basic Technology Curriculum Conference*. Abuja: NERDC Press.
- Njoku, Z. C. (1993). Strategies for the Enrolment of Girls in Science, Technology and Mathematics at Secondary School level, *Journal of Qualitative Education*, 4 (3), 6-11.
- Nwagbo, C. & Obiekwe, C. (2010). Effects of Constructivists Instructional Approach on Students' Achievement in Basic Ecological concepts in Biology. *Journal of Science Teachers Association of Nigeria*, 45(1&2), 26-35.
- Odukwe, C. (2001). *Improvisation of teaching aids for Economics .A paper presented at Work shop on teaching aids for economics held at Oyo State: COED.Ilesha*.
- Ogunbiyi, M. B, Okebukola, P.A.O., & Fafunwa, B. (1990). *Primary School Science and Methods*. Associateship Certificate in Education Series. Ibadan; Heneiman Education Books Plc.
- Ogundare, S. F. (2004). *Foundations of Social Studies*. Social Studies Association of Nigeria, (SOSAN), Western Zone, University of Ibadan.
- Ogundele, A. (2007). *Economics teacher grade two certificate*. Usi-Ekiti: Jolayemi Printing press.
- Ogunlade, A. (2005). Improvisation in Instructional Technology: Implications, for Primary and Teacher Education. Nigeria. *Journal of Teacher Education and Teaching*. Vol. 1 No. 2, Jan, 2005.
- Ogunmade, T. O, (2014). The Status of Resources in Secondary Science Teaching and Learning in Lagos State, Nigeria. *Proceedings of the 57th Science Teachers Association of Nigeria Annual Conference*, pp. 30-35.
- Okebukola, P. (2012). *Trends in Tertiary Education in Nigeria*. The State of Education in Nigeria (UNESCO). Lagos Office Nigeria (84-102).
- Okebukola, P. A. O. (2005). Beyond Current Practices of Improvisation in school. *Journal of STAN*, 25 (1), 29 -35.
- Okereke, C. O. (2005). Effects of Electronic Calculators on Learners' Achievement in Speeded and Difficult Arithmetic Tasks, *Ebonyi Technology and Vocational Educational Journal*, 1 (1), 35-41.
- Okobia, E. O. (2012). *Availability and Teachers' Use of Instructional Materials and Resources in the Implementation of Social Studies in Junior Secondary Schools in Edo State, Nigeria*. *Review of European Studies*, 3 (2) Retrieved on November 10, 2014 from www.ccsenet.org/res.
- Okonkwo, M.E. (2000). *Citizenship Education, and Social Studies Education: The Problem of Producing Effective Citizens in Nigeria, through Social Studies Education; Paper presented at SOSAN Conference, Abeokuta*.

- Okoye, R. (2004). *Fundamentals of Teaching on Academic Achievement and Attitudes in Senior Secondary School Geography*, Unpublished Ph.D Thesis University of Nigeria, Nsukka.
- Okpala, P.N., Ambali, R.O. & Alpha, I. (2008). *A New Physics for Senior Secondary School*. Ibadan: Pat-Mag Press Ltd.
- Olaitan, S.O. (2004). *A simplified approach to Economics for schools and colleges*. London: Macmillan Publishers Ltd. Olubadewo, 2005.
- Ololobou, Y.P.S. (1999). Social Studies; The Search for a Definition. *Nigerian Journal of Social Studies Vol. I. (4) Pp 34-37*
- Olumorin, C. O. (2014). Learning and instructional Media in Tertiary Institutions; in Ogunsakin, E.A. (Ed) *Teaching in Tertiary institutions*. (A publication of Faculty of Education, University of Ilorin, Ilorin, Nigeria)
- Onasanya, S.A. & Adegbija, M.V. *Practical Handbook on Instructional Media*. 2nd Ed., Ilorin: Graphcom Publishers.
- Olumorin, C.O. (2009). Education Reforms and Assessment of Teachers Competence in Instructional Media Technology use in Junior Secondary Schools in Kwara State. In: Lawal, A.R. (Eds.). *Education Reforms in Nigeria- Past, Present and Future*, Lagos: *Stirling-Horden Publishers Ltd.* pp: 259-272.
- Olumorin, C.O. (2001). Preparation, production and use of visual and non-visual instructional materials and media for teaching and learning. *Paper presented at Adebola College on 2-day capacity building seminar for secondary school teachers*.
- Onasanya, S.A., (2004). Selection and utilization of instructional media for effective practice teaching. *Instit. J. Stud. Educ.*, 2: 127-133.
- Osakwe, E & Itedjere, P. (2008). *Social Studies for tertiary students in Nigeria*. Enugu: New age publishers.
- Osuagwu, K. (2010). *The improvisation Game: Discovering the Secrets of Spontaneous Performance*. Nick Hern Books. ISBN 978-1-85459-668-0.
- Owolabi, O. T. (2010). Prevalent of Errors in Physics Practical Among Prescience Students of College of Education in Nigeria. *Journal of Educational Research and Evaluation* 3 (2), 9-15.
- Owolabi, O. T. (2013) *Design and Validation of Error Correcting Instructional Package (ECIP) for Secondary School Practical*, Unpublished Ph.D Dissertation, University of Ado-Ekiti, Nigeria.
- Ozorehe, S. A. (2002). *Utilization of teaching aids of teaching economics in Secondary Schools in Osun State*. Unpublished Bsc project University of Nigeria Nsuka.

- Patrick, E. (2004). Effect of Instructional Materials on the Performance of Senior Secondary School Biology Students in Enugu Metropolis, *Nigeria Peccop Journal of Research and Practice in African Education*, 1 (1).
- Patrick, L. E. (2001). A Structure Interview for Medical School Admission Phase I: Initial procedure and results. *A Cad. Med.* 76:66-71.
- Popoola, T.A. (1990). *An investigation into the relationship between instructional resources and students academic performance in Secondary Schools in Abeokuta Local Government Area of Ogun State of Nigeria*. An Unpublished M.Ed Thesis.
- Prasad, J. (2005). *Audio-Visual Education*. New Delhi (India): Kanishka Publishers. pp 17-18.
- Romski, M. A., & Sevsik, R. A. (2005). Augmentative communication and early intervention: myths and realities. *Infants and Young Children: An interdisciplinary Journal of Special Care Practices*, 18(3), 174 – 185.
- Romski, M.A., & Sevsik, R.A. (2007). *Augmentative and alternative communication for children with developmental disabilities*. *Mental Retardation and Developmental Disabilities Research Reviews* 3 ,363 – 368.
- Rousseau, N. (2006). *Services and Resources of the Internet*: New York, Watchtower Bible and Tracks Society.
- Rowland, C. C. & Schweigert, P. (2000). Tangibl symbols, tangible outcomes. *Augmentative and Alternative Communication Journal*, (2), 61– 78.
- Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2008). *Instructional technology and Media for learning* (9th Ed.). Ohio: Pearson Merrill Prentice Hall.
- Soetan, A. K., Iwokwagh, N. S., Shehu, R. A., & Onasanya, S.A. (2010). Creating engaging 3-D animation digitization for instructional media and health communication. *Information. Technology. Journal.*, 9: 89-97.
- Soyibo, C. A. (2012). *Improvisation in Integrated Science to Achieving a New Approach to the Teaching of Integrated Science*. Ibadan: Alafas Nigeria Company, p.69-83.
- Stakes, R., & Hornby, G. (2000). *Meeting Special Needs in Mainstream Schools: Apractical Guide for Teachers*. 2nd edition London: David Fulton Publishers.
- Storm, S. C. (2001). *Industrial Administration M2E Handbook*. London. Butler a & Tunnes Ltd.
- Tella, A. (2007). The Impact of Motivation on Students' Achievement and learning outcomes in mathematics in Nigeria. *Eurasic Journal of Mathematics Science and Technology Education*, 3 (2), 149-156.
- Thomas, R, & Kobayashi, V. (2010). *Educational Technology: Its Creation, Development and Cross-Cultural Transfer*. United States of America. Pergamon Press, pp. 125-126.

- Von-Glaserfeld, E. (2010). An exposition of Constructivism: Why some like it radical. In R. B. Davis, C. A. Maher and N. Noddings (Eds), *Constructivism views on the teaching and learning of mathematics* (pp 19 – 29). Reston, Virginia: National Council of Teachers of Mathematics.
- Watkins, A. (ed.) (2007). *Assessment in Inclusive Settings: Key Issues for Policy and Practice*. Odense, Denmark. European Agency for Development in Special Needs Education.
- Webster Dictionary (2014). *The New Webster Dictionary of English Language* (International Edition), pp. 487.
- Weeden, P., Winter, J., & Broadfoot, P. (2002). *Assessment: What's in it for Schools?* London: Routledge Falmer.
- Yabo, A. M. (2007). *A Student Envied To project writing In Education, Life Line Educational core, Sokoto Nigeria*: Life line education, Farfarm.
- Yusuf, J. (2003). Gender, Internet and Computer attitudes and experience: *Computer in human behaviour*, 17 (1), 95-110.

APPENDIX I

SCHEME OF WORK FOR JSS II

Week	Topic	Contents
1	Family and roles of family.	Meaning of family, Types and roles of family members.
1 cont	Culture and components of culture.	Culture – meaning, components of culture – material and non-material culture.
2	The National Symbol.	Meaning of some important National symbol e. g Nigeria Coat of Arms, The National flag, The National pledge etc.
2 cont.	Transportation.	Meaning and Types of modern and Traditional means of transportation.
3	Advantage of modern means of transportation.	Advantages of modern means of transportation: Movement is made easier More people and things are transported easily.
4	Cultural similarities and differences	Identify cultural similarities and differences among Nigerians.
4 cont	Marriage	Meaning and different types of marriage
5	Drug abuse	Meaning, ways in which drugs are abused and consequences of drug abuse
5 cont	Drug trafficking	Meaning, Reasons and dangers of drug trafficking.
6	Communication	Meaning, types and importance
6.cont	Information and Communication Technology	Meaning, various ICT forms and advantages and disadvantages of ICT.
7	Housing	Meaning and types houses found in Nigeria
7 cont.	Cultism	Meaning, causes and the consequences
8.	Adornment	Meaning, types and importance
8.cont.	Religion	Meaning and types of religion.

Source: Kano state Ministry of Education (2015)

APPENDIX II
SOCIAL STUDIES OBJECTIVES TEST QUESTIONS

Instruction: Each question is followed by four options lettered A to D, find out the correct option for each question and shade in pencil on your answer sheet.

- 1.) Which of the following best describes the nuclear family?
(a) A married man and his wife
(b) A man allowed to marry many wives
(c) A man, his wife and children
(d) A man, his wife, children and his uncle
- 2.) One of the advantages of modern means of transportation is _____
(a) Movement is made faster (b) Slow in movement (c) High movement of people
(d) Problems in movement.
- 3.) _____ is the process by which people exchange information. (a) Transportation
(b) Modernation (c) Communication (d) Socialization
- 4.) One of the example of traditional means of communication is _____
(a) The use of car (b) The use of ship (c) Train (c) The use of town criers
- 5.) _____ is the arrangement and ceremonies which a society approves for a man and a woman to come together to start a family (a) Living together (b) Marriage (c) Coming together (d) Courtship
- 6.) Marriage under the Act is contracted in a _____ (a) Marriage registry (b) King
(c) Parent (d) Pastor
- 7.) _____ is the type of houses found in the urban areas (a) thatched roof and mud (b) Duplexes, story and bungalow (c) Clay house (d) Uncompleted building
- 8.) Communication is very important because it can _____ (a) Facilitate the exchange of information (b) It is not good in the society (c) It can cause disagreement in the society (d) It consume a lot of time
- 9.) _____ is an organization whose activities are exclusively meant for it member. (a) Drug abuse (b) corruption (c) Trabalism (d) Cultism
- 10.) _____ can cause a student to be a member of a cult (a) Poor social life and poor academic standard (b) Good behaviour (c) Poor accommodation (d) Examination malpractices
- 11.) One way to identify our cultural similarities is _____ (a) Disobedience (b) Respect for elders (c) Charity (d) Holiness
- 12.) Drug abuse sometimes can lead to _____ (a) death (b) Happiness (c) Long life (d) eternity
- 13.) _____ involves the use of drugs or substances in a wrong way (a) Drug trafficking (b) Child abuse (c) Drug abuse (d) Cultism

- 14.) One of the consequences of drug abuse is that _____ (a) it may be good for children (b) It makes us to strong student (c) It is not adviceable to the youth (d) it may develope mental problem
- 15.) _____ is the beliefs about the existence of God and human behaviour
(a) Culture (b) Belief (c) Religion (d) Doctrine
- 16.) _____ are those cultural items used by people to beautify themselves (a) Adornment (b) Look good (c) Enjoyment (d) Beautification
- 17.) What are the dangers of drug trafficking (a)It encourages the youth (b) It destroy the carrers of the youth (c)It improve their learning abilities (d) it encourage teen work
- 18.) _____are the type of marriage performed according to the tradition and custom of the people (a) Religious marriage (b) Marriage under the ordinance (d) Traditional marriage
- 19.) One of the following religion is the oldestin Nigeria (a) Islam (b) Christainity (c)traditional (d) Hindu
- 20.) What does the eagle in the coat of Arms represents?
(a) Fertile soil (b)War (c) Peace (d) Strength
- 21.) The religion of islam was founded by _____ (a) Prophet isah (b) prophet yenus (c) Prophet Mohammed (d) Khalif Abu baker
- 22.) One of the following is not a modern means of communication (a) Telephone (b) gsm (c) Internet (d) Smokology
- 23.) One of the problem of rail transport is _____(a) It moves fast (b) It is very slow (c) It is expensive (d) It can accommodate
- 24.) _____ is the fastest means of transportation (a) Air (b) Road (c) Sea (d) Rail
- 25.) _____is the type of culture we cannot see but we have learnt them as part of life (a) Material (b) Non-material (c) Cultural activities (d) Dancing

APPENDIX 111

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	J.S.S 2
Topic:	Family and roles of Family members
Date:	3/10/2016
Duration:	40Minutes
Gender of students:	Mixed
Instructional Materials:	Local made chart showing family tree
Behavioural Objective:	At the end of the lesson ,the students should be able to: (a) define the concept family. (b) list and explain the types of family (c) discuss the roles of family members.
Entry Behaviour/Previous knowledge:	Students are familiar with the common roles performed by each member of the Family
Presentation/Development:	The teacher presents the lesson through the following steps Step i: Teacher guide the students to explains the meaning of family. Family can be defined as group of people that are related by blood. The human family has two aspects; biological and social aspect Step ii: Teacher asked the studens to explains that the biological aspect of family has to do with blood link while the social aspect has to do with family having its own pattern of behaviour that regulates the reaction that exist between its members e.g Christian and Muslims call their members brothers because they belong to the same religious faith. Step iii: Teacher asked the students to mention the types of family and explain it.-Nuclear Family consist of father, mother and their children while extended Family consist of father, mother, children, uncles, aunts, grandfather and Grandmother, in-laws etc. Step iv:Teacher and the students display the chart containing the diagram of the family tree and also discuss the various roles performed by each member of the family, father, mother and children. Step v:Teacher asks questions and summarizes the lesson gain.
Students' Activities:	Students participate in discussion and dabates on family

Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson.
Evaluation:	<p>The teacher employs oral question technique in assessing the students. The following questions are asked:</p> <p>(a) what is family (b) mention and explain types of family (c) mention four roles performed by children in the family.</p>
Assignment:	<p>-What is a family?</p> <p>-Mention various roles played by each member of the family.</p>

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	mixed
Topic:	Culture and component of culture
Date:	6/10/2016
Previous Knowledge:	Student have been taught roles and responsibilities of family members.
Instructional material:	Drawing of different types of cultural display
Behavioural Objectives	At the end of the lesson, the student should be able to: <ul style="list-style-type: none"> (a) define the concept Culture (b) mention the component of culture (c) different between material and non material culture
Presentation/Development:	<p>The teacher presens the lesson through following steps:</p> <p>Step i: Teacher guide the student to explains with concrete examples, Culture can be defined as the total ways of life of a man in the society that learned, share and passed on from one generation to another e.g ways of worship, festivals, dances, mode of dressing, food, names, naming ceremony, arts and crafts etc.</p> <p>Step ii: Teacher asked the student to mentions the components of culture as material and non material culture. Teacher explains further that material culture refers to all objects made and used by man in his effort to survive in his changing environment e.g. pot, clothes, food, shoes, furniture. Non-material culture consists of what we cannot see but we have learnt them as part of life. These include: language, religion, knowledge, morals, music, literature etc.</p> <p>Step iii: Teachers shows the students the diagram of different type of cultural display and children displaying different cultural attire e.g. hausa attire, igbo attire, Yoruba attire</p> <p>Step iv: Teacher explains different cultural display and cultural attire.</p> <p>Step v- Teacher asks questions on what have been taught so far to ensure that the students are carried along.</p>
Students' Activities:	Students display materials from the various Nigeria culture
Summary	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	<p>Teacher evaluates the lesson by asking the students the following question</p> <ul style="list-style-type: none"> a. What is culture? b. Mention two component of culture c. Differentiate between material and non material culture.
Assignment:	<ul style="list-style-type: none"> 1.What is culture? 2. Mention two component of culture?

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	The National Symbols
Date-:	10/10/2016
Previous Knowledge:	Students are familiar with national anthem and the national pledge.
Instructional Material:	A locally constructed Nigerian coat of arm, and a locally made Nigeria flag
Behavioural Objectives:	By the end of the lesson, the students should be able to: <ul style="list-style-type: none">i. Define the National symbolii. Name and explain five National symbolsiii. Draw the diagram of National flag and the Nigerian coat of arm
Presentation/Development:	<p>The teacher will present the lesson through the following steps</p> <p>Step i: Teacher guide the student to explains the National symbols as things by which a country is identified with. National symbols are very important because they constantly remind us of the need for unity, identity and loyalty to our country.</p> <p>Step ii: Teacher list examples and meaning of some national symbols, and allowed student to view the national smybols.</p> <ul style="list-style-type: none">a. The Nigerian coat of arm which was adopted it the first time of independence in 1960. The black shield represents the good fertile agricultural land of our country. The silver symbolizes the two important rivers in Nigeria. The two white horses represent the dignity of the nation while the red eagle stands for national strength and pride.b. The National flagc. The pledged. The National antheme. The Nigerian passport <p>Step iii: Teacher and students presents a chart showing the diagram of national flag, the Nigeria coat of arm, and explains the meaning of the colour of the flag.</p> <p>Step iv: Teacher ask question on what has been taught so far.</p>
Students' Activities:	Students recite the National Anthems and Pledge

Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	<p>Teacher evaluates the lesson by asking the students the following questions.</p> <ol style="list-style-type: none"> What is national symbols Mention five examples of national symbols Draw the national flag.
Assignment:	<p>Draw the diagram of the national flag and coat of arm.</p> <p>List and explain the meaning of some national symbol</p>

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Transportation
Date:	13/10/2016
Previous Knowledge:	Students have walked to school. They have been driven to school in cars and they have been seen or played with cars and lorries.
Instructional material:	Chart showing pictures of traditional and modern means of transport and a locally constructed aeroplane
Behavioural objectives:	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> i. define the concept of transportation ii. mention the modern means of transportation iii. distinguished traditional means of transport from modern means.
Presentation/Development	<p>The teacher presents the lesson, through the following steps:</p> <p>Step i: Teacher guide the student to explains the meaning of transportation. Transportation is the process of moving people and animal from one place to another.</p> <p>Step ii: Teacher asked the student to explains the traditional and modern mean of transportation. In the traditional society, the use of man and animals to carry loads and humans. Human portage- the use of man Animal portage- The use of camels, donkeys, horse, oxen etc. also known as “beast of burden”</p> <p>Step iii: Teacher also explains the modern means of transport as transportation by land e.g. road and rail. Use of vehicles such as cars, buses, Lorries, bicycles, motorcycles etc. to convey persons, goods and services from one definitive destination to another. Transportation by water e.g. ship, canoes. Transportation by air e.g. airplane, helicopter etc.</p> <p>Step iv: Teacher presents the students a chart bearing picture of traditional and modern means of transport.</p> <p>Step v: Teacher ask questions on what have been taught</p>
Students’ Activities:	Students actively participate in the class discussion
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation :	<p>Teacher evaluate the lesson by asking the following questions:</p> <ul style="list-style-type: none"> a. What is transportation b. Mention four modern means of transportation c. Distinguish between traditional means and modern means of transportation.
Assignment:	Mention and discuss importance of modern means of transport distinguish between traditional means of transportation and modern mean

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Importance of transportation
Date:	17/10/2016
Previous Knowledge:	Students have been taught the meaning of transportation, modern and traditional means of transportation.
Instructional material:	A chart showing the picture of vehicles conveying persons, goods and service from one place to another
Behavioural Objective:	At the end of the lesson, students should be able to: (a) define the concept transportation, (b) mention the importance of the three means of transportation. (c) distinguish between traditional means of transportation and modern means
Presentation/Development:	<p>The teacher will present the lesson, through the following steps:</p> <p>Step i: Teacher again guide the students explains the meaning of transportation as the process of moving People and animals from one place to another.</p> <p>Step ii: Teacher asked the student to explains the importance of the three means of transportation as Transportation by land: rail, and road. Transportation by road: It can easily bring goods and service to your door step. Road provide the most reliable link between towns and villages Rail :</p> <ul style="list-style-type: none">- It is relatively safer- It can be used to transport fragile goods such as glasses- The rate of accident is minimal <p>Step iii – Teacher asked the student to explains more on the importance of water and air transport</p> <ul style="list-style-type: none">- Very useful for internal and international trade- It is relatively very cheap- It does not require heavy construction cost as in the case of road and railways <p>Air Transport</p> <ul style="list-style-type: none">- It is the quickest means of transport- It is very smooth and comfortable- It is good for carrying perishable and other goods and services. <p>Step iv: Teacher presents the chart showing the picture of vehicles conveying goods and passenger from one place to another</p> <p>Step v: Teacher ask questions to know their level of understanding.</p>

Students' Activities:	Students participate in class discussion
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation	Teacher evaluate the lesson by asking the students the following questions <ul style="list-style-type: none"> i. What is transportation? ii. Mention and discuss importance of modern means of transport
Assignment	<ul style="list-style-type: none"> 1. What is transportation? 2. Mention and discuss importance of modern means of transport 3. distinguish between traditional means of transportation and modern means

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Problems of transportation and solution
Date:	20/10/2016
Previous Knowledge:	Students have been taught the importance of modern means of transportation
Instructional material:	chart showing an accident car with fully loaded passengers
Behavioural objectives:	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> - Mention some of the problem of modern transportation - Suggest ways of solving some of these problems
Presentation/Development:	<p>Step i: Teacher and students discusses the problem of transportation which are Road</p> <ul style="list-style-type: none"> - It can easily bring traffic congestion especially in big cities - Road accidents occurs always - It is also open to theft, robbery and related crimes <p>Rail</p> <ul style="list-style-type: none"> - It is very slow, and as a result not suitable for perishable goods over a long distance e.g. tomatoes - It does not stop anyhow, only at the station <p>Step ii: Teacher and student also discusses the problems of air and water transportation Air</p> <ul style="list-style-type: none"> - Flight can be disrupted by bad weather - It is very dangerous because the chances of survival is very low in the event of air crash <p>- It cannot be used for carrying some bulky goods Water</p> <ul style="list-style-type: none"> - It can be also be hampered by sea weeds, relief and ice bergs etc. - Ships are open to the hazard of element of weather and sea storm. <p>Step iii: Teacher guide the student explains ways of solving some of these problems such as patriotism, practice good maintenance culture</p> <ul style="list-style-type: none"> - Effective supervision - Reward and punishment - Subsidized cost of purchased <p>Step iv: Teacher and student present a chart showing an accident cars</p> <p>Step v: teacher ask question on what have been taught</p>

Students' Activities:	Students participate in class discussion on problems of modern means of transportation and likely solutions
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	Teacher evaluates the lesson by asking the following questions Mention some problem encountered by modern means of transportation
Assignment:	<ul style="list-style-type: none"> - Suggest the ways of solving these problems -what are the advantages of modern transportation? -what are the problems of modern transportation?

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	J.S.S 2
Topic:	Cultural Similarities and differences in Nigeria
Date:	24/10/2016
Duration:	40Minutes
Gender of students:	Mixed
Instructional Materials:	Chart of different cultural attires and mode of greeting
Behavioural Objectives:	At the end of the lesson ,the students should be able to: <ul style="list-style-type: none"> (a) explain the meaning of culture (b) identify cultural similarities among Nigeria (c) identify cultural differences among Nigeria
Entry Behaviour/Previous knowledge:	Students have been taught the meaning of culture and component of culture
Presentation/Development:	<p>The teacher will present the lesson through the following step</p> <p>Step i: Teacher guide the students to explains again the meaning of culture as the totality of the way of life of people. It includes the people's belief, their mode of worship, their arts and craft, language, religion, technology ,dress etc.</p> <p>Step ii:Teacher asked the student to identify and explain cultural similaritie among the ethnic groups such as:respect for elders and rulers, marital celemonies in our various culture e.g the groom pays the Bride price, the cutlasses, hoes, for faming, seletion of the elderlyas leaders on the basis of money.</p> <p>Step iii: Teacher identify and explains the cultural differences among ethnic groups: Arts and crafts-Calabash carving in Oyo Leather works in Kano Mat weaving in Ekiti state Religion, Language, Food, Dress, Greetings etc.</p> <p>Step iv: Teacher present the chart to the students</p> <p>Step v : Teacher asks questions and summarizes the lesson again.</p>
Students' Activites:	Students participate in the class discussion
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	<p>Teacher evaluates the lesson by asking the students the Following questions:</p> <ul style="list-style-type: none"> (a) state five cultural similarities in Nigeria (b) mention five cultural differences in Nigeria
Assignment:	Explain the cultural similarities between the different ethnic groups in Nigeria

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	mixed
Topic:	Marriage
Date:	27/10/2016
Previous Knowledge:	Students are familiar with some marriage celemonies
Instructional material:	Drawing of different types of Marriage in Nigeria
Behavioural Objectives:	At the end of the lesson, the student should be able to (a) define the concept Marriage (b) identify and explains the different types of marriage practiced in Nigeria
Presentation/Development:	The teacher will present the lesson through following steps: Step i: Teacher allow the student to explains the meaning of marriage as the coming together of a man and a woman as husband and wife.It includes the arrangement and celemonies which a society approves for a man and a woman to start a family. Step ii: Teacher asked the student to mentions the three types of marriage namely: (a) Traditional or Customary marriage (b)Marriage under the marriage Act or Ordinance marriage (c) Religion marriage Step iii: Teachers shows the students the diagram of different types of marriage in Nigeria and also explain it in detail Step iv: Students were allowed to ask their questions Step v: Teacher asks questions on what have been taught so far to ensure that the students are carried along.
Students' Activities	Students participate in the discussion
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	Teacher evaluation the students with the following questions a. What is marriage? b. Mention and explain the three types of marriage.
Assignment:	what is marriage? Mention the three types of marriage

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Drug abuse
Date-:	7/11/2016
Previous Knowledge:	Students are familiar with taking some drugs at home
Instructional Material:	A chart showing the diagram of some drug addicts
Behavioural Objectives:	By the end of the lesson, the students should be able to: i.define the concept drug abuse ii.identify the common ways drugs are abused by people iii.describe the consequences of drug abuse
Presentation/Development:	The teacher will present the lesson through the following steps Step i: Teacher asked the student to explains the meaning of drug abuse as the consumption of the or any other substance in excess or what is normally required.It involves the use of drugs or wrong drugs Step ii: Teacher also asked the students to explain the common ways in which drugs are abused by people such as : -Smoking too many cigarettes -Taking hard drugs like marijuana,heroin and cocaine -Taking drugs not prescribed by a doctor etc Step iii: Teacher asked the student to explains some consequences of drug abuse as: - It may develop mental problem. - Excessive dependence on drugs or substances could lead to ghastly road accidents. - Drug abuse sometimes leads to death. - Excessive smoking damages the lungs and ruins the health of smokers for life e.t.c. Step iv: Teacher presents the chart of some drug addicts to the student Step v: Students were allowed to ask questions and teacher answered them accordingly.
Students' Activites:	Students participate in class discussion
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	Teacher evaluates the lesson by asking the students the following questions. a. What is drug abuse b. Mention ways in which drug abuse are abused by people. c. State the consequences of drug abuse.
Assignment:	what is Drug abuse? What are the common way in which drug can be abused?

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Drug trafficking
Date:	10/11/2016
Previous Knowledge:	Students have been taught the meaning of drug abuse.
Instructional material:	Chart showing the picture of people trafficking on drugs
Behavioural objectives:	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> i. Explain the meaning of drug trafficking. ii. Identify reasons for trafficking in drugs. iii. Describe the dangers of drug traffickng
Presentation/Development	<p>The teacher will present the lesson, through the following steps:</p> <p>Step i: Teacher asked the students to explains the meaning of drug trafficking as carring drugs, especially hard drugs such as heroin, cocaine and marijuana from where they are produced to where they are consumed.</p> <p>Step ii: Teacher also asked the students to explains the reason for trafficking in drug. Some of the reasons are:</p> <ul style="list-style-type: none"> - Poverty - Unemployment, bad company, greed, ignorance, - Lack of personal discipline. <p>Step iii: Teacher describe the dangers of drug trafficking</p> <ul style="list-style-type: none"> - it destroys the youth of a nation because it distract them from pursuing more useful careers, since they believe they can make easy money from drug trafficking. - When drug traffickers are caught, they are often sentenced to long period of imprisonment. - In some countries, drug traffickers are made to die horrible or shameful death. e.t.c. <p>Step iv: Student were allowed to ask questions and the teacher answered them accordingly.</p>
Students' Activities:	Students listen to talks, take note, ask and answer questions
Summary:	Step v: Teachers presents the chart on drug trafficking to the student. The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	Teacher evaluate by asking the student the following question What is drug trafficking
Assignment:	Define drug trafficking and state the danger of drug trafficking

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIAL

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Communication
Date:	14/11/2016
Previous Knowledge:	Students are familiar with some modern of communication such as radio, newspapers, television e.t.c
Instructional material:	Locally made drums, flutes and gangs and a charts of radios and newspapers.
Behavioural Objectives:	At the end of the lesson, students should be able to: (a) Identify the concept communication (b) mention traditional and modern means of communication. (c) State the importance of communication.
Presentation/Development:	The teacher will present the lesson, through the following steps. Step i: Teacher asked the students to explain the meaning of communication as the process by which people exchange information. It is also defined as sharing of information among people. Step ii: Teacher asked the students to mention and explain the traditional and modern means of communication. The traditional means of communication includes: - The use of town cries - The use of metal gong/drum, flutes, smoke e.t.c Modern means of communication includes: - Newspapers, radio and television. Step iii – Teacher also mention and explain the important of communication as - It facilitates the exchange of information - It promotes business. - It helped to remove the barrier created by distance. - Communication facilities have helped to save a lot of lives because people can call for help in cases of emergency. Step iv: Teacher display the chart.
Students' Activities:	Students participate in class discussion
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	Teacher evaluate the lesson by asking the students the following questions i. What is communication ii. Mention and discuss the means of communication.
Assignment:	what is communication ? Differeciate between the various means of communication.

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Information and Communication Technology (ICT)
Date:	10/11/2016
Previous Knowledge:	Students have been taught the meaning and means of communication.
Instructional material:	chart showing ICT facilities
Behavioural objectives:	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> - Explain the meaning of (ICT) - Identify the various (ICT) Forms - Explain the advantages and disadvantages of ICT
Presentation/Development	<p>Teacher presents the lesson through the follow steps:</p> <p>Stepi: Teacher asked the students to explains the meaning of ICT as the name given to the modern forms of sending messages to other part of the world by electronic or wireless means,through the use of computer or the global system of mobile telephones,G.S.M.</p> <p>Step ii: Teacher asked the students to mention and explain three major forms of ICT as:</p> <ul style="list-style-type: none"> -The internet -The e-mail -G.S.M Phone <p>Step iii: Teacher also explains the advantages and disadvantages of ICT as follows:</p> <p>Advantages-it provide fastest and widest means of communication</p> <ul style="list-style-type: none"> -it is an efficient and time saving system - It provides job for many young people <p>Disadvantages- Some people use it as the advance free fraud, otherwise known as 419.</p> <ul style="list-style-type: none"> - Some of the information dissemination through the internet, so users have to be careful. - Many students who are not disciplined spend most of their time on internet.
Students' Activities:	Students Identify different information technology forms, and their devices
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	The teacher evaluates the lesson by asking the followings questions <ol style="list-style-type: none"> 1. what is ICT 2. mention four forms of ICT
Assignment:	State three advantages of ICT

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIAL

Subject:	Social Studies
Class	J.S.S 2
Topic	Housing
Date:	14/11/2016
Previous Knowledge:	Students are familiar with different types of houses in Nigeria
Instructional material:	Locally modeled house
Behavioural objectives:	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> -define the concept of a house -mention types of houses -discuss how houses are provided
Presentation/Development	<p>Teacher presents the lesson through the following steps:</p> <p>Step i: Teacher asked the students to explain the meaning of a house as a building that functions as a home where people dwell in.</p> <p>Step ii: Teacher asked the students to mention and explain types of houses in Nigeria</p> <ul style="list-style-type: none"> -Thatched roof and mud -iron roofing sheets and mud -corrugated iron sheets and cement-skyscrapers, duplexes, story and bungalow houses <p>Step iii: Teacher also explains how houses are provided in Nigeria.</p> <ul style="list-style-type: none"> -personal savings and efforts -through housing corporation -loan from commercial, mortgage banks -government allocations etc. <p>Step iv- Teacher presents the modeled house to the students.</p> <p>Step v- Teacher asked questions and summarizes the lesson again.</p>
Students' Activities:	Students participate in the class discussion
Summary:	The teacher summarizes the lesson through repetition of major points arrived at in the course of the lesson
Evaluation:	<p>Teacher evaluates the lesson by asking the following:</p> <ul style="list-style-type: none"> (a) define the concept house (b) Mention types of house Nigerians live in. (c) Discuss how houses are provided.
Assignment:	<ul style="list-style-type: none"> -what is a house? -Name the various types of house in Nigeria

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIAL

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Cultism
Date:	16/11/2016
Previous Knowledge:	Students are familiar with cultism in their locality
Instructional material:	A chart of member of a cult group
Behavioural objectives:	By the end of the lesson, students should be able to: <ul style="list-style-type: none">- Define the concept cultism- Mention causes of cultism- State the consequences of cultism
Presentation/Development	<p>Teacher presents the lesson through the follow steps:</p> <p>Step i: Teacher asked the students to explains the meaning of cultism as any organization whose activities are exclusively meant for it members. Everything about it operation is kept away from the knowledge of others.</p> <p>Step i: Teacher also asked the students to explains the causes of cultism as follows</p> <ul style="list-style-type: none">- Faulty upbringing- Poor social life and poor academic standard- A desperate urge to boost one's sagging ego- Drug abuse and drug addiction- The desire for respect and recognition that are given to known members of campus cults. etc <p>Step iii: Teacher mention and explain the consequences of cultism as</p> <ul style="list-style-type: none">- Examination malpractices- The use and abuse of hard drugs- Criminal and violent assault of female student- Murder and ritual killing- The use of fire arms to intimidate and frustrate other student <p>Step iv: teacher display the chart to the student.</p>
Students' Activities:	Groups the students for discussion on the consequences of Cultism
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	Teacher evaluates with following questions <ul style="list-style-type: none">-what is cultism-mention the causes of cultism-state the consequences of cultism
Assignment:	<ul style="list-style-type: none">-what is cultism-Explain the causes of cultism in Nigeria

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Adornment
Date:	21/11/2016
Previous Knowledge:	Students are familiar with beads, rings and bangles.
Instructional material:	Locally made beads, chains, rings and bangles.
Behavioural objectives:	By the end of the lesson, students should be able to: define the meaning of adornment list adornment commonly used in the community
Presentation/Development	Teacher presents the lesson through the follow steps: Step i: Teacher asked the students to explains the meaning of adornment as those cultural items used by people to beautify themselves. Step ii: Teachers also asked the students to list adornment commonly used in the community such as bead, chains, rings and bangles. Step iii: Teachers displays the locally made adornments to the student. Step iv: Teacher ask questions and summarizes the lesson once again.
Students' Activities	Students participate in class discussion
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	Teacher evaluates the lesson by asking the following questions (1) what is adornment (2) list adornments commonly used in your locality.
Assignment:	- Define adornment - list adornments commonly used in your locality.

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Religion
Date:	24/11/2016
Previous Knowledge:	Students are familiar church going to churches and mosques
Instructional material:	chart showing muslims and mosques, christians and churches and worshippers of deities and their shrine
Behavioural objectives:	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> - Explain the meaning of Religion - Mention different types of Religion - State things our Religions teach us
Presentation/Development	<p>Teacher presents the lesson through the following steps:</p> <p>Step i: Teacher asked the students to explain the meaning of Religion as beliefs about the existence of God and human behaviour</p> <p>Step ii: Teacher asked the students to mention and explain three types of Religion as:</p> <ul style="list-style-type: none"> -Islam -Christianity -Traditional <p>Step iii: Teacher explains those things our Religion teach us as honesty, faith in God, love for one another, holiness, patience, etc.</p> <p>Step iv: Teacher shows the pictures showing muslims and mosques, churches and worshippers of deities and their shrines.</p> <p>Step v: Students were allowed to ask their questions and the teacher answer them according.</p>
Students' Activities:	Find out from home what God is called in their locality and what their religions teach them
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson.
Evaluation:	Teacher evaluates the lesson by asking the following questions <ul style="list-style-type: none"> (1) What is Religion? (2) Mention three types of Religion (3) State four things our Religion teach us
Assignment:	<ul style="list-style-type: none"> - what is Religion? - Mention three types Religion - State four things our Religion teach us

APPENDIX 1V

LESSON PLAN FOR TEACHING THE CONTROL GROUP WITHOUT IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	J.S.S 2
Topic:	Family and roles of Family members
Date:	3/10/2016
Duration:	40Minutes
Gender of students:	Mixed
Behavioural Objectives	At the end of the lesson ,the students should be able to: (a) define the concept family (b) list and explain the types of family (c) discuss the roles of family members.
Entry Behaviour/Previous knowledge:	Students are familiar with the common roles performed by each member of the Family
Presentation/Development:	The teacher presents the lesson through the following steps Step i: Teacher asked the students to explain the meaning of family. Family can be defined as group of people that are related by blood. The humanfamily has two aspects; biological and social Step ii: Teacher asked the students to explain that the biological aspect of family has to do with blood link while the social aspect has to do with family having its own pattern of behaviour that regulates the reaction that exist between its members e.g Christian and Muslims call their members brothers because they belong to the same religious faith. Step iii: Teacher asked the students to mention the types of family and explain it.-Nuclear Family consist of father, mother and their children while extended Family consist of father, mother, children, uncles, aunts, grandfather and Grandmother, in-laws etc. Step iv: Teacher asks questions and summarizes the lesson again.
Students' Activities:	Students participate in discussion and debates on family
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson.
Evaluation:	Teacher evaluates the lesson by giving student.
Assignment.	(a) what is family (b) mention and explain types of family (c) mention four roles performed by children in the family

LESSON PLAN FOR TEACHING THE CONTROL GROUP WITHOUT IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	mixed
Topic:	Culture and component of culture
Date:	6/10/2016
Previous Knowledge:	Student have been taught roles and responsibilities of family members.
Behavioural Objective:	At the end of the lesson, the student should be able to (a) define the concept Culture (b) mention the component of culture (c) different between material and non material culture
Presentation/Development:	The teacher will present the lesson through following steps: Step i: Teacher asked the students to explain with concrete examples, Culture can be defined as the total ways of life of a man in the society that learned, share and passed on from one generation to another e.g ways of worship, festivals, dances, mode of dressing, food, names, naming ceremony, arts and crafts etc. Step ii: Teacher asked the students to mention the components of culture as material and non material culture. Teacher explains further that material culture refers to all objects made and used by man in his effort to survive in his changing environment e.g. pot, clothes, food, shoes, furniture. Non-material culture consists of what we cannot see but we have learnt them as part of life. These include: language, religion, knowledge, morals, music, literature etc. Step iii: Teacher asked the students to explain different cultural display and cultural attire. Step v- Teacher asks questions on what have been taught so far to ensure that the students are carried along.
Students' Activities:	Students display materials from the various Nigeria culture
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson.
Evaluation:	Teacher evaluates the lesson by asking the students the following questions: a. What is culture? b. Mention two component of culture c. Differentiate between material and non material culture.
Assignment:	What is culture? Mention two component of culture?

LESSON PLAN FOR TEACHING THE CONTROL GROUP WITHOUT IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	The National Symbols
Date-:	10/10/2016
Previous Knowledge:	Students are familiar with national anthem and the national pledge
Behavioural Objectives:	By the end of the lesson, the students should be able to: <ul style="list-style-type: none">i. Define the National symbolii. Name and explain five National symbolsiii. Draw the diagram of National flag and the Nigerian coat of arm
Presentation/Development:	<p>The teacher will present the lesson through the following steps</p> <p>Step i: Teacher asked the students to explain the National symbols as things by which a country is identified with. National symbols are very important because they constantly remind us of the need for unity, identity and loyalty to our country.</p> <p>Step ii: Teacher asked the students to list examples and meaning of some national symbols.</p> <ul style="list-style-type: none">b. The Nigerian coat of arm which was adopted it the first time of independence in 1960. The black shield represents the good fertile agricultural land of our country. The silver symbolizes the two important rivers in Nigeria. The two white horses represent the dignity of the nation while the red eagle stands for national strength and pride.b. The National flagc. The pledged. The National antheme. The Nigerian passport
Students' Activities:	Students recite the National Anthem and pledge
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	<p>Step iii: Teacher ask question on what has been taught so far</p> <p>Teacher evaluates the lesson by asking the students the following questions.</p> <ul style="list-style-type: none">a. What is national symbolsb. Mention five examples of national symbolsc. Draw the national flag
Assigment:	Draw the national flag and state the symbols of the colour. What is national symbols?

LESSON PLAN FOR TEACHING THE CONTROL GROUP WITHOUT IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Transportation
Date:	13/10/2016
Previous Knowledge:	Students have walked to school. They have been driven to school in cars and they have been seen or played with cars and lorries.
Behavioural objectives:	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> i. Define the concept of transportation ii. Mention the modern means of transportation iii. Distinguished traditional means of transport from modern means.
Presentation/Development	<p>The teacher will present the lesson, through the following steps:</p> <p>Step i: Teacher asked the students to explain the meaning of transportation. Transportation is the process of moving people and animal from one place to another.</p> <p>Step ii: Teacher asked the students to explain the traditional and modern mean of transportation. In the traditional society, the use of man and animals to carry loads and humans. Human portage- the use of man Animal portage- The use of camels, donkeys, horse, oxen etc. also known as “beast of burden”</p> <p>Step iii : Teacher also explains the modern means of transport as transportation by land e.g. road and rail. Use of vehicles such as cars, buses, Lorries, bicycles, motorcycles etc. to convey persons, goods and services from one definitive destination to another. Transportation by water e.g. ship, canoes. Transportation by air e.g. airplane, helicopter etc.</p>
Students’ Activities:	Students participate in class discussions
Summary:	Stepiv: Teacher ask questions on what have been taught The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation :	Teacher evaluate the lesson by asking the following questions: <ul style="list-style-type: none"> a. What is transportation b. Mention four modern means of transportation c. Distinguish between traditional means and modern means of transportation.
Assignment:	Mention four modern means of transportation Distinguish between traditional means and modern means of transportation

LESSON PLAN FOR TEACHING THE CONTROL GROUP WITHOUT IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Importance of transportation
Date:	17/10/2016
Previous Knowledge:	Students have been taught the meaning of transportation, modern and traditional means of transportation.
Behavioural Objectives:	At the end of the lesson, students should be able to: (a) define the concept transportation, (b) mention the importance of the three means of transportation.
Presentation/Development:	<p>The teacher will present the lesson, through the following steps:</p> <p>Step i: Teacher again asked the students to explain the meaning of transportation as the process of moving People and animals from one place to another.</p> <p>Step ii: Teacher asked the students to explain the importance of the three means of transportation as Transportation by land: rail, and road. Transportation by road: It can easily bring goods and service to your door step. Road provide the most reliable link between towns and villages Rail :</p> <ul style="list-style-type: none">- It is relatively safer- It can be used to transport fragile goods such as glasses- The rate of accident is minimal <p>Step iii – Teacher explains more on the importance of water and air transport</p> <ul style="list-style-type: none">- Very useful for internal and international trade- It is relatively very cheap- It does not require heavy construction cost as in the case of road and railways <p>Air Transport</p> <ul style="list-style-type: none">- It is the quickest means of transport- It is very smooth and comfortable- It is good for carrying perishable and other goods and services <p>Step iv: Teacher ask questions to know their level of understanding.</p>
Students' Activities:	Actively participate in the class discussions
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson.
Evaluation:	Teacher evaluate the less by asking the students the following questions. i. What is transportation? ii. Mention and discuss importance of modern means of transportation.
Assignment	1. What is transportation? 2. Mention and discuss importance of modern means of transportation 3. Distinguish between traditional means of transportation and modern means

LESSON PLAN FOR TEACHING THE CONTROL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject: Social Studies
 Class: JSS 2
 Duration: 40minutes
 Gender of Students: Mixed
 Topic: Problems of transportation and solution
 Date: 20/10/2016
 Previous Knowledge: Students have been taught the importance of modern means of transportation

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

- Mention some of the problem of modern transportation
- Suggest ways of solving some of these problems

Presentation/Development

Step i: Teacher discusses the problem of transportation which are Road

- It can easily bring traffic congestion especially in big cities
- Road accidents occurs always
- It is also open to theft, robbery and related crimes

Rail

- It is very slow, and as a result not suitable for perishable goods over a long distance e.g. tomatoes
- It does not stop anyhow, only at the station

Step ii: Teacher also discusses the problems of air and water transportation

Air

- Flight can be disrupted by bad weather
- It is very dangerous because the chances of survival is very low in the event of air crash
- It cannot be used for carrying some bulky goods

Water

- It can be also be hampered by sea weeds, relief and ice bergs etc.
- Ships are open to the hazard of element of weather and sea storm.

Step iii: Teacher explains ways of solving some of these problems such as patriotism, practice good maintenance culture

- Effective supervision
- Reward and punishment
- Subsidized cost of purchased

Students' Activities:

Step iv: Teacher ask question on what have been taught
 Students participate class discussion on the problems of modern means of transportation and likely solutions

Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson.
Evaluation:	Teacher evaluates the lesson by asking the following questions <ul style="list-style-type: none"> a. Mention some problem encountered by modern means of transportation b. Suggest the ways of solving these problems.
Assignment:	what are the advantages of modern transportation? What are the problems of modern transportation?

LESSON PLAN FOR TEACHING THE CONTROL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	J.S.S 2
Topic:	Cultural Similarities and differences in Nigeria
Date:	24/10/2016
Duration:	40Minutes
Gender of students:	Mixed
Behavioural Objectives:	At the end of the lesson ,the students should be able to: (a) explain the meaning of culture (b) identify cultural similarities among Nigeria (c) identify cultural differences among Nigeria
Entry Behaviour/Previous knowledge:	Students have been taught the meaning of culture and component of culture
Presentation/Development:	The teacher will present the lesson through the following step Step i: Teacher explains again the meaning of culture as the totality of the way of life of people. It includes the people's belief, their mode of worship, their arts and craft ,language, religion, technology ,dress etc. Step ii: Teacher identify and explain cultural similarities among the ethnic groups such as respect for elders and rulers, marital celemonies in our various culture e.g the groom pays the Bride price, the cutlasses, hoes, for faming, seletion of the elderly as leaders on the basis of money. Step iii: Teacher identify and explains the cultural differences among ethnic groups: Arts and crafts-Calabash carving in Oyo Leather works in Kano Mat weaving in Ekiti state Religion, Language, Food, Dress, Greetings etc. Step iv: Teacher asks questions and summarizes the lesson again.
Students' Activities:	Students participate on class discussion
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson.
Evaluation:	Teacher evaluates the lesson by asking the students the Following questions: (a) state five cultural similarities in Nigeria (b) mention five cultural differences in Nigeria
Assignment:	Explain the cultural similarities between the different ethnic groups in Nigeria

LESSON PLAN FOR TEACHING THE CONTROL GROUP WITHOUT IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	mixed
Topic:	Marriage
Date:	27/10/2016
Previous Knowledge:	Students are familiar with some marriage celemonies.
Behavioural Objectives:	At the end of the lesson, the student should be able to: (a) define the concept Marriage (b) identify and explains the different types of marriage practiced in Nigeria
Presentation/Development:	The teacher will present the lesson through following steps: Step i: Teacher explains the meaning of marriage as the coming together of a man and a woman as husband and wife.It includes the arrangement and celemonies which a society approves for a man and a woman to start a family. Step ii: Teacher mentions the three types of marriage namely: (a) Traditional or Customary marriage (b)Marriage under the marriage Act or Ordinance marriage (c) Religion marriage Step iii: Teachers shows the students the diagram of different types of marriage in Nigeria and also explain it in detail Step iv: Students were allowed to ask their questions Step v- Teacher asks questions on what have been taught so far to ensure that the students are carried along.
Students' Activities:	Student participate in class discussion
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	Teacher evaluation the students with the following questions a. What is marriage? b. Mention and explain the three types of marriage.
Assignment:	what is marriage? mention the three types of marriage

LESSON PLAN FOR TEACHING THE CONTROL GROUP WITHOUT IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Drug abuse
Date:-	7/11/2016
Previous Knowledge:	Students are familiar with taking some drugs at home
Behavioural Objectives:	By the end of the lesson, the students should be able to: i. define the concept drug abuse ii. identify the common ways drugs are abused by people iii. describe the consequences of drug abuse
Presentation/Development:	The teacher will present the lesson through the following steps Step i: Teacher explains the meaning of drug abuse as the consumption of the or any other substance in excess or what is normally required. It involves the use of drugs or wrong drugs Step ii: Teacher also explain the common ways in which drugs are abused by people such as : -Smoking too many cigarettes -Taking hard drugs like marijuana,heroin and cocaine -Taking drugs not prescribed by a doctor etc Step iii: Teacher explains some consequences of drug abuse as: - It may develop mental problem. - Excessive dependence on drugs or substances could lead to ghastly road accidents. - Drug abuse sometimes leads to death. - Excessive smoking damages the lungs and ruins the health of smokers for life and so forth. Step iv: Students were allowed to ask questions and teacher answered them accordingly.
Students' Activities:	Listen to talks, take note and answer questions
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	Teacher evaluates the lesson by asking the students the following questions. a. What is drug abuse b. Mention ways in which drug abuse are abused by people. c. State the consequences of drug abuse.
Assignment:	what is Drug abuse? What are the common way in which drug can be abused?

LESSON PLAN FOR TEACHING THE CONTROL GROUP WITHOUT IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Drug trafficking
Date:	10/11/2016
Previous Knowledge:	Students have been taught the meaning of drug abuse.
Behavioural objectives:	By the end of the lesson, students should be able to: i. Explain the meaning of drug trafficking. ii. Identify reasons for trafficking in drugs. iii. Describe the dangers of drug trafficking
Presentation/Development	<p>The teacher will present the lesson, through the following steps:</p> <p>Step i: Teacher explains the meaning of drug trafficking as carrying drugs, especially hard drugs such as heroin, cocaine and marijuana from where they are produced to where they are consumed.</p> <p>Step ii: Teacher also explains the reason for trafficking in drug. Some of the reasons are:</p> <ul style="list-style-type: none">- Poverty- Unemployment, bad company, greed, ignorance,- Lack of personal discipline. <p>Step iii : Teacher describe the dangers of drug trafficking</p> <ul style="list-style-type: none">- it destroys the youth of a nation because it distract them from pursuing more useful careers, since they believe they can make easy money from drug trafficking.- When drug traffickers are caught, they are often sentenced to long period of imprisonment.- In some countries, drug traffickers are made to die horrible or shameful death. e.t.c. <p>Step iv: Student were allowed to ask questions and the teacher answered them accordingly.</p>
Students' Activities:	Students participate in class discussion
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	Teacher evaluate the lesson by asking the following questions: a. What is drug trafficking. b. Identify reasons for trafficking in drugs. c. State the consequences of drug trafficking.
Assignment:	Define drug trafficking and state the danger of drug trafficking

LESSON PLAN FOR TEACHING THE CONTROL GROUP WITHOUT IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Communication
Date:	14/11/2016
Previous Knowledge:	Students are familiar with some modern means of communication such as radio, newspapers, television e.t.c
Behavioural Objective:	At the end of the lesson, students should be able to: (a) Identify the concept communication (b) mention traditional and modern means of communication. (c) State the importance of communication.
Presentation/Development:	The teacher will present the lesson, through the following steps. Step i: Teacher explain the meaning of communication as the process by which people exchange information. It is also defined as sharing of information among people. Step ii: Teacher mention and explain the traditional and modern means of communication. The traditional means of communication includes: - The use of town cries - The use of metal gong/drum, flutes, smoke e.t.c Modern means of communication includes: - Newspapers, radio and television. Step iii – Teacher also mention and explain the important of communication as - It facilitates the exchange of information - It promotes business. - It helped to remove the barrier created by distance. - Communication facilities have helped to save a lot of lives because people can call for help in cases of emergency.
Students' Activities:	Students participate in discussion
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	Teacher evaluate the lesson by asking the students the following questions i. What is communication ii. Mention and discuss the means of communication.
Assignment:	what is communication? Differentiate between the various means of communication.

LESSON PLAN FOR TEACHING THE CONTROL GROUP WITHOUT IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Information and Communication Technology (ICT)
Date:	10/11/2016
Previous Knowledge:	Students have been taught the meaning and means of communication.
Behavioural objectives:	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> - Explain the meaning of (ICT) - Identify the various (ICT) Forms - Explain the advantages and disadvantages of ICT
Presentation/Development	<p>Teacher presents the lesson through the follow steps:</p> <p>Step i: Teacher asked the students to explains the meaning of ICT as the name given to the modern forms of sending messages to other part of the world by electronic or wireless means,through the use of computer or the global system of mobile telephones,G.S.M.</p> <p>Step ii: Teacher asked the students to mention and explain three major forms of ICT as:</p> <ul style="list-style-type: none"> -The internet -The e-mail -G.S.M Phone <p>Step iii: Teacher also explains the advantages and disadvantages of ICT as follows:</p> <p>Advantages-it provide fastest and widest means of communication</p> <ul style="list-style-type: none"> -it is an efficient and time saving system - It provides job for many young people <p>Disadvantages- Some people use it as the advance free fraud, otherwise known as 419.</p> <ul style="list-style-type: none"> - Some of the information dissemination through the internet, so users have to be careful. - Many students who are not disciplined spend most of their time on internet.
Students' Activities:	Students identify different information technology forms and their devices
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	Teacher evaluate the lesson by asking the students the following questions What is ict? What is its importants in the school?
Assignment:	what are the advantages and disadvantages of ICT?

LESSON PLAN FOR TEACHING THE CONTROL GROUP WITHOUT IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class	J.S.S 2
Topic	Housing
Date:	14/11/2016
Previous Knowledge:	Students are familiar with different types of houses in Nigeria
Behavioural objectives:	By the end of the lesson, students should be able to: <ul style="list-style-type: none">-define the concept of a house-mention types of houses-discuss how houses are provided
Presentation/Development	<p>Teacher presents the lesson through the following steps:</p> <p>Step i: Teacher asked the students to explain the meaning of a house as a building that function as a home where people dwell in.</p> <p>Step ii: Teacher asked the students to mention and explain types of houses in Nigeria</p> <ul style="list-style-type: none">-Thatched roof and mud-iron roofing sheets and mud-corrugated iron sheets and cement-skyscrapers,duplexes,story and bungcclow houses <p>Step iii: Teacher also asked the students to explain how houses are provided in Nigeria.</p> <ul style="list-style-type: none">personal savings and efforts-through housing corporation-loan from commercial, mortgage banks-government allocations etc.
Step iv-	Teacher asked questions and summarizes the lesson again.
Students Activities:	Students actively participate in the class discussions
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	Teacher evaluates the lesson by asking the following: <ul style="list-style-type: none">(a) What is house(b) Mention types of house Nigerians live in.(c) Discuss how houses are provided.
Assignment:	<ul style="list-style-type: none">-what is a house?-Name the various type of house in Nigeria

LESSON PLAN FOR TEACHING THE EXPERIMENTAL GROUP USING IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Cultism
Date:	16/11/2016
Previous Knowledge:	Students are familiar with cultism in their locality
Behavioural objectives:	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> - Define the concept cultism - Mention causes of cultism - State the consequences of cultism
Presentation/Development	<p>Teacher presents the lesson through the follow steps:</p> <p>Step i: Teacher asked the students to explain the meaning of cultism as any organization whose activities are exclusively meant for its members. Everything about its operation is kept away from the knowledge of others.</p> <p>Step ii: Teacher also asked the students to explain the causes of cultism as follows</p> <ul style="list-style-type: none"> - Faulty upbringing - Poor social life and poor academic standard - A desperate urge to boost one's sagging ego - Drug abuse and drug addiction - The desire for respect and recognition that are given to known members of campus cults. Etc <p>Step iii: Teacher mentions and explain the consequences of cultism as</p> <ul style="list-style-type: none"> - Examination malpractices - The use and abuse of hard drugs - Criminal and violent assault of female student - Murder and ritual killing - The use of fire arms to intimidate and frustrate other student
Students' Activities:	Group the students for discussion on the consequences of cultism
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation	<p>Teacher evaluates the students with the following questions</p> <ul style="list-style-type: none"> - what is cultism - mention the causes of cultism -state the consequences of cultism
Assignment:	<p>what is cultism</p> <p>Explain the causes of cultism in Nigeria</p>

LESSON PLAN FOR TEACHING THE CONTROL GROUP WITHOUT IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Adornment
Date:	21/11/2016
Previous Knowledge:	Students are familiar with beads, rings and bangles.
Behavioural objectives:	By the end of the lesson, students should be able to: <ul style="list-style-type: none">- Define the meaning of adornment- List adornment commonly used in the community
Presentation/Development:	<p>Teacher presents the lesson through the follow steps:</p> <p>Step i: Teacher asked the students to explain the meaning of adornment as those cultural items used by people to beautify themselves.</p> <p>Step ii: Teachers also asked the students to list adornment commonly used in the community such as bead, chains, rings and bangles.</p> <p>Step iii: Teacher asked questions and summarizes the lesson once again.</p>
Students' Activities:	Students participate in class discussion
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson.
Evaluation:	<p>Teacher evaluates the lesson by asking the following questions</p> <p>(1) What is adornment?</p> <p>(2) List adornments commonly used in your locality.</p>
Assignment:	<p>Define adornment</p> <p>List adornments commonly used in your locality.</p>

LESSON PLAN FOR TEACHING THE CONTROL GROUP WITHOUT IMPROVISED INSTRUCTIONAL MATERIALS

Subject:	Social Studies
Class:	JSS 2
Duration:	40minutes
Gender of Students:	Mixed
Topic:	Religion
Date:	24/11/2016
Previous Knowledge:	Students are familiar church going to churches and mosques
Behavioural objectives:	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> - Explain the meaning of Religion - Mention different types of Religion - State things our Religions teach us
Presentation/Development	<p>Teacher presents the lesson through the following steps:</p> <p>Step i: Teacher asked the students to explain the meaning of Religion as beliefs about the existence of God and human behaviour</p> <p>Step ii: Teacher asked the students to mention and explain three types of Religion as</p> <ul style="list-style-type: none"> -Islam -Christianity -Traditional <p>Step iii: Teacher explains those thing our Religion teach us as honesty, faith in God, love for one another, holiness, patience, etc.</p> <p>Step iv: Students were allowed to ask their questions and the teacher answer them according.</p>
Students' Activities:	Find out from the home what is called in their locally and what their religions teach them
Summary:	The teacher summarizes the lesson through repetition of major point arrived at in the course of the lesson
Evaluation:	<p>The teacher employs oral question technique in assessing the students. The following questions are asked</p> <p>(1) Mention three types of Religion</p> <p>(2) State four things our Religion teach us</p>
Assignment:	<p>i. what is Religion?</p> <p>ii. Mention three types of Religion</p> <p>iii. State four things our Religion teach us</p>

APPENDIX ‘V’

Training Manual for Research Assistant

Two research assistance were trained. The following training instructions or ethics were given to them on good human relations. Two days were used to train them.

1. First to introduce themselves before the respondents
2. How to be polite and simple with the respondent and not to be harsh
3. Never to fight with a respondent in the course of field work
4. To avoid issues that will bring quarrel or misunderstanding
5. To dress well and not look shabbily
6. To be careful with the collected students so as not to get missing
7. To look smart and dedicated in the course of the field exercises.
8. How to speak simple and correct English given the level of the students.
9. Generate a friendly situation
10. Do not argue with the respondents
11. Do not show sign of contempt or disagreement
12. Give accurate report of the students collected
13. Observe high degree of respect to respondents with students
14. Give accurate report of the scores collected
15. Observe high degree of respect to students and school community

APPENDIX 'VI'

RELIABILITY RESULT

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

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

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

Reliability Statistics

PPMCC	N of Items
.86	25