

# **STUDENTS' PERFORMANCE IN SOCIAL STUDIES AND AVAILABILITY OF INSTRUCTIONAL MEDIA IN JUNIOR SECONDARY SCHOOLS IN KANO STATE**

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## **Abstract**

The paper assessed the relationship between students' performance in Social Studies and usage of instructional media in Junior Secondary Schools in Kano State. The study adopted correlation research design. The target population for this study was two thousand eight hundred and eighty eight (2,888) Social Studies teachers in public Junior Secondary Schools in Kano State. Multi stage sampling technique was used for this study. Purposive sampling method was used in selecting respondents from thirty five (35) local government areas. 614 Social Studies teachers in public schools in Kano State were used for this study. Four scale Likert questionnaire was used to collect data from respondents. The instrument was subjected to a pilot test using Cronbach Alfa Reliability Coefficient to obtain 0.79. The data collected were analysed using descriptive statistics of percentage, frequency, mean and standard deviation in answering the research question while using inferential statistics Product Pearson Moment Correlation (PPMC). The result revealed that, there is significant relationship between students' performance in Social Studies and availability of instructional media in Junior Secondary Schools in Kano State. However, it is recommended that, Teachers of Social Studies at the Junior Secondary School level in Kano State should be oriented on the importance of using instructional media which give room for student-centredness and make the teacher a constructivist instead of objectivist.

**KEY WORDS:** Students' Performance; Social Studies and Availability of Instructional Media

## **Introduction**

The rationale for educating members of any society is to inculcate in them the appropriate knowledge, skills and self-discipline to carry out adult responsibilities.

Similarly, people should be educated to behave according to their social values and rule, they should be educated to participate effectively in their political institutions, and should learn appropriate skills and types of interactions that allow them to take up different types of work (Dubey & Ndagi, 2000). Calhoun (2006), sums up the rationale of education by saying that education is a form of socialization in which cultures, knowledge, skills, and values are formally transmitted from one generation to the next. The aim of education is therefore, the growth and development of individuals and societal potentialities. Social Studies is the integrated study of the Social Science and Humanities to promote civic competence. Within the school programme, Social Studies provides coordinate systematic study drawing upon such disciplines as economics, geography, history and political science. Social Studies is a programme of study which a society uses to indicate in students the knowledge, skills, attitudes and action considered important concerning the relationships human beings have with each other, world and themselves. This means that Social Studies is particularly interested in man's problems and encourages one to try to help him solve them. It is the hope of Social Studies that the knowledge, attitudes and skills obtained in this process of study will have transfer value to the lives of children so that the decisions they take as matured citizens will be useful to them and the Nigerian society.

Many researchers and authorities have commented immensely on the usability of instructional media in Social Studies instruction. Adedeji (2011). asserts that, the importance of instructional media application for both teacher and students cannot be over emphasized. In Social Studies the application of instructional media are essential to support learning because Social Studies education is concerned with national and social phenomena which cannot be easily expressed without the support of graphics, maps, video, pictures, etc.

Cursor (1997) points out that using instructional media in Social Studies classroom widens the channels of communication between teachers and their students. He further maintains that the instructional media allows the growth of specific learning abilities and enhances intellectual skills and major skills; the application of charts and models enable the teachers to present and illustrate many physical phenomena and issues easily and at the same time, allow them to focus attention on the characteristic of objects. Adeyanju (2003) learning can be reinforced with learning aids of different variety because they stimulate, motivate, as well as arrest learner's attention for a while during the instructional process. He also claim that learning aids reduce-their talk and chalk method while some of the teachers claim that whenever they taught with some of the instructional media, their students get more stimulated because the learning aid helps them (students) to become more attentive.

In addition, students positive attitude generate more interest for the lesson they teach as a result students participate better in class activity.

Abdullahi (2007) simply puts it that they are those things which when added to the instructional process will facilitate learning. They have different appellations such as audio-visual resources, audio-visual materials, instructional media/resources, instructional or educational media. Bozimo (2002) expressed that the peculiar nature of Social Studies makes it possible and necessary for great variety of instructional media to be employed in Social Studies teaching and learning. Social Studies is a problem solving discipline and dynamic in nature which make the application of instructional media in its instructions to be indispensable. Ololobou (1989) asserts that, instructional media are mainly objects of any type which the Social Studies instructors might deem necessary or adequate for delivery of his Social Studies lesson. They form part of what we normally call teaching media; he further maintained that teaching aids are more objects of help in the successful delivery of Social Studies lesson and other lessons. Generally, Social Studies resources are information repositories from where relevant Social Studies teaching information could be sourced for the learner during classroom instruction". Hence it can be deduced that Social Studies instruction will definitely remain worthless without the usage of instructional media.

## **HYPOTHESES**

1. There is no significant relationship between students' performance in Social Studies and usage of instructional media in Junior Secondary Schools in Kano State.
- 2.

## **Methodology**

The research design for this study is correlational. This study to described and showed the relationship between two variables of interest as they exist among the Social Studies teachers and an attempt was made to manipulate any of the variables.

The population for this study comprised all Social Studies teachers in Public Junior Secondary Schools in Kano State. The total population of Social Studies Teachers in Public Junior Secondary Schools in Kano State was two thousand eight hundred and eighty-eight (2,888) in all the fourteen (14) Educational Zones of the State.

Multistage sampling technique was used for this study, which are; Simple Random Sampling and Purposeful Sampling. Kano State is stratified into three Senatorial Districts, that is, Kano Central, Kano North and Kano South. Simple random sampling method named Dip-hand sampling method was used to select 3 (three) sampled Educational Zones from each Senatorial District. A student represents

each Senatorial District and the name of each educational zone written on pieces of papers, put in a container for the student assigned to each Senatorial District to pick. Students who represent Kano North Senatorial District, Kano South Senatorial District and Kano Central Senatorial District picked three times. Three educational zones were selected from Kano North and three educational zones from Kano Central senatorial district also three educational zones selected from Kano South senatorial district. The selected educational zones were used as sampled educational zones and a total of nine (9) educational zones were used.

Purposive sampling method used in selecting respondents from the nine (9) educational zone that is, Social Studies teachers only and respondents were selected from all the schools in the educational zones. Social Studies teacher in public schools in selected educational zones was purposively selected to respond to the questionnaire. This summed to 620 questionnaires distributed to the nine sampled educational zones. Table 1: represents the distribution of the sampling process.

The sample for this study consisted of six hundred and fourteen (614) Social Studies teachers sampled out of two thousand eight hundred and eighty-eight (2,888) which represented twenty percent (20%) of the population of Social Studies teachers spread all over the state. The teachers were drawn from nine educational zones out of fourteen educational zones across the state. The decision to select samples from these zones was informed by the fact that all the zones are homogenous and possible to make generalizations and inferences to Nigeria.

**Table 1: The Academic Zones in Kano State**

S/N	Academic Zones under Kano North	Academic Zones under Kano Central	Academic Zones under Kano South
1	Bichi	Dala	Gaya
2.	Karaye	Kura	Rano
3.	Minjibir	Municipal	Tudun Wada

**Source:** Kano State Secondary School Management Board (2016)

The instruments for data collection for this study are the questionnaire titled “Question for Teachers Management of Instructional Media (QTMIM)”. These approaches are considered appropriate for more valid findings (Mayer, 1999). The instrument was developed by the researcher. The choice of questionnaire for the study was primarily because the behaviour of the larger population was being

sought and for the purpose of collecting qualitative data, also it is ideal for standardized information from target sample, which is spread over a wide geographical area.

In order to ensure the quality of this research, the validity and reliability of the instruments that was used for data collection had to be established. Awotunde and Ugodulunwa (2004) recommended that for an instrument to be effective, it must be both relevant and reliable. For face and content validation, the instrument was given to experts in the fields of Social Studies and Educational Technology who were entreated to examine the items for their representativeness, adequacy, clarity and appropriateness. In order to judge the degree to which the items are measurable of the variables examined, the instrument was presented to an expert in Test and Measurement. Furthermore, to ascertain the clarity and suitability of the wordings and expressions of the items contained in the instrument, the questionnaire was submitted to an expert in Reading. The corrections and suggestions were incorporated in the final copy of the instrument.

According to Cohen, Manion, & Morrison (2000), reliability in research is essentially a synonym for consistency and replicability over time, over instrument and over group of respondents. It is concerned with precision and accuracy. It indicates the extent to which an instrument is consistent in measuring whatever it measures (Awotunde & Ugodulunwa, 2004). The reliability of the instruments was determined by using Test re-test reliability. The instrument was administered to forty (40) Social Studies teachers in Dutse, in Jigawa State. The reliability coefficient of  $r_i = 0.79$  was obtained.

For the administration of the research instrument, an introductory letter was collected from the Head of Department, Science and Technology Education, Faculty of Education, University of Jos to Kano State Education Management Board. The researcher also sought for the permission of the Heads of Kano State Education Management Board before the questionnaire was distributed to the respondents. The researcher went round the sampled schools to administer the instruments with the help of ten (10) trained research assistants who interpreted the questions to the respondents in simple language that did not influence their responses. The research assistants met the respondents in their various schools. Descriptive statistics of frequency counts, percentage, mean, standard deviation was used to analyze the demographic information and the opinion of the respondents on the research questions formulated while inferential statistics of Product Pearson Moment Correlation (PPMC) was used for hypothesis. All the hypothesis were tested at 0.05 level of significance. The Statistical Package for Social Sciences (SPSS) version 20 was used for the analysis.

## Results

### Hypothesis

**Table 2: Relationship between Students' Performance in Social Studies and Usage of Instructional Media in Junior Secondary Schools in Kano State.**

	Mean	Std. Dev	N	df	R	Prob	Decision
Student performance in Social Studies	47.4519	10.43152	514	612	0.677	0.001*	S
Usage of instructional media in Junior Secondary Schools	59.1631	7.17701	514				

(N=614, df=612,  $p < 0.05$ ,  $r_{\text{calc}} = 0.677$ ,  $r_{\text{critical}} =$ ) Key \* significant at 0.05.

Table 2 indicates that there is relationship between student performance in Social Studies and usage of instructional media in Junior Secondary Schools in Kano State, as  $r = 0.677$ . Student performance in Social Studies has the mean of 47.4519, Standard Deviation of 10.43152. Also, usage of instructional media in Junior Secondary Schools in Kano State has the mean of 59.1631, Standard Deviation of 7.17701. This implies that indeed there is a strong relationship between student performance in Social Studies and usage of instructional media in Junior Secondary Schools in Kano State.

### Discussion

There is an indication that there is relationship between students' performance in Social Studies and usage of instructional media in Junior Secondary Schools in Kano State, as  $r = 0.677$ . Students' performance in Social Studies has the mean of 47.4519, standard deviation of 10.43152. Also, usage of instructional media in Junior Secondary School in Kano State has the mean of 59.1631, standard deviation of 7.17701. This implies that indeed there is a strong relationship between students' performance in Social Studies and usage of instructional media in Junior Secondary Schools in Kano State. Curzon (1997) points out that using instructional media in Social Studies classrooms widens the channel of communication between teachers and their students. The instructional media allow the growth of specific learning abilities and enhances intellectual and motor skills. To facilitate effective interaction between teachers, learners and subject matter, the classroom should use an assortment of materials and situations (Chandra, 2005). The use of charts and models enables the teachers to present and illustrate many physical phenomena and issues easily and at the same time, allows them to focus attention on the characteristics of objects. The use of these materials adds elements of reality by

providing concrete examples to learning (Maduewesi, 2005). They are important catalysts of social re-engineering and change and most importantly, enhancement of healthy classroom interaction.

### Conclusion

Based on the findings of the study, the following conclusion were drawn:

There is significant Relationship between students' performance in Social Studies and usage of instructional media in Junior Secondary Schools in Kano State

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### Recommendation

1. Teachers of Social Studies at Junior Secondary School level in Kano State should be trained on the importance of using instructional media as such give room to student - centredness and makes the teacher a constructivist instead of objectivist.

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