

---

# PROVISION OF STUDY MATERIALS AND PRE-TEACHING IMPACTS ON STUDENTS' ACADEMIC PERFORMANCE IN SOCIAL STUDIES

---

**OBAJE Alex Friday**

*Department of Arts and Social Sciences,  
Faculty of Education,  
University of Lagos, Akoka-Yaba*

---

## **Abstract**

*The need for provision of study materials before teaching can never be over emphasized. The study examined the impact of the provision of study materials, pre-teaching on students' academic performance in Social Studies. Pre-test, post-test control group was the design. The sample comprised 180 JSS-2 students using simple random sampling technique. The 180 students were divided into 100 students for the control group and 80 students for the experimental group. Two instruments were used: a questionnaire designed by the researcher for students based on participation in class activity and an achievement test used for the students' pre-test and post-test assessment in Social Studies. The instruments were validated by experts and test re-test method was used to determine the reliability status of the instruments. Reliability coefficients of 0.68 and 0.63 respectively were obtained. Chi-square and independent t-test were the statistical tools. The findings show that pre-teaching provision of study materials to students significantly improved their attitude towards Social Studies; pre-teaching provision of study materials to students also significantly enhanced their participation in class activity. Significant difference exists in the performance of students provided with study materials before teaching in Social Studies and those not provided with study materials.*

*It was recommended that the ministry of education should provide relevant study resources for secondary school students of different levels to make their lessons practical and potent enough to drive home their points in order to improve the level of understanding and retention of students.*

**Keyword:** *Study Materials, Pre-Teaching, Students' Academic Performance and Social Studies Pupils*

### **Introduction**

Education deserves adequate attention and no curriculum can be effectively implemented in the absence of adequate teaching and learning resources. The effect of provision of study materials to students before teaching a subject on their academic performance is recently attracting the attention of scholars. Though many scholars in the education sector have come to terms with the importance of using learning resources in teaching various school subjects, when to administer these materials on the students for learning enhancement remains an issue of great concern. However, learning resources generally make learning effective when used for teaching. Komen (1991) have studied various aspects of learning and teaching of different subjects like History, Social Studies and Geography, the most important finding of these studies has been the lack of adequate study resources for teaching.

Other problems include the nature of the curriculum, controversial nature of the subjects and poor methods of instruction. One of such subjects that are difficult to teach is Social Studies. Social studies is an integrative field of study which probes man's symbiotic relationships with his environments, and endows man with the reflection or contemplative capacities, intellectual, affective, social work skills to enable him understand his world and its problems and rationally solve or cope with them for effective living in the society.

Engle (1976) in Obaje (2015) opined that Social Studies is broader a field than that covered by the social sciences. Consequently, the author alerted that it is more accurate to see 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 practices by the citizens.

### **Clarification of concept**

- Pre-teaching is the teaching of skills ahead or prior to the activity that utilizes the pupils in the classroom setting or simply learning the material resources before the normal classroom activity.
- Academic Performance refers to display of knowledge attained or skills-shown in the school subjects. Such achievements are indicated by test scores or by marks assigned by teachers. It is the school evaluation of students' classroom work as quantified on the basis of marks or grades.
- Instructional Resources refers to the channels of communication which teachers use to make practical input in the teaching of their subjects, making the lessons more interesting and understandable.
- Study Materials refers to materials containing summary or elaborate explanation of subject contents that are to be taught in an educational programme, which are given to students by the subject teachers before or at the end of their teaching.

In the substantiation of the importance of providing schools with relevant teaching and learning resources, Masinjila (1996) notes that inadequate provision of teaching and learning resources to schools inhibits effective teaching and learning processes. Deriving from the above propositions, it could be inferred that since schools, especially primary and secondary schools in Kogi State are beleaguered with the problem of inadequate provision of teaching and learning materials, the teaching and learning of Social Studies as a subject in the public secondary schools in Kogi State is therefore ineffective (Akanbi, 2007).

Obaje (2014) observed that one of the viable means of reducing the societal problem via academics is the reconstruction of the school curriculum. Curriculum construction, facts, information, ideas and even generalizations and other units of data do not themselves constitute the content and learning experiences to be taught, but

values by which positive effects, ideals, attitudes and values are to be developed, acquired, and internalized by learners. This curriculum orientation will offer meaning, purpose, significance and relevance to the instructional strategies (Akinlaye, 1999).

According to Akinlaye (1997), the textbooks used were mainly the ones authorized by Ministry of Education. These books are most times not comprehensive in the coverage of topics in the Social Studies syllabus. This implies a serious shortage of teaching-learning resources for Social Studies in the public secondary schools. Furthermore, the level of moral decadence among the students evidenced by high level of indiscipline, including rampant engagement in juvenile delinquencies, drug abuse, rape cases and other social vices authenticates not only the bulk of moral problem confronting the public secondary schools in Kogi State but also the failure of the teaching of Social Studies in these schools to meet the objectives of the subject as subsumed in the Secondary Education goals and objectives in the National Policy on Education (NPE, 2014). The broad aims of Secondary Education (NPE, 2014) in Nigeria include preparing students for useful living within the society and preparing students for Higher Education. The specific objectives include the following:

- a. to provide the child with basic knowledge and skills for entrepreneurship and educational advancement;
- b. to develop patriotic young people, equipped to contribute to social development and the performance of their civil responsibilities;
- c. to inculcate values and raise morally upright individuals capable of independent thinking and who appreciate the dignity of labour; and
- d. to inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background.

The expectation here is that effective teaching of Social Studies at the basic level would contribute efficiently to the attainment of the aforementioned objectives in the lives of students graduating from Nigerian secondary schools. But, that expectation is yet far from

realization. However, Mukwa (1993) raises the hope that the use of adequate learning resources could improve the quality of learning outcomes in the learners. This implies that if learning resources are selected and used carefully, learning would become more interesting, effective and meaningful; as such better outcomes will be achieved. To support this view, no curriculum can be effectively implemented in the absence of adequate teaching/learning resources. This means that relevant types of resources must be made available for teaching Social Studies in order to enforce realization of its objectives (Maranga, 1993). Shiundu and Omulando (1992) affirm that resources and methods of instruction, among others, affect the amount of learning that takes place; therefore, effective learning demands that the right types of learning resources for teaching be made available to the students.

In addition, studies like that of Obemeata (1991) have shown that teaching including that of Social Studies in Nigerian public schools, especially primary and junior secondary schools, has been grossly ineffective and inefficient in producing desired learning outcomes. The author further noted that Social Studies teachers tend to create an atmosphere in which students are mere listeners, thereby making them passive learners. Students read and memorize the concepts they were taught in order to pass without knowing the nitty-gritty of the Social Studies subject whose application affects real life experience for good. The reason, according to the writer, is that most of the topics in Social Studies are historical events that require the use of pictorial and elaborate study materials to teach for clarity and profound understanding. Ajelabi (2000) noted that the use of relevant materials in teaching gets the students involved and makes students to have a better understanding of the subject and thus helps students in taking rational decisions in handling some moral problems.

These problems associated with teaching and learning makes it imperative that teachers who are to bring remedy to these problems should strive and make use of relevant study resources to make their lessons practical and potent enough to drive home their points in order to upgrade understanding and retention among the students.

Besides, the best way to facilitate learning is by performance. This is the more reason why teachers should employ the use of study resources to practically explain their lessons to students for better comprehension. Looking at the importance and advantage of study resources in teaching and learning, one will not be wrong to infer that students' academic performance will be enhanced if appropriate study resources are used during teaching and learning processes. This is because when students learn and retain better, they perform better in their academic work (Maduekwe, 2007).

Maduekwe (2007) also noted that the use of appropriate study resources influences students' performance in the following ways:

- It helps in focusing attention and motivating learners. When appropriately studied, resources are used to introduce, develop or conclude a teaching-learning session; learners' interests are aroused and developed throughout the lesson.
- Study resources lend support and authenticity to whatever the teacher says. Through the use of study resources, the learner will be made to confirm or refute the teacher's assertion.
- It makes learning to become real and concrete. It adds audio and visual dimensions to learning, thus discouraging rote learning.
- Use of motion pictures and real objects can concretize learner's experience, thereby making learning to become real, concrete and immediate.
- Computer Assisted Programmed Instruction helps individualization of instruction.
- Learners can go at their own pace, rate and convenience.
- Learning effectiveness is increased. Learners are likely to retain and recall with ease a greater percentage of what they hear, see and manipulate.

It is therefore important that teachers use study resources to aid their teaching for the benefit of the learners. In addition, adequate, well-prepared study materials determine the amount of learning that can take place in a learning setting. Good quality study materials can motivate interest, maintain concentration and make learning more meaningful.

### **Purpose of the Study**

The purpose of the study was to examine the extent to which provision of study materials, pre-teaching, will enhance students' performance in Social Studies. Based on this purpose, the specific objectives are to:

1. ascertain if pre-teaching provision of study materials to students will improve their attitude towards Social Studies or not;
2. determine whether pre-teaching provision of study materials to students will enhance their participation in class activity or not; and
3. examine if pre-teaching provision of study materials to students will increase their retention of what they learn in Social Studies or not.

### **Research Hypotheses**

The following hypotheses were stated for testing in this study.

1. Pre-teaching provision of study materials to students will not significantly improve their attitude towards Social Studies.
2. Pre-teaching provision of study materials to students will not significantly enhance their participation in class activity.
3. There will be no significant difference in the performance of students provided with study materials before teaching in Social Studies and those not provided with study materials.

### **Method**

The research design adopted for this study was the pre-test, post-test control group design by Campbell and Stanley (1972). This was considered appropriate for this study because the researcher has the intention of manipulating the independent variable (provision of study materials to students before teaching them) in order to examine the effect on the dependent variable (academic performance in Social Studies). The population of this study covered the entire JSS-2 students in the Public Secondary Schools in Olamaboro Local Government Area, Kogi State and the sample used for this study comprised 180 JSS-2 students. The students were selected from the population above using the simple random

sampling technique. First and foremost, five public Junior Secondary Schools were randomly picked from the Public Junior Secondary Schools in Kogi State. Out of the JSS-2 students of the five sampled schools, 180 students were randomly selected in the proportion of 36 students per school, to form the study sample. The 180 students were divided into 100 students for the control group and 80 students for the experimental group. The instruments include a questionnaire designed by the researcher for students on participation in class activity, attitude towards subject and extent of lesson retention, as well as a forty-item objective achievement test on Social Studies. The Achievement Test was used for the students' pre-test and post-test assessment in Social Studies; while the questionnaires were used to generate data on the perception of students on the extent to which the provision of study materials to them before teaching them could enhance their participation in attitude towards and retention of Social Studies. The instrument was validated by experts in Social Studies and Test and Measurement. The test re-test method was used to determine the reliability status of the research instruments. Twenty (20) copies of each of the instruments were administered twice to a set of JSS-2 students that were not involved in the main study on two different occasions after an interval of two weeks. On retrieval of the two sets of the administered instruments, the two sets of results were respectively correlated using the Pearson's Product Moment Correlation method. The reliability coefficients of 0.68 and 0.63 were obtained showing that the instruments were reliable. The students in both the control and experimental groups were pre-tested with the achievement test before the teaching process and post-tested with the achievement test as well after the teaching process. The questionnaire copies were also administered to all the sampled students to respond to the questionnaire items before instant retrieval. Other data generated from the participants' responses to the questionnaire items as well as from the achievement test results were used to analyze both the research questions and test the hypotheses, using Chi-square and independent t-test statistical tools.



**Analysis and results**

**4.3.1 Hypothesis One:** Pre-teaching provision of study materials to students will not significantly improve their attitude towards Social Studies.

**Table 1:** Chi-square analysis between Pre-teaching provision of study materials to students and their attitude towards Social Studies.

Variables	N	Df	X <sup>2</sup> -Cal	X <sup>2</sup> -Crit
Pre-teaching provision of study materials to students and their attitude towards Social Studies	180	20	140.037	31.41

**X<sup>2</sup>-Critical = 31.41; P < 0.05.**

The table above shows the analysis between pre-teaching provision of study materials to students and their attitude towards Social Studies. The X<sup>2</sup> –calculated value of 140.037 is found to be greater than X<sup>2</sup> –critical value of 31.41 at 0.05 level of significance with 20 degree of freedom. Hence, the null hypothesis which states that pre-teaching provision of study materials to students will not significantly improve their attitude towards Social Studies is rejected.

**4.3.2 Hypothesis Two:** Pre-teaching provision of study materials to students will not significantly enhance their participation in class activity.

**Table 2.** Chi-square analysis between pre-teaching provision of study materials to students and their participation in class activity.

Variables	N	Df	X <sup>2</sup> -Cal	X <sup>2</sup> -Crit
Pre-teaching provision of study materials to students and their participation in class activity	180	24	622.690	36.42

**X<sup>2</sup>-Critical = 36.42; P < 0.05.**

The table above shows the analysis between pre-teaching provision of study materials to students and their participation in class activity. The  $\chi^2$  –calculated value of 622.690 is found to be greater than  $\chi^2$  –critical value of 36.42 at 0.05 level of significance with 24 degree of freedom. Hence, the null hypothesis which states that pre-teaching provision of study materials to students will not significantly enhance their participation in class activity is rejected.

**Hypothesis Three:** There is no significant difference in the performance of students provided with study materials before teaching in Social Studies and those not provided with study materials.

**Table 3:** Difference in the performance of students provided with study materials before teaching in Social Studies and those not provided with study materials.

Academic Performance	N	Mean	SD	Df	t-calc	t-crit
Experimental Group	80	71.06	12.233	178	0.529	1.98
Control Group	100	72.77	13.664			

$p < 0.05$ ,  $df = 178$ ,  $t\text{-crit} = 1.98$

Table 3 shows that the t-calculated (0.529) is less than the t-critical (1.98) given 180 degree of freedom at 0.05 levels of significance; hence the null hypothesis which states that there is no significant difference in the performance of students provided with study materials before teaching in Social Studies and those not provided with study materials is accepted. The findings can be summarized as follow:

- Pre-teaching provision of study materials to students will significantly improve their attitude towards Social Studies.
- Pre-teaching provision of study materials to students will significantly enhance their participation in class activity.

- Significant difference exists in the performance of students provided with study materials before teaching in Social Studies and those not provided with study materials.

### **Discussion**

The first hypothesis which states that pre-teaching provision of study materials to students will not significantly improve their attitude towards Social Studies is thereby rejected while the alternate hypothesis which states that pre-teaching provision of study materials to students will significantly improve their attitude towards Social Studies is accepted. This implies that there is a relationship between pre-teaching provision of study materials to students and their attitude towards Social Studies. This finding corroborates the finding of Jamison et al. (1981) who noted that adequate availability of study resources and qualitative teaching personnel collectively create a classroom quality that appears as the predictor of students' achievement. In the same vein, Mwamwenda & Mwamwenda (1987) affirm that school study resources including textbooks are the factors that contribute to students' achievement. Adequate well prepared study materials determine the amount of learning that can be placed in a learning setting.

The second hypothesis which states that pre-teaching provision of study materials to students will not significantly enhance their participation in class activity is thereby rejected while the alternate hypothesis which states that pre-teaching provision of study materials to students will significantly enhance their participation in class activity is upheld. This finding is in agreement with Drake (1999) who asserted that when students read, they tend to improve and widen their knowledge on what they were taught and this helps to transfer the acquired knowledge to their long term memory for sustained retention.

These problems associated with teaching and learning makes it imperative that teachers who are to bring remedy to these problems should strive and make use of relevant study resources to make their lessons practical and potent enough to drive home their points in order to upgrade understanding and retention among the students.

The third hypothesis which states that there is no significant difference in the performance of students provided with study materials before teaching in Social Studies and those not provided with study materials is thereby accepted. However, the alternate hypothesis which states that there is significant difference in the performance of students provided with study materials before teaching in Social Studies and those not provided with study materials is rejected. This finding corroborates the findings of Bradley (2005) who asserted that learning environment shows generally stronger relations to cognitive development. This finding is in agreement with previous studies by Jamison et al. (1981), who noted that adequate availability of study resources and qualitative teaching personnel collectively create a classroom quality that appears as the predictor of students' achievement. Similarly, Ahmad (1993) found that scholastic factor including basic study resources in school and academic study resources in schools had significant correlation with students' examination results. These factors play a significant role in the improvement of educational standards. However, a positive effect on education standards may be obtained if appropriate conditions are created in relation to these factors.

Some other studies (Lance, 2000; Todd & Kuhlthau, 2004) confirmed a significant correlation between the presence and the use of library resources by students and teachers with better students' performance. Similarly, they further found that there is a significant correlation between the school inputs and students' achievement (Todd & Kuhlthau, 2005). Nevertheless, the pedagogy characterizing the teaching and learning of some subjects at the Junior Secondary Schools in Nigeria is one of the major problems contributing adversely to the poor academic performance of Junior Secondary School Students (Ajelabi, 2000). As a matter of fact, the assertion of Ajelabi is what to reckon with considering the alarming rate at which Junior Secondary School Students fail in Junior Secondary Certificate Examinations (JSCE) every year. This poor performance of Junior Secondary School Students has been ascribed, by a school of thought to a lack of adequate utilization of appropriate study resources by the teachers. The reason above could be right, going by the words of Akinlaye (1997) who articulated the importance of

study resources utilization in encouraging effective teaching and learning by describing study resources as devices and resources used in learning situation to supplement written or spoken words in the transmission of knowledge, attitude, ideas or concept and values.

### **Conclusion**

Therefore, the need for Pre-teaching provision of study materials to students to improve their attitude towards Social Studies can never be over emphasized as providing materials for teaching and learning in social studies education is very crucial.

### **Recommendations**

1. The ministry of education should provide relevant study resources for secondary school students at different levels to make their lessons practical and potent enough to drive home their points in order to upgrade understanding and retention among the students. This will motivate students to do their best, regardless of their background.
2. Teachers should be mandated to provide pre-teaching study materials for their students or wards before their involvement in a normal classroom activity.
3. Parents should be encouraged to provide necessary pre-teaching study materials for their wards in different subjects so as to assist their wards in learning.

### **References**

- Akanbi, D. K. (2007). "Teaching and Learning Environment for Space Education; A systems Approach." *A Paper Presented during the Space Science Workshop held at Obafemi Awolowo University, Ile-Ife.*
- Akinlaye, F. A. (1997). *Materials and Resources in Learning Social Studies*, Lagos: Pun Mark.
- Akinlaye, F.A. (1999). *Social Studies curriculum planning and instruction I*, Lagos: Pamark.
- Ausubel, D. P (1971). Education Psychology as a discipline for prospective teachers. Paper presented at annual meeting.

- AERA, New York (*Eric Document Reproduction Service*. No. ED. 646-900).
- Ausubel, D. P. (1978). The nature and measurement of creativity. *Psychologia. An International Journal of Psychology in the Orient*. 21, 179-191.
- Ausubel, D.P. (1967). *Learning and classroom practice*: Toronto: Ontario Institute for Studies in Education.
- Ausubel, D.P. (1969). *Reading in school learning*. New York. Holt Rinehart and Winston.
- Baker, J.A. (1999). Teacher – student interaction in urban. At-Risk classrooms: Differential Behaviour Relationship quality, and student satisfaction with school. *The Elementary School Journal*. Volume 100, Number 1, 1999 by the University of Chicago.
- Baker, J.A., Terry, T. Bridger, R. S. & Winsor, A. (1997). Schools as caring communities: A relational approach to school reform. *School psychology Review*, 26, 578-588.
- Barkley, S. & Bianco, T. (2006). The wonder of WOWS. *Kappa Delta Pi Record* 42(4), 143-151.
- Brooks, D. M. (1995). “The teacher’s communicative competence: The Firsh Day of School”. *Theory into Practice* 24(1): 65.
- Campbell, D. T. and Stanley, H. C. (1972): *Experimental and Quasi Design for Research*. Chicago: Rand Mac Nally and Co.
- Encyclopedia World Biography (2005-2006). Edward Lee Thorndike. Biography Retrieved April 15, 2011 from Bookrags. Com <http://www.bookrags.com/biography/Edward-Lee-Thorndike>.
- Hils, Dieter, Hall, J. L. (1990). Improved Kennedy Thorndike experiment to test special relativity. *Phys Rev. Lett* 64(15). 1697-1700.
- Komen, S. C. (1991). Resources for Teaching and Learning GHC in Baringo District. *Unpublished M.Phil Thesis, Kenyatta University, Kenya*.
- Makori, (1999). Proposal for Secondary School Teacher Training in Social Education and Ethics in Kenya. *Unpublished M.Phil Thesis, Moi University, Eldoret*.

- Mankiw, N. Gregory (2001). *Principles of Economics*. 2nd Ed. Forth Worth: Harcourt Publishers.
- Maranga, J. S. (1993). Improving Teaching Administration and Supervision of Education. In Basic Education Forum. *Basic Education Resource Centre for Eastern Africa, Kenyatta University*.
- Masinjila, T. (1996). A survey of Resources Available and those Used for Teaching Social Education and Ethics in Secondary Schools in Kakamega District. *Unpublished M.Phil Thesis, Moi University, Eldoret*.
- McLead, S. A. (2007). Edward Thorndike Retrieved from <http://www.simplepsychology.org/edwardtgirbduje.html>.
- Motivated Student: Unlocking the Enthusiasm for Learning by Bob Sullo, Page 62.
- Mukwa, C. W. (1993). *An Investigation of the Efficiency of Instructional Development and Educational Media*. Moi University, Eldoret.
- National Education Association. Retrieved 7/5/07. "Make it Happen: A Student's Guide". *National Policy on Education*. Federal republic of Nigeria. (2014) (Revised) 6<sup>th</sup> edition, Lagos, NERDC press.
- Obaje, A. F (2015) *Topical Issues in Social Studies Education for Social Educators*. Vol. 1 Lagos, Distinct Print.
- Obemeata, J. O. (1991). "Effective Teaching of Economics in Senior Secondary Schools". *West African Journal of Education*, 1(1), 9-13.
- Ololobou, Y.P.S, (2000) *Social studies for effective citizenship*; Kano, The Kano-Zaria social studies collective.
- Ormrod, J. E. (2008). *Human learning* fifth Edition. Upper Saddle River. Pearson Prentice Hall.
- Patrick, B. C., Hisley, J. & Kemple, T. (2006). "What's Everybody so Excited about?" The effect of Teacher Enthusiasm on Student Intrinsic Motivation and Vitality". . *The Journal of Experimental Education*. Vol. 68, No. 3, Page 217-236.
- Ronsini, B. A. (2000). "The Effect of Cooperative Learning of Methods on Achievement, Retention and Attitude of Home Economics Students in Northern Carolina". *Education Research*, 2, 20-25.

- Shiundu, J. S., & Omulando, S. J. (1992). *Curriculum; Theory and Practice in Kenya*. Nairobi: Oxford University Press.
- Sofowora, O. A. (1994). "Towards Effective and Efficient Management of National Materials in Schools." *Journal of the Educational Mediated Technology*, 1(1), 34-
- Stone, M. A. & Ausubel, D.P. (1969). The Intersituational generality of formal thought *J. Genet Psychol.* 115, 169-180.
- Teaching patterns: A pattern language for improving the quality of instruction in Higher Education Setting by Deren Olsen, Page 96.
- Thorndike, E. L./ (1898). Animal Intelligence: An experiential study of the associative processes. *In animals psychological monographs: General and Applied.* 2(4), 1-189.