



## Determination of Relationship between Mean Utilisation Score of Instructional Resource Types and Students Achievement in Social Studies

OVUTE, A.O. AND UDO, MARYANN

*Department of Industrial Technology Education, Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria.*

**ABSTRACT:-** The paper determined the relationship between mean utilisation score of instructional resource types and students' achievement in social studies in secondary schools. The area of the study was Itu Local Government Area of Akwa Ibom State. The study used correlational survey design. The population of the study comprised of all social studies students in Itu Local Government Area of Akwa Ibom State. Two hundred (200) students were selected using sampling technique. Researchers developed test that was used to collect the data. Three research questions and three null hypotheses guided the study and the null hypotheses were tested at 0.05 level of significance. The data was analyzed using Pearson product correlation. Results obtained were that of mean utilisation score of visual resources correlated significantly with students achievement in social studies. Also, both the mean utilisation scores of audio-visual and audio resources significantly correlated highly with students achievement in social studies. It was recommended that government should provide various instructional resource types to secondary schools to enhance students higher achievement in social studies.

**Keywords:-** Mean utilization, Scores, Instructional resources, Achievement and Social studies.

### I. INTRODUCTION

Education has long been regarded as a viable agent for social and economic change in any society or country. This has been the reason why every government has placed a lot of emphasis on educational development of the nation. The concerns for educational engineering, social integration as well as technical changes justify the huge investment in educational sector by government and private sectors.

It has become increasingly evident before now that social, political and economic problems that face the nation can be solved or alleviated by provision of a functional educational system that would promote the development of those countries or nations. In other words, good educational system serve as a catalyst for the development and industrial enhancement of any nation. Relatively recently, Egbe (2001) noted that any educational system capable of ushering in industrial advancement must be anchored with adequate instructional resources. Egbe (2001), described instructional resources as the pivot upon which the implementation of a school programme revolves. Umoren (1996) sees instructional resources as those facilities or equipment and materials utilised by teachers to illustrate, emphasize and explain a lesson clearer to learners. They are indispensible tools for good teaching and learning. Umoren (1996) further asserts that the use of resources in teaching enables learners to develop problem solving skills and positive attributes to financial knowledge and manipulative skills. The acquisition of these skills is essential to the overall preparation of youth for functional existence in the society. Also, Tuale (2002) points out that the non-utilisation of instructional resources in teaching and learning makes teaching and learning cumbersome and uninteresting and leads to poor achievement of students.

Generally, instructional resources could be classified into visual resource, audio-visual resources and audio resources. According to Emayeju (2001), visual resources are instructional materials used in teaching and learning that appeal to the sense of sight or vision. Also, Ogbonna (2004) defines visual resources as those teaching materials that appeal to the sense of sight and include pictures, models, diagrams, specimen, overhead and micro projections, three dimensional objects, maps, globes, films, slides, charts and others. Umoren (1996) further explains that visual resources arouse and sustain interest in what is presented for learning. Further, Inyang-Abia (2004) sees visual resources as instructional media that expedite learning by appealing to the

sense of vision and could be grouped into projectuals and non-projectuals. According to Ambundebe (1999) the importance of visual materials in teaching include: arousing interest, creation of accurate impression, saving teachers time, helps memorization, create active opportunity for active participation and provides shared experience.

The audio-visual resources are other class of instructional resources. Ogbonna, Okafor and Upebi (2004) see audio-visual aids, otherwise known as transmitted media as materials that combine both sound and sight. Inyang-Abia (2004) explains that audio-visuals are displayed by both visual projections and sound production at the same time. Some examples of audio-visual resources include educational television, computers, some calculators, closed circuit television, audio-slides, audio pictorial film sound, video-tape and audio presentations. Egbe (2001) maintained that the proper use of audio-visual materials enhance effective understanding by the learners.

## II. METHODOLOGY

The design of the study was a correlational research design. According to Ovute (2012), a correlational design attempts to examine and explain relationships between two or more dependent and independent variables of a study. The area of the study was Itu Local Government Area of Akwa Ibom State. Due to the different languages spoken in the area, the use of variety of instructional resource types became necessary to enhance understanding by learners, hence the choice of the area of the study. The population of the study comprised of all the secondary school social studies students in Itu Local Government Area of Akwa Ibom State, estimated at 350 students (Itu L.G.A Educational Statistics, 2013).

Two hundred (200) students were selected using a simple random sampling technique. Specifically, balloting method was used in selecting the students used for the study. Two instruments developed by the researchers were used to collect data for the study. One of the instrument was designed to measure the mean utilization of each of the resource type in teaching and learning social studies. There were 20 items to which students were required to indicate the frequency of use of the resource type under 4 point scale of strongly agree (4 points), Agree (3 points), Disagree (2 points) and Strongly disagree (1 point). The second instrument was social studies achievement test developed by the researchers to measure students' academic achievement in social studies. It was comprised of twenty (20) questions and the total score was 100 while the least score was 0%.

The instrument were validated by three experts, one in social studies and two in measurement and evaluation.

Reliability of the instrument (questionnaire) was established using Cronbach alpha method and reliability index of 0.76 was obtained. Also, the reliability of the achievement test on social studies was obtained using Kuder Richardson (21) as the instrument was dichotomous, and reliability coefficient of 0.78 was obtained.

Both instrument (Questionnaire and social studies achievement test) were administered to the sampled students. At the end of the exercise, two hundred (200) questionnaire copies and test were retrieved and analyzed for relationships using Pearson Product Moment Correlation.

Results

Table 1: Pearson **Product Moment Correlation of the use of visual resources and students' achievement in social studies (N=200).**

<b>Variables</b>	<b>X</b>	<b>X</b>	<b>XY</b>	<b>R</b>
<b>Use of visual resources (x)</b>	<b>2170</b>	<b>25080</b>	<b>23120</b>	<b>0.66</b>
<b>Students achievement in social studies(y)</b>				

**PO.05, df= 198, r= 0.66, critical r= 0.195 .**

**The result obtained showed that the calculated r value of 0.66 was higher than the critical r value of 0.195 at 0.05 level of significance and 198 degree of freedom. Thus, the use of visual resources has significant relationship with students' academic achievement in social studies. ,**

**Table 2: Pearson Product Moment Correlation of the mean utilization score of audio-visual students' achievement in social studies**

<b>Variables</b>	<b>X</b>	<b>X</b>	<b>XY</b>	<b>R</b>
Use of Audio visual response score (x)	2150	25070		
Students' achievement score in social studies (y)			23110	0.71
	2080	22200		

**P<0.05,df=198,cal r=0.71,crit r=0.195**

Possessing all the three dimensions or medium for learning such as seeing, hearing as well as touching. Also, the fact that visual resources produced higher correlation score than the audio resource may also be an expected result. This is due to the fact that visualization of materials is more concrete than hearing about (description) of resources without actual sighting. In any case, the three of resources(visual, audio-visual, and audio) correlated positively with students' achievement in social studies.

### **III. CONCLUSION**

The study investigated the relationship between instructional resources types and studies at the junior secondary school in its local government area of Akwa Ibom state. Some of the findings included that the use of visual resources, audio-visual resources the highest correlation score (0.71) when compared to visual only and audio only resources. In general, there was a significant positive relationship between mean utilization score of instructional resources and students' achievement in social studies.

Based on the findings, it was recommended that government should fund schools to acquire and establish instructional resource center or laboratory for the teaching of school subjects like social studies. Again, social studies teachers should be sent on in-service training and/or conferences, workshops and seminars to acquire appropriate skills and knowledge on the use of modern instructional resources that would enhance students' achievement in social studies.

### **REFERENCES**

- [1]. Abundede, A. (1997). Principles and Practice of Educational Technology. Ibadan International Publishers.
- [2]. Egbe, C.A. (2001). Important of visual materials in teaching environmental education in Nigerian schools. Calabar: Konelle venture Ltd.
- [3]. Emanyaju, A. (2001). Improvisation in integrated science :A practical demonstration. Proceeding of 24<sup>th</sup> Annual conference of STAN, 187-189.
- [4]. Inyang- Abia, M.A. (2004) Essential for educational technology. Calabar: Uwusen Publishers
- [5]. Ogbonna, F.C. (2004) Practicum, in classroom Management in school Organization. Kaduna:
- [6]. Ditress print & Publishers.
- [7]. Okereke, A.C (1998), The Dynamic of Curriculum revision in Onwuka U (ed). Curriculum development for Africa. Onitsha: African Educational Publisher's Ltd.
- [8]. Ovute, A.O. (2012). Issues of Research Design in Educational Research. Science Teacher Today 3(1), 8-14.
- [9]. Tuale, R. (2002). Utilization of Instructional Materials. Unpublished work, college of Education, Oyo.
- [10]. Umoren, G. (1960). Resources for teaching in Uche S. & Enukoha O.I.(e.d) professional skills for effective teaching. Calabar: University of Calabar press.