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Teachers' Attitude, use of Self-Made Video Compact Disc and Calabar Municipality Students' Academic Performance in Social Studies, Cross River State, Nigeria

Ekpo-Eloma, E. O [α], Arikpo, A. [σ] & Effiom, V. N. [ρ]

Abstract - This study examined the attitude of teachers towards the use of self-made video compact disc and its effect on JS II students' academic performance in social studies in Calabar Municipality. Teachers' Utilization of Video Compact Disc Questionnaire (TUVCDQ) and Social Studies Performance Test (SSPT) were administered to 12 teachers and 600 JSS II students respectively from 12 schools purposively sampled for the study. Data obtained were analyzed using independent t-test at 0.05 level of significance. Result of the study showed that teachers' attitude towards the use of self made video compact disc significantly influenced students performance in social studies. Students whose teachers exhibited positive attitude towards the use of locally fabricated instructional materials out-performed their counterparts whose teachers had negative attitude. It was therefore recommended, among other things, that teachers should develop more positive attitude towards the use of self-made instructional materials (video compact disc) to enrich the teaching and learning of social studies in secondary schools in view of its usefulness to societal growth and stability.

I. Introduction

The development and progress of any country is a function of the standard of education and the quality of its products. But, it is not often realized that it is the teacher who holds the keys to the quality and quantity of education of any society. According to Adeyanju (2005), teachers constitute a significant variable in the teaching-learning process and effectiveness of schools. Quality teaching depends on their academic standing and more importantly their attitudinal disposition towards instruction and use of relevant instructional materials. It is in recognition of this fact that the Federal Republic of Nigeria (2004) stated trenchantly that teacher education will continue to be given a major emphasis in all our educational planning because no educational system can rise above the quality of its teachers.

Teaching and learning are gradually becoming scientific and more systematic with less emphasis placed on them as arts. The approach to teaching, therefore, must allow for factual and measurable evidence which can be achieved through systematic activities and resource utilization of instructional materials.

The National Policy document on Education also emphasizes the need to adequately utilize teaching-learning materials and equipment in the instructional process. Unfortunately, the economic status of Nigeria makes it difficult to procure these materials for use at the various levels of education. The need to improvise various forms of instructional materials for use during lessons becomes imperative. Teacher-made instructional materials, therefore, remain an important means of lesson enrichment. In the absence of imported instructional materials for social studies instruction in secondary schools, teacher-made video compact discs can be seen as good channels of information transmission in the classroom setting.

Teachers must take decisions on the type of instructional materials (locally-made or imported) they wish to use in a particular social studies lesson. Thus, teachers' attitude towards the use of self-made video compact disc constitutes a significant variable in the instructional process and students' performance. According to Okoro (2002) attitudinal factors have great influence on learning and students' achievement.

Undoubtedly, attitude consists of beliefs, feelings, interest, likeness, anxiety, perception and motivation. Attitude is said to be the energizer of human behaviour. This explains why the attitude of teachers towards the subjects they teach like social studies and the instructional materials they use influence the subjects offered, their students' attitude and consequently their performances.

Some teachers exhibit a negative attitude towards the use of locally made 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

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teachers and learners in realistic problem solving activities (Ekpo-Eloma, 2010).

This paper takes a critical look at the attitude of teachers towards the use of teacher-made video compact disc and students' performance in JS II social studies.

a) Statement of the Problem

To make teaching and learning more effective, teachers need to make the best of consultation on how to design and utilize media resources in achieving educational goals. This is because of the paucity of instructional materials in most schools coupled with the fact that some of the materials available are either obsolete or very limited in supply. Thus teachers tend to rely more on traditional textbooks for the teaching of social studies which has only helped to churn out memory tools, instead of more humane, vibrant, community spirited and patriotic students. The issue now is can teachers attitude towards the use of locally made video compact disc influence students' performance in social studies.

b) Purpose of the Study

The purpose of this study is to examine the difference in performance between social studies students whose teachers have positive and negative attitude toward the use of teacher-made video compact disc.

c) Research Question

What is the difference in performance between social studies students whose teachers have positive attitude and those whose teachers have negative attitude towards the use of locally made video compact disc.

d) Research Hypothesis

There is no significant difference in academic performance between social studies students whose teachers have positive attitude and those whose teachers have negative attitude towards the use of locally made video compact disc.

e) Research Design

The study used descriptive survey to establish information on (1) teachers' attitude and (2) students' performance in social studies using locally made video compact disc.

f) Sample and Sampling Technique

Out of a total population of 3,798 JS II social studies students and 62 social studies teacher from 26 public secondary schools in Calabar Municipality in Cross River State, 612 subjects (12 teachers and 600 students) drawn from 12 schools using the purposive sampling techniques constituted the sample for the study.

g) Instrumentation

The two instruments used for the study were: (1) Teachers' Utilization Of Locally-Made Video Compact Disc Questionnaire (TULVCDQ) and (2) A 20 item Social Studies Performance Test for Students (SSPTS). Apart A of the questionnaire was devoted to teachers' demographic information, while part B consisted of six items on a four point Likert-scale eliciting information on teachers' attitude towards the use of self-made video compact disc. The social studies students' performance test consisted of 20 multiple-choice questions with three (3) detractors and one correct option. The test was used to determine the academic performance of students in social studies.

h) Validity of the Instruments

The questionnaire and 20 item social studies performance test for students (SSPTS) were given out to three experts in test construction/questionnaire design in the Department of Educational Foundations, Guidance and Counseling of the University of Calabar. Their comments and modifications on these instruments accounted for the face and content validity of the instrument.

i) Reliability of the Instruments

These instruments were trial tested on six teachers and 30 JSS II students not included in the study. The test re-test reliability estimate was employed to obtain a reliability coefficient of 0.78 considered high and adequate for the study.

j) Description of Locally-Made Video Compact Disc

The teacher made Video Compact Disc contains a programmed teaching module on moral obligations and citizenship education in social studies designed in such a way that learners can either learn through the guidance of a teacher or operate it and learn privately at will.

The video clips consisted of imaginary students in a classroom setting listening to the programmed teaching; adults and parents guiding their children to go to school; convicted criminals and delinquent juveniles in remand homes, prison inmates undergoing torture and hard labour, bad prison conditions, honest confession of condemned armed robbers and an interaction session between the teacher and students focusing on the frightening video clips on the scenes above.

k) Administration of Instruments

With the consent of the Principals whose schools were used for the study, the researcher administered the questionnaire on the selected teachers, while the teachers in turn administered the social studies performance test on the students. A return rate of 100% was recorded for both the questionnaire and the test instruments.

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II. Method of Data Analysis

The teachers' questionnaire from each school was matched against the students' test for each school. Implying that every 50 students per school used for the study were used to assess their social studies' teacher. All data obtained from the questionnaire and performance test were coded and collated for analysis using independent t-test analysis at 0.05 level of significance with 610 degrees of freedom.

III. Results and Discussion

a) Hypothesis

There is no significant difference in performance between social studies students whose teachers have positive attitude and those whose teachers have negative attitude towards the use of locally-made video compact disc.

To test the hypothesis, respondents' scores were grouped into two: those whose teachers have positive attitude on one side and others whose teachers have negative attitude on the other side. The two pairs of scores where then compared using independent t-test as shown in the table below.

Table showing independence t-test analysis of the difference in performance of students whose teachers have positive and negative attitude towards the use of locally-made Video Compact Disc.

Variables	n	$\overline{X}$	SD	t
Students whose teachers have positive attitude towards the use VCD	213	67.83	5.64	26.41*
Students whose teachers have negative attitude toward use of VCD	387	54.89	5.92	

*Significant at .05 level, df = 610; critical t = 1.97

Result of analysis above shows that the calculated t-value of 26.41 was greater than the critical t-value of 1.99 at 0.05 level of significance with 610 degree of freedom. This implies that there is a significant difference in academic performance between students whose teachers have positive and negative attitude towards the use of locally-made video compact disc with the former performing significantly better than those whose teachers have negative attitude. The null hypothesis was therefore rejected.

The findings of this study are in line with Okoro's (2002) assertion that attitudinal factors have great influence on learning, and that teachers with no interest in teaching and development of instructional materials can hardly put in their best on the job. Murkherja (1981) maintains that the attitudes of teachers are more often than not, a satisfactory predictor of students' performance in schools. The findings of this study further confirm the views of Abiodun and Segun (1992) that teachers with a more resourceful disposition towards the use of self-made instructional materials affect students' academic performance favourably. The result of this study further agrees with the opinion of Inyang-Abia (2004) that teachers believe that the use of self-made instructional materials can arrest the attention and interest of students and enlist their participation in the teaching-learning process.

IV. Conclusion and Recommendations

The teacher is about the closest point of human contact with the student. Thus, they remain a critical component of the teaching-learning process. Teacher's attitude towards the use of improvise materials promote effective learning as well as aid students' academic performance, and possibly, improvement.

It is, therefore, recommended that teachers should be encouraged through special grants to assist them fabricate their own instructional materials using local resources and initiatives. They should as well be encouraged to attend workshops, conferences and exhibitions regularly to enable them develop the skills of active design, development and use of teacher-made instructional materials.

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