

CHAPTER ONE

INTRODUCTION

Background of the study

Quiet often, the achievements in social studies by Ghanaian students have been a subject of intense discourse among social studies educators and policy makers. The above have been ascertained because social studies is a subject that seeks to provide citizenship education thus exposing students to challenges in their society as well as giving them the opportunity to develop positive attitude towards solving such problems that have been a menace to Ghanaians for a long time and to help find solutions to them.

The purpose for the research into social studies education is therefore the provision of facts that will enhance a better understanding on how to teach and learn social studies thereby providing an easy way to solve societal problems. There are however some determinants that contribute greatly to learning of social studies; the learner's intellectual ability, maturity, learning styles, emotional and social adjustment but most importantly, how the teachers employ as well as select relevant teaching learning process. Students on their part should process certain characteristics such as interest and readiness to learn.

Aggarwal (1982) calls this self-education. Quoting Montessori's views, she says she shifted the emphasis from teaching to learning. She believed that self-education is the best method by which the child learns in his own way and at his own rate. Aggarwal (1982) explains that he endeavored to substitute bookish learning with experience. He

strongly recommended investigation, experimentation and students' ability to investigate issues about their environment and collect information from various sources that would lead to deeper comprehension of the community and the world beyond. This is a quality needed for citizenship education, the main goal of social studies.

On the part of the teacher Aggarwal (1982) has divided the qualities into five headings namely; scholarship, professional training, personality, teaching skills and human relation. Under personality the teacher is expected to demonstrate self-discipline, punctuality at work, moral uprightness, being objective, unbiased and above all, develop an unquestionable attitude towards social studies. About quality of the teacher under human relation, Agawam identified qualities such as, lovely and friendly attitude towards all students, know his students and their background, encourage them to play and learn together and be part of community development activities.

Added to all these, the professional trading of the teacher is very necessary. It is training that makes him on top of his teaching materials and how students learn. Blame, always seems to be placed at the door step of students for non performance during the teaching-learning process without making mention of how trained personnel in the field of social studies select, use and relate teaching learning materials to topics being treated during the teaching learning process which need to be interviewed.

Teaching learning materials when appropriate in relation to the topic to be treated enhance students interest as well as boost their performance. According to Adeyenju (1997) learning can occur as a result of newly acquired skills, knowledge, perception,

facts, principles and new information at hand. Adeyanju maintained that learning can be reinforced with learning materials of different varieties because they stimulate, motivate as well as attract learners' attention for a while during instructional process.

The performance of the form one students in Akim Abodom L/A JHS prompted the researcher to go through the exercise books of the students to conduct personal interviews as well as observe the social studies teacher's approach to teaching. It was noticed however that the low level of performance was primarily due to the non-utilization of teaching learning materials during the teaching learning process. An attempt is therefore made in the project to find out the effect of teaching-learning materials on the teaching of social studies concepts.

Statement of the problem

Social studies teachers' inability to use teaching learning materials effectively could be attributed to a number of factors. Most social studies instructors are not well vested in the use of teaching learning materials; therefore selecting appropriate teaching learning materials in relation to topics to be listed always pose a challenge to them. There has also been the problem of how to improve teaching learning materials during social studies lessons. This has come due to the teachers' reactions or their ignorance of the fact that the community in which they live abounds in bits and pieces that could be used to improve teaching learning materials.

The role of the teaching learning materials in the teaching and learning of social studies also ensures its effective use to enhance students understanding as well as interest in the

topic taught. The basic responsibility of the teacher wanting to effect a change in the classroom communication includes, discussing, questioning, the use of pictures, demonstrating, writing, reading and directing (Avoyemi, 1957). In order to achieve learning objectives these activities are hardly used in isolation as the teacher depends on their combination.

Purpose of the study

The purpose of the study is to investigate the poor performance of form one students at Akim Abodom L/A JHS in social studies along the following times.

- ✓ The position of teaching learning materials in schools
- ✓ Issues concerning the improvisation of teaching learning materials
- ✓ Availability of funds to purchase instructional materials.
- ✓ The selection of teaching learning materials to suit particular topic.

Significance of the study

Educationally, this study is designed to create awareness of some of the lapses emanating from the effective use of teaching learning materials in the teaching of social studies in the country. In relation to the effective use of teaching learning materials after the research will serve as a source of information to the government of Ghana, Ministry of education and Ghana Education Service in relation to policy formulation and implementation of social studies education in the country.

It will also go a long way to benefit the social studies teachers, the staff of Akim Abodom L/A JHS as well as stake-holders to assess information on performance of students. Again, this research will serve as a pivot around which inspection and future research can be sourced.

Research Questions

The research questions that the researcher intends to find solutions to in relation to the objectives or purpose of the study are to include the following:

- ✓ To what extend does teaching learning materials affects performance of students in Akim Abodom L/A JHS?
- ✓ How does the teaching learning material improve achievement in any JHS students?

Limitations

From the very day the researcher was prompted to investigate the effects that teaching learning materials have on achievement and performance of students in JHS, the envisaged the following challenges.

- ✓ Financial constricts
- ✓ Limited time and
- ✓ Non – availability of published literature.

There is no doubt that the researcher needs time and financial resources to get the research under way. The research for authentic information in libraries, from both in and outside his place of residence calls for enough time and financial support. Equally

important is the non-availability or limited number of published literature on the chosen topic of the researcher. The essence of difficulty in assessing information on the topic can serve as a barrier to the success of the project.

Delimitation

The problem of students' poor performance in social studies has been a major concern for stakeholder of education, educators and parents of which it would be very necessary for the study to cover schools in the district. Due to limited time and resources, the researcher decided to delimit the study to that of the intensive nature of Junior High School one students' of Akim Abodom L/A Junior High School in the Kwaeibibrim District of the Eastern Region.

Organization of the study

The study has been divided into five chapters. Chapter one is the introduction of the study which comprises the background of the study, statement of the problem, purpose of the study, research questions, significances of the study, delimitation and limitations.

Chapter two is literature review and it talks about what other writers have said about the topic under research. Chapter three is the methodology and it talks about how the researcher undertook the study stating the research design, the population, sample and

sampling procedure, the instrument used, pre-intervention, intervention, post intervention activities and data collection methods.

Chapter four deals with analysis of data based on the research questions as well as discussions on the findings. Chapter five is the last chapter of the study. It talks about summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter seeks to review related literature. According Mensah, Boison and Fosu (2005) knowledge is the principal stock in trade of teachers. They said a teacher's principal duty is to help others acquire knowledge. They maintained, philosophers point out that real knowledge does not come from being total but as one finds ways of solving a problem he faces, that is, one learns by doing.

Adeyanju (1997) stated that learning can be reinforced with learning aids of different varieties because they stimulate, motivate, as well as arrest-learners attention for a while during the instructional process.

Participatory methods of teaching

Effective teaching and learning takes place when the learner is able to apply positively the knowledge gained and the skills acquired to practical life situations. This in effect means that, more participatory or experimental teaching methods should be used instead of traditional didactic methods (Ministry of Education, Youth and Sports, 2005).

1. Participatory methods of teaching are activity centered and they assist the learner to develop critical thinking, assertiveness and decision making skills. They also develop desirable attitudes and behavior (Ghana Education Services, CRDD, 2001).

They include: -

1. Values clarification
2. Futures' wheel
3. Brainstorming
4. Case study
5. Role – play
6. Dramatisation
7. Discussion (Small group, Class or panel discussion)
8. Games
9. Field Trip
10. Story Telling
11. Question and Answer/ Quiz
12. Exhibitions

Meaning teaching learning materials

The designing of an instructional programme for social studies need many and varied resources both human and materials. Ryogo (1987) has four categories of these materials: which are things or objects used to make a point clear to the learner during a lesson. These are reading materials, audio-visual aids, community resources and materials made by the teacher and the learner.

Reading materials

Reading materials according to Ryogo (1981) are textbooks. Reference books, supplementary readers, resource books, newspapers and magazines. According to him the audio-visual materials are illustrations, photographs, pictures, chalkboards, bulleting boards projectors and films. Others that are listed include Television, Radio, Tape Recorders, Objects and Models.

Carton-Erickson and Carl (1972) explain audio-visual materials or equipments as instructional materials that may be used to convey meaning without complete depends on verbal symbols or language. They have grouped audio-visual devices into three categories. These are projected and electronic media; media for individualizing instructions and non-projected media.

According to them the devices under projected and electronic media include motion pictures, television and video tapes, slides, filmstrips, teaching machine, overhead transparencies, audio recordings and micro projections. Media for individualizing instructions is the next category and under this they mentioned audio-visual devices for self instructions. According to Erickson and Carl (1972) this employs on ordinary tape

recorder as a programming device to guide and direct the learning activities of an individual students. The authors contend that self instruction is rapidly becoming an accepted method of learning with teachers and administrators discovering that mediated independent study can be fully effective as much as traditional instructions. They also argue that this sort of method saves time for students as well as the instructors.

Devices that they put under non-projected visual media are books and printed materials, real things, field trips, models and mock-ups, simulation and games, graphic symbols, bulletin boards and exhibits, chalk-board and chart pads, flannel boards and study prints. They assert that the traditional “bucket” theory that knowledge and virtue can be transmitted literally from a teacher’s mind to the consciousness of a pupils is absolute. According to them modern teacher are discovering that it less satisfying to lecture and to lecture and to maintain discipline and much more satisfying to watch young people discover things about the world and about themselves.

The role of audio-visual materials

The authors recounted seven roles that audio-visual technology plays. The first and foremost basic role is that audio-visual technology provides the teacher with a means for extending his students horizon of experience. According to them for example, a student may sit in a simulator and under realistic stimuli from finding resources, practice responding to highway conditions and other drivers with amazingly realistic effect.

The second role that claim audio-visual technology plays is that it helps the students with meaningful resources of information. For example they claim that the teacher can turn to

additional resources like the television, films, charts, diagrams, globes, real object models and slides to enhance clarity of communication and to increase speed of comprehension.

In their role number three, they stated that audio-visual technology provides the teacher with a resting and compelling springboard which can launch students into a wide variety of learning activities. For example they contend that the students visit to places outside school stimulates their interest during such visits they say that students interview people, make observations, take pictures, then return to school to assemble the materials for presentation.

The authors Erickson and Carl (1972) in their role number four contend that audio-visuals technology multiplies the teachers efficiency by providing historical stimulus and response guidance for individual students and small groups, by this they mean, for example, an electronic learning laboratory provides guided individual instructions. In such laboratories they claim that students participate actively throughout each lesson. The students according to them receive prompt confirmation or correction of each response they make. They claim that the material is programmed so that each learner may adjust to his own rate of learning or skipping portions of the programme as needed and desired.

In role number five the authors stated that audio-visual technology helps the teacher to overcome physical difficulties of presenting subject matter. Teacher faces great difficulties each day in making information available to students as they work toward meeting their learning objectives. Students even in medium-sized classes cannot see demonstration, small models and objects such as a skull or small picture. Reviewing the

situation described in the preceding, specific, applications of audio-visual technology can overcome physical difficulties of subject matter.

Role number six states that audio-visual technology offer rich opportunities for students to develop communication skills while they actively engages in solving meaningful problem. This role helps the teacher by opening up a vast new world by challenging assignment and problem solving opportunities. Role number seven talks about the fact that audio-visual technology provides the teacher with tools to carry out diagnostic testing, research and remedial work. This use can shift the teacher from a presentational role toward that of diagnostician, counselor and tutor.

Allan (1960) writing on the role of audio-visual aids in the teaching of social studies had this to say “The social studies teachers should not rely on only instruction and books as the chiefs means of teaching to the exclusion of a wide range of fascinating media which can make teaching more vivid to child by expanding meaning and rendering impressions more realistic” (page 176).

This exhortation of Allan (1960) have to be taken more seriously because audio-visual materials when backed by sound, followed by discussion and some kind of practice help students to recall a great deal of more senses in the teaching and learning process. This view of students being able to recall much of what they are taught if audio-visual materials are used in teaching and learning process is supported by Walkin (1982) when he stated that they will not achieve much as only 25% will be remembered after 48 hours had elapsed” (page 263)

Cornelius (1592-1670) an advocate of the principle of the use of teaching aids said” He who has seen a rhinoceros even in pictures, can remember it more easily than if it had been described to him about 600 times” From the ‘Orb’s sensualist: The visible word illustrated” This work buttresses the ancient Chinese provide that:

What I see I remember

What I hear I forget

What I do I understand?

Sources of audio-visual material

Thompson (1977) has discussed materials for the teacher and students. He mentioned few specific books and visual aids and their uses. According to him since social studies deals with here and now, he has advised teachers to rely to a great extend on local resources namely newspapers, government reports, information sheets, district and religious records, health and community development and advertising materials.

He mentioned film projects, overhead projectors, radio, televisions, camera and a cassette tape recorder. He directed the sources of these aids and mentioned that they could be obtained from national audio-visual centre, hesitate of education or from audio-visual aids tutors of local-colleges.

Farrant (1980) asserts that the trend in the high cost of electrically operated leading learning aid is forcing many countries to look much more closely at basic resources for education and encouraging teachers to make greater use of them. According to him teachers are recognizing with increasing force the educational value as well as the

economic wisdom of creating their own aids. He says teachers are therefore paying much attention to research aimed discovering ways of producing low cost educational materials and using a greater proportion local material in the construction of items for teaching and learning.

Farrant (1980) added that because of insufficient practical recognition of the potential of many simple teaching aids available at very little cost or low to them, they will not be put into full use even when they were given free of charge. He says that the attraction of sophisticated audio-visual aids has caused some teachers to dispose basic teaching leaning aids. He contended that western patterns of education have led many teachers to over look a number of traditional teaching media.

Writing on the need for teachers to be constantly alert for new voices and technical on the use of audio-visual aids, Ralt, (1970) stated that the teacher should know when he should turn to the library service. He continued by saying that every teacher should know what type of audio-visual materials will be useful to him in a particular purpose, how to maintain it and what to do in case of mechanical failure.

The use of audio-visual per say to not guarantee effective communication or effective teaching

What is important is their careful selection and skillful handling by the teacher that renders them useful in facilitating learning. This is where Kay (1971) cautions teachers that: these materials are merely to facilitate the teachers work and not to replace them. If

they are intelligently used they are most valuable, but if they are not used properly, they can do more harm than good.

Measures to ensure full participation of pupil

The Ministry of Education, Youth and Sports (2005), in their HIV/AIDS manual identified the following measures to ensure full participation of pupils/students when teaching,

- Use good questions to stimulate a response.
- Address questions to the whole group, rather than to an individual
- Avoid giving the impression that you are in a hurry; or show no sign of impatience.
- Use eye contact when talking to the pupils/ students.
- Call individuals by name when speaking to them.
- Listen attentively to ensure you hear what students say so that you can react appropriately.
- Praise each contribution – nodding head, ‘yes,’ ‘good’, ‘thanks’, etc.
- Encourage shy ones to speak out.
- Remain sensitive to the experiences and perceptions of everyone in the group.
- Ensure that students listen to each other. Repeats comments were necessary.
- Be positive, enthusiastic, focused and show interest.
- Challenge a viewpoint in a diplomatic way, so as not to ridicule or ‘pu down’ the person expressing the view.

- Try to keep the process moving – don't let it get bogged down – make sure everyone is following what is happening.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter deals with the methods adopted by the researcher for the collection and processing of data. It includes research design, population and sampling, instrument for data collection, data collection procedure and data analysis.

Research design

The study is an action research. Elliot (1991) defines action research as the study of a social situation with a view of improving the quality of action within it. He further explained it as a study concerned with immediate solution to local problems. Action research deals with local problems and is conducted in local a setting. It can be conducted by teachers to solve problem in their classrooms. It can be used by teachers to determine which grouping procedure results in the highest achievement for all students.

Action research is not aimed at contributing to science or general knowledge but can determine which method or procedure has the potential to support students' achievement. The researcher employed action research because he believes by this method he will be able to apply his intervention with the hope of correcting the problem he identified in the school.

The researcher intends to employ observation interview and Test to gather data for his research. Observation according to Asamoah-Gyimah and Awudu (2007) is the act of recognizing and noting facts or occurrences. There are different types of observations as far as they are concerned. These include structured observation, unstructured observation and observation in natural situation.

The researcher settled on observation in natural situation because events seem desirable since they appear to give a description of events as they normally take place. Observation in a natural situation when the subject does not know he is being observed eliminate the brazing effect of the observation itself and make the data collected more reliable. The researcher will also want to depend on interview to collect data for the study.

As a research method, interview is a conversation carried out with the role aim of obtaining certain information. It is designed to gather valid and reliable information through the responses of the interviewee to a planned sequence of questions. Finally, the researcher would also want to use test to collect information for his study.

Test according to Macmillan School Dictionary, is a set of questions that someone must answer or a set of actions that someone must perform in order to show their knowledge of ability in a subject.

In a research, there are two types of tests. These are, pre-test and post test. The pre-test is conducted to find the level of the sample population. This test informs the researcher to design his interventions aimed at correcting the problems identified. The post test or tests are carried out to examine the level of students after the interventions have been carried out. The results from these tests determine whether the research had been successful or otherwise depending on the results before and after the intervention.

Population and sampling

The targeted population for the study is students of Akim Abodom L/A Junior High School which is located in Kwaeibibrim District of the Eastern Region of Ghana. The school has with a total population of one hundred and thirty - five (135) students comprising seventy (70) girls and sixty – five (65) boys with an average age of 14 years.

The accessible population for the study is JHS 1 students who are forty-five (45) in number including twenty – one (21) and twenty – four (24) girls. Samples were selected using purposive sampling technique. The researcher believed that with good judgment he can develop a sample out of the target population which can earn him the desired results he is looking for.

JHS one class was selected because the researcher is the form master and from various information gather about the class. The population which is not too large compared to other classes is also a factor for the selection. The results of the information obtained from the sample population were generalized to represent the JHS 1 – 3 students of Akim Abodom L/A Junior High School.

Instrument(s)

Test, observation and interview were employed by the researcher as research instruments in collecting and gathering of data needed for the study.

Test

The researcher employed test items as the main instrument for collecting data in the study. A test is made up of written questions which respondents are made to answer by

writing. It is used to find out the level of achievement of students in a subject or to find out the knowledge base of students in a particular subject.

The researcher resort to use this instrument because he wants to know what the students have and how much of it do they possess. It is when this fact is established that he decides on what instrument he needed to help the students with. The test will be in two folds. One of such tests will be concluded before the intervention and the other one after the intervention. The first one will be used to confirm the existence of the problem and the second one to determine whether the interventions put in place really solved the problems. As a backup, observations and interviews will also be conducted to gather data for the study.

Observation

Observation is the act of watching some body or something carefully for a period of time to learn something. The researcher observe the presentation for the two social studies teachers at pre-determined intervals to find out whether they use teaching-learning materials and to assess their mastery of the subject matter. Students are also monitored to find out their responses and contributions during lessons. He also followed the students to find out what they do with their free periods. The students discuss lessons during their free period or they talked about social matters?

Interview

Interviews are also conducted. This is the time the researcher met the sample group on one-on-one basis for questioning. The interview was structured in line with the research questions. The interviews were conducted to counter check and ascertain the reliability

of the information gathered through the observation. The combination of these three instruments helps the researcher to come out with a reliable data which can be used by all stakeholders.

Intervention Procedure

Pre-intervention

In diagnosing the identified problem, the researcher gave JHS 1 students a set of questions based on the a few social studies topics that pupils were taught within the term. The tests were done on different days to enable pupils to prepare very well. The test results showed that, pupils have problem explaining simple concepts and identification of basic principles involved in the subject.

Students' performance in the three pre – tests leaves much to be desired since they performed poorly. The research found it appropriate to intervene employing teaching and learning materials to assist pupils understand basic concepts and principles in social studies and thereby improving their performance. Data on students' pre – test results in shown in table 1 in chapter four. However, pre – test questions are presented in appendix A.

Intervention

Having obtained the necessary data on the students and the evidence about their low performance was established the researcher initiated a move to help his clients.

First and foremost, the researcher decided to put in place a wheel planned scheme of work where references were made to syllabus, teachers' manual, text books and other

sources. He did that first to be on top of the subject matter and be able to serve as the right guide to the students.

The researcher also put in place a well planned introduction that arouse the interest of the learners and provide base for new learning. In the teaching learning process the researcher made use of a lot of teaching materials to help generate or whip up students' interest in the learning process. He logically organized the teaching learning materials into teaching activities.

Students in their various groups were able to play with the materials and interact with one another in the group. Questions were well framed and evenly distributed. Each and every one was involved in the learning process. This student-teacher interaction continued for two weeks. Students develop the courage to freely ask questions and share ideas on issues. The teacher directed students on how to present their answers during assessment periods. After the one week period of interaction, the important points mentioned in the lessons were well packaged and presented as wall chart for the students to read regularly.

Post - intervention

Looking at the objectives of the project, the researcher main task was to design an intervention to help students to improve upon their low performance in social studies. The researcher conducted the post - intervention to find out how best the intervention had worked for the students. Three post – test were conducted for the students. Their performance had improved compared to the pre-intervention stage. This was an

indication that a positive impact had been made when teaching learning materials were used in the teaching learning process.

Evaluation of intervention

After a number of interventions it was evident that there had been a better improvement in the performance of students in social studies. This was as a result of advanced preparation adequate provision of relevant teaching learning materials and their logical organization into teaching activities. Table 2 shows data on pupil post – test results.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Introduction

The research is based on the use of teaching learning materials and its effects on achievement and performance of Akim Abodom L/A JHS 1 students in social studies.

The results obtained are presented in the following tables:

Table 1

Total Marks obtained by students at Pre – test stage

Total Mark obtained (30)	Number of students	Percentage (%)
0 - 6	10	22.2
7 - 13	20	44.4
14 - 20	13	28.9
21 - 30	2	4.4
Total	45	100

As indicated in table 1, 10 students representing 22.2% had marks 0-6. Also majority of the pupils (20) forming 44.4% fell between 7-13. Furthermore, 13 students of 28.9% have marks 14-20. Finally, only 2 students representing 4.4% had marks 21 – 30. These clearly show poor display of performance by students proving that they have problem in social studies.

Figure 1

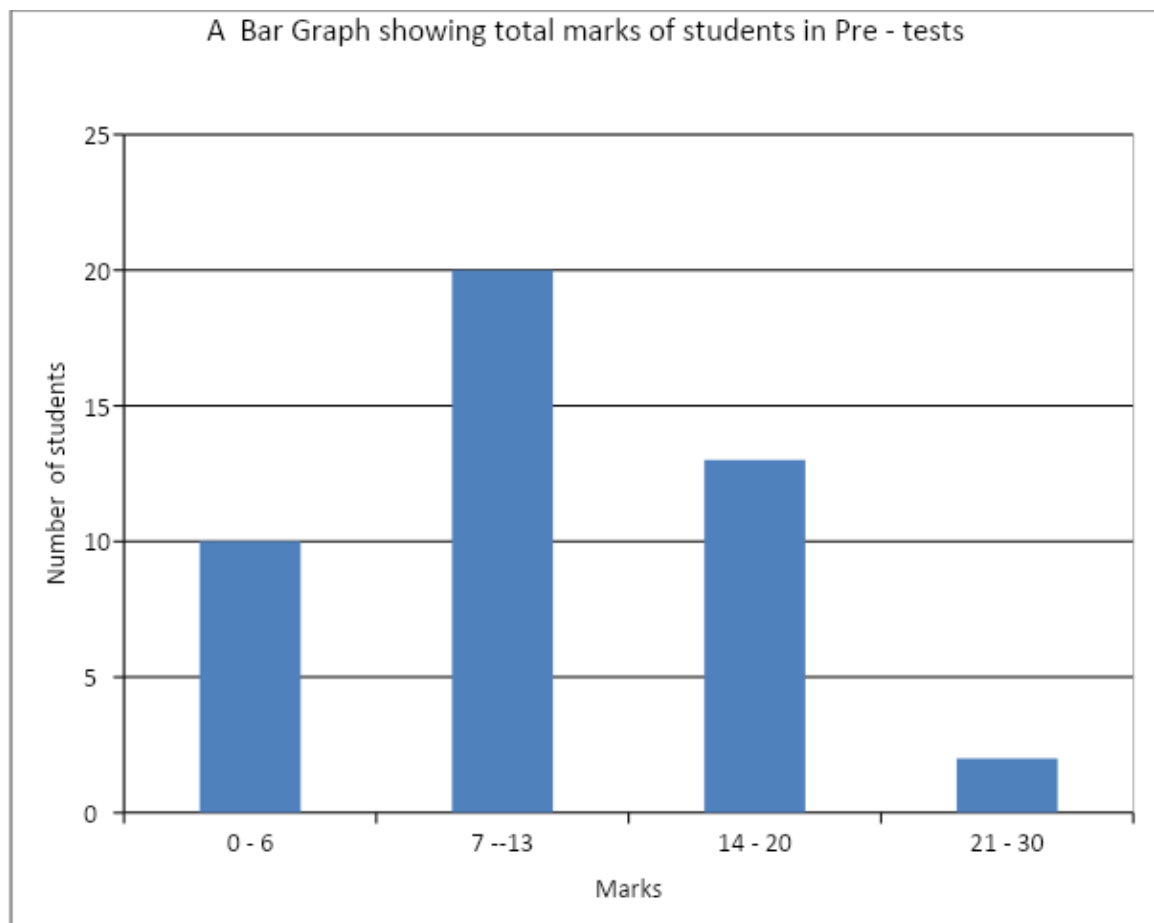


Table 2

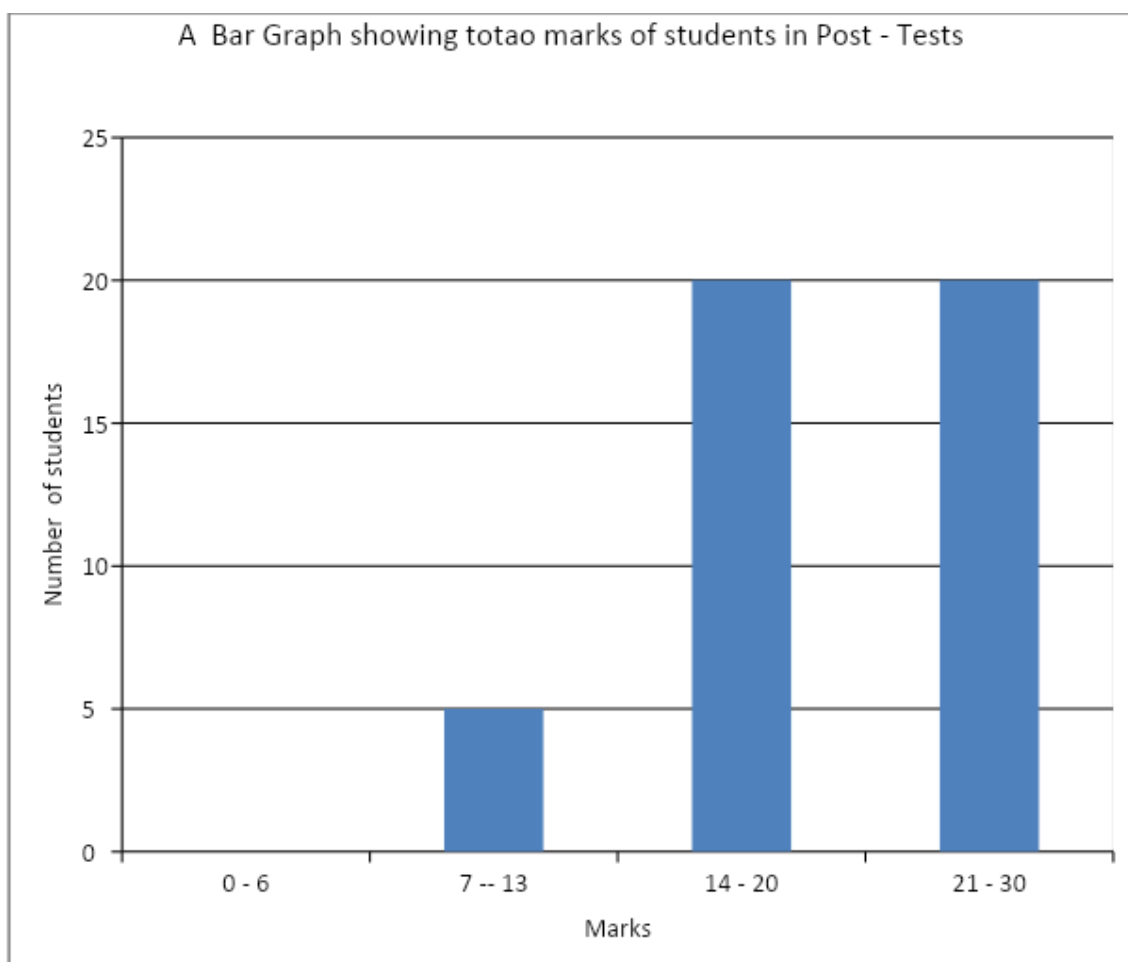
Total Marks obtained by students at three Post – test stage

Total Mark obtained (30)	Number of students	Percentage (%)
0 - 6	0	0
7 - 13	5	11.1
14 - 20	20	44.4
21 - 30	20	44.4
Total	45	100

Table 2 show data on students performance in three post – test conducted by the researcher. No student had marks 0 – 6. However, 5 students representing 11.1% had marks 7 – 13. Also most of the pupils (20) forming 44.4% fell between 14 – 20.

Moreover, another 20 students of 44.4% has marks 21-30. The above data reflects an improvement in students' performance in the post – tests. These truly testify that, the intervention introduced had really worked.

Figure 2



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter deals with summary of the main findings of the research, conclusion and recommendation for further research.

Summary

The study was put together to highlight on teaching learning materials in the teaching of social studies and its effects on the achievement and performance of form one students of Akim Abodom L/A JHS in Kwaeibibrim District. The instruments used to collect data were observation, interviews, pre-intervention and post intervention.

A pre-intervention was conducted by the researcher to ascertain the intensity of the problem and how to deal with the problem through the interventions. The researcher applied his interventions through a well thought application of teaching learning materials to attract students interest and guide them to learn. A post - intervention was later organize to determine the effect of the intervention.

Results gathered from the study indicated that, students recorded a massive improvement in the academic work after the intervention had been administered.

Conclusion

It is worthy to note that the importance of resource utilization in teaching of social studies cannot be over-emphasized. It has far reaching effect on the understanding and effective learning of students. Teachers should therefore endeavour to use resources regularly and judiciously to ensure that their students derive maximum benefit from the lessons they taught.

However, it is evident that just using concrete materials to teach is not enough to guarantee success. Teachers must look at the total instructional environment and make it congenial for learning. They must know or understand the effective use of concrete

materials in teaching, relate it to the concepts they intend to teach as well as students ideas and understanding of the activities they are asked to engage in during the lesson.

Recommendations

Based on the findings highlighted in chapter four, the researcher would like to make the following suggestions.

- a. Seminars regularly by GES for social studies teachers to educate them on the philosophy and teaching techniques of the subject. A qualified social studies teacher (a degree or diploma holder) should be appointed as a subject organizer and made responsible for the organization of such workshops and seminars to upgrade teachers' knowledge in the subject.
- b. Teachers' resource centre should be built in all district centre to include social studies equipments.
- c. Teachers should be sensitized to rely on the use of the environmental resources for teaching. Organization of field trips to places of interest and importance in the environment and use of resources in teaching should be emphasized. Such out-of-door activities stir up students' enthusiasm and arouse their interest in lessons.
- d. All other stakeholders in education, parents, N.G.Os, teacher associations, government organizations and other benevolent societies and persons should give a hand to provide for electronic audio and audio-visual aids to promote modern ways of teaching the subjects.

- e. More importantly, teachers should be given adequate remuneration to commensurate with the amount of work expected of them. This will boost their morale to put up their best in delivering their duties.

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APPENDICES

Appendix A

Pre – test and Post – test questions

1. Define Environment.
2. Mention five things that make up the environment.
3. Who is an adolescent?
4. State the characteristics of adolescence.
5. Explain Chastity.
6. What is Pollution?
7. State the types of environmental degradation.
8. State and explain 3 ways of degrading the environment.
9. Mention five (5) ways of maintaining the environment.
10. Mention three (3) personal responsibilities of an adolescent.