

**TWO MEDIA OF INSTRUCTION AND
LEARNING OUTCOMES IN SOCIAL STUDIES AMONG
PRIMARY FOUR PUPILS IN IMO STATE, NIGERIA**

BY

Virginia Nkechi EPUCHIE

Matric No: 168230

B.Ed (UN NSUKKA) M.Ed (UN IBADAN)

A Thesis in the Department of Early Childhood Education and
Educational Foundations Submitted to the Faculty of Education in partial
fulfillment of the requirements of the award of the Degree of

DOCTOR OF PHILOSOPHY

of the

UNIVERSITY OF IBADAN

FEBRUARY, 2021

ABSTRACT

The teaching of social studies in primary schools is expected to produce desirable social skills and academic achievement in pupils. However, pupils' deficiency in social skills and academic achievement have been reported in Imo State, Nigeria. Previous studies focused largely on pupils' school-related factors with little emphasis on intervention in the area of language of instruction. This study, therefore, was carried out to examine the effects of two languages of instruction (Igbo, English and Igbo) on primary IV pupils' learning outcomes (Achievement and Social skills) in social studies in Imo State. The moderating effects of gender and school location were also examined.

Socio-cultural and Erik Erickson's Psychosocial theories provided the framework, while the mixed method (quasi-experimental design and phenomenological approach) was adopted. The Multi-stage sampling procedure was adopted. Stratified random sampling was used to select six Local Government Areas (LGAs) (three each from rural and urban areas) out of the 27 LGAs in Imo State. One public primary school was purposively selected from each LGAs based on availability of Igbo Language teachers. Intact Primary IV classes were purposively selected from each school because the pupils were in transition class, totaling 166 pupils. One urban and one rural school were randomly assigned to Igbo (67), English and Igbo (57) and English (42) media of instruction. The Instruments used were Children Communication skills Observation Schedule ($\alpha=0.78$), Pupils Self-expression Scale ($\alpha=0.82$), Social Studies Group Loyalty Questionnaire ($\alpha=0.75$) and Social Studies Achievement Test ($\alpha=0.84$). A session of focus group discussion was held with six primary IV teachers. The treatment lasted six weeks. Quantitative data were analysed using descriptive statistics, Analysis of covariance and Scheffe post-hoc test at 0.05 level of significance, while qualitative data were thematically analysed.

Majority of the participants (61.0%) were females. There were significant main effects of treatment on pupils' achievement ($F_{(2; 159)}=42.18$; partial $\eta^2=0.35$) and social skills ($F_{(2; 153)}=2.58$; partial $\eta^2=0.03$). Pupils exposed to English and Igbo medium of instruction had the highest achievement mean score ($\bar{x}=18.68$), followed by Igbo ($\bar{x}=16.82$) and English ($\bar{x}=14.53$) groups. Pupils taught with Igbo had the highest social skills mean score ($\bar{x}=63.02$), followed by English and Igbo ($\bar{x}=62.22$) and English ($\bar{x}=60.98$). There were significant main effects of school location on pupils' academic achievement ($F_{(1; 159)}=8.45$; partial $\eta^2=0.05$) and social skills ($F_{(1; 153)}=5.22$; partial $\eta^2=0.03$), in favour of pupils from rural schools on achievement ($\bar{x}=17.23$) and social skills ($\bar{x}=62.95$) respectively. Gender had a significant main effect on pupils' social skills ($F_{(1; 153)}=4.03$; partial $\eta^2=0.03$), in favour of male pupils ($\bar{x}=62.82$) than female ($\bar{x}=61.32$). The two-way and three-way interaction effects were not significant. Teachers preferred the use of English and Igbo as medium of instruction.

English and Igbo as media of instruction enhanced primary four pupils' achievement and social skills in Imo State, Nigeria. These media of instruction should be adopted by primary IV social studies teachers for improved achievement and social skills of pupils.

Keywords: Media of instruction, Academic achievement in Social studies, School location.

Word count: 491

ACKNOWLEDGEMENTS

I sincerely wish to thank the Almighty God for his Kindness, Mercy and Protection throughout the programme. I also wish to acknowledge my Head of Department and Supervisor Prof. Esther Oduolowu for her constructive criticism, support and contributions to the success of this (Ph.D) study. She is a woman of integrity, a counselor and a mother. Her invaluable contributions helped to sharpen my thoughts in the production of this work. May the God I worship bless you in Jesus Name.

I am also grateful to my former Head of Department Prof. R.O. Akinbote and my internal/external supervisor, Prof J.A. Adegbile. I thank both of you for creating a stimulating environment that informed the completion of this work.

I also wish to express my unalloyed appreciation to all the lecturers in the Department of Early Childhood and Educational Foundations, Arts, and Educational Science Department: Prof. B.O. Lawal, Prof k.Babarinde, Prof Fakeye, Dr. Adeyinka, Prof S.O. Ajitoni, Dr. M.D. Amosun, Dr. I.A. Salami, and Dr.S.I. Meroyi, for their constructive criticisms and objectivity, Thank you Sirs, for without your continuous encouragement, there is no way I could have finished this work. You kept assuring me that it was not an impossible feat to achieve.

I thank my husband who was there for me to provide all the necessary support that is needed for this work. You are my brother, friend and sponsor of this programme. I place on record the contributions of my sponsors, Educational Trust Fund under the management of Alvan Ikoku Federal College of Education Owerri, who made my programme a gratifying experience. I want to appreciate my loving children and my research assistants for their hardwork towards the success of this study, may God bless you.

I shall be grateful to Dr Oluwakemi Akintemi, you have joy when I had joy, you feel bad when i had challenges, oh you helped me to move on. My heart will forever be thankful for the grace and good fortune i have to pass through your tutelage. Kemi, I shall hold dearly to all your pieces of advice, encouragement, criticisms spiritual, clinical and constructive guidance that gave birth to this work, God bless and preserve you in Jesus Name. My appreciation goes to Prof Daddy Hezekiah the founder

and leader of Living Christ Mission Worldwide for all his prayers throughout the study.

I appreciate Mrs. Regina Orji (Nne) the seller for her financial assistance throughout the study. Nne May God bless you in Jesus Name. I also appreciate my wonderful typist (Mummy Tobi) for her patiently helping me to type this work and who also allowed me to use her as my biological sister. My unreserved gratitude also goes to all the members of my church Sister Nono Adibe, Pastor Emeka Uwams, Pastor Ikenna Adim, Mummy Iheagwam, and Sister Rebecca whose prayers helped me throughout this study.

DEDICATION

I dedicate this work to God the Father, Son and Holy Spirit, my spiritual father, His Grace; The Most Rev Prof. Daddy Hezekiah, MFR, AMBP, JP,NFNY, LION of the Tribe of Igbo (Odum Ebo Igbo),The Anointed Prophet of the Most High God, Founder and Leader, Living Christ Mission Worldwide, Proprietor/Chancellor, Hezekiah University, Umudi. Also to my Liberator Mighty Princess of the Most High God, Onyinyeomachukwu, Ebubechukwunedum, Samuel Hezekiah. And to my darling husband, Prof. D.N. Epuchie, and children: Chinanyenwa, Chinaemerem, Chigozirim and my sisters Fatima Ezeuzoh and MaryIloh whose prayers and support contributed immensely to the success of this work. Sister May, as I choose to call you, God bless you in Jesus Name.

CERTIFICATION

I certify that this study was carried out by **Virginia Nkechi EPUCHIE** under my supervision in the Early Childhood Education Unit.

.....
Supervisor
Prof. Esther Oduolowu
B.Ed, M.Ed, Ph.D (Ibadan)
Early Childhood Education Unit
Faculty of Education
University of Ibadan,
Ibadan.

TABLE OF CONTENTS

	PAGES
Title Page	i
Abstract	ii
Acknowledgements	iii
Dedication	v
Certification	vi
Table of Contents	vii
List of Tables	xi
List of Figures	xii
List of Appendix	xiii

CHAPTER ONE

INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	11
1.3	Research Questions	12
1.4	Hypotheses	13
1.5	Scope of the Study	13
1.6	Significance of the Study	14
1.7	Operational Definition of Terms	15

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1	Theoretical Framework	17
	2.1.1 Lev Vygotsky Socio-Cultural Theory	17
	2.1.2 Eric Erickson's Social Development Theory	18
2.2	Conceptual Review	19
	2.2.1 Primary Education in Nigeria	19
	2.2.2 Concept of Social studies at the primary Level	21
	2.2.3 Objectives of teaching Primary Social studies	23
	2.2.4 Concept of Social skills	23
	2.2.5 Media of Instruction at the Higher Primary Level in Nigeria	25
2.3	Empirical Review	28

2.3.1	Igbo Language medium of Instruction and Pupils' achievement in Social Studies	28
2.3.2	Bilingual (English and Igbo) medium of Instruction and Pupils' Achievement in Social Studies	30
2.3.3	English Language medium of Instruction and Pupils' Achievement in Social Studies	31
2.3.4	Igbo Language medium of Instruction and social Skills of Primary School Pupils	32
2.3.5	Bilingual medium of Instruction and Social Skills of Primary School Pupils	34
2.3.6	English Language medium of Instruction and social skills of primary school Pupils	35
2.3.7	Gender and Social Skills of Primary School Pupils	35
2.3.8	Gender and Achievement of Primary Four Pupils in Social Studies	36
2.3.9	School Location and Social Skills of Primary School Pupils	37
2.3.10	School Location and Achievement of Primary Four Pupils in Social Studies	38
2.4	Appraisal of Literature	39

CHAPTER THREE

METHODOLOGY

3.1	Research Design	40
3.2	Selection of Participants	42
3.3	Research Instruments	43
3.4	Selection of Topics	43
3.4.1	Teachers' Instructional Guide for the Igbo Language Experimental Group I Igbo Language (TIGEGI)	44
3.4.2	Teachers' Instructional Guide for the Bilingual Group, Igbo and English Language Experimental Group II (TIGBEI)	45
3.4.3	Teachers' Instructional Guide for the English Language Control Group (TIGE)	46
3.4.4	Children Communication Observation Schedule (CCOS)	47
3.4.5	Children Self-Expression Scale (CSES)	48

3.4.6	Social Studies Group Loyalty Questionnaire (GLQ)	49
3.4.7	Social Studies Achievement Test (SSAT)	52
3.4.8	Teachers/Research Assistants Training Guide (TRATG)	52
3.4.9	Teachers/Research Assistants Evaluation Guide (TRAEG)	52
3.4.10	Focus Group Discussion Guide with Participating Primary School Teachers	53
3.4.11	Unstructured Interview Questions on Focus Group Discussion with Participating Primary School Teachers in Experimental Group1	54
3.5	Research Procedure	55
3.5.1	Visit to the Sampled Schools	55
3.5.2	Selection and Training of Participating Teachers and other Research Assistants	56
3.5.3	Administration of Pretest	56
3.5.4	Treatment Phase	56
3.5.5	The Experimental Group 1 Igbo Language	58
3.5.6	The Experimental Group 11 English and Igbo language	58
3.5.7	Control Group English language	58
3.5.8	Administration of the Posttest	59
3.5.9	Data Analysis	59

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1	Demographic Analysis	60
4.2	Testing the Null Hypotheses	63
4.3	Discussion of the findings	102
4.4	Answers to the Research Questions	103
4.4	Discussion of Findings	104
4.4.1	The Main Effect of Treatment on Pupils Academic Achievement in Social Studies	104
4.4.2	The Main Effect of Treatment on Pupils Social Skills	105

4.4.3	The Main Effect of School Location on Pupils Academic Achievement in Social Studies	105
4.4.4	The Main Effect of School Location on Pupils Social Skills	106
4.4.5	The Main Effect of Gender on Pupils' Academic Achievement in Social studies	106
4.4.6	The Main Effect of Gender on Social Skills of pupils	107
4.4.7	Interaction Effects of Treatment and Gender on Pupils Academic Achievement and Social Skills	107

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Summary	109
5.2	Conclusion	110
5.3	Contribution to Knowledge	110
5.4	Recommendations	111
5.5	Limitations to the Study	112
5.7	Suggestions for Further Studies	112
	REFERENCES	113

LIST OF TABLES	PAGES
Table 3.1: 3 x 2 x 2 Factorial Matrix Design	41
Table 3.2: Blue-Print for Social Studies Achievement Test	51
Table 3.3: Summary of Work Schedule for the Research Procedure	57
Table 4.1: Summary of Analysis of Covariance on Academic Achievement of Pupils	64
Table 4.2: Estimated Marginal Means on Achievement across the Groups	66
Table 4.3: Summary of Pairwise Comparison on Performance in SOS	70
Table 4.4: Summary of Analysis of Covariance on Social Skills of Pupils	72
Table 4.5: Estimated Marginal Means on Social Skills across the Groups	74
Table 4.6: Demographic of pupils interviewed	94
Table 4.7: Demographic of Teachers interviewed	95

LIST OF FIGURES	PAGES
Fig 1: Distribution of participants based on school location	61
Fig. 2: Gender Distribution of the participants	62
Fig. 3: Achievement Mean Scores across the Treatment Groups	68
Fig. 4: Skills Acquisition across the Treatment Groups	76
Fig. 5: Academic Achievement of Pupils Based on School Location	79
Fig. 6: Skills Acquisition of Pupils based on School Location	80
Fig. 7: Social Skills Acquisition based on Gender	82
Fig. 8: Interaction Effect of Treatment and School Location on Achievement of Pupils	84
Fig.9: Interaction Effect of Treatment and School Location on Social Skills	86
Fig.10: Interaction Effect of Treatment and Gender on Academic Performance	88
Fig.11: Interaction Effect of Treatment and Gender on Social Skills	90
Fig.12: Interaction Effect of School Location and Gender on Social Skills	92

LIST OF APPENDIX	PAGE
Teachers’ Instructional Guide for The Igbo Language Experimental Group I (TIGIL)	121
Teachers’ Instructional Guide for the Bilingual Group, English and Igbo Language Experimental Group II(TIGBGEI)	129
Teachers’ Instructional Guide For The Control Group English Language (TIGCG)	141
Children Communication Skills Observation Schedule (CCOS)	149
Children Self-Expression Scale (CSES)	150
Adapted from Misch, Over and Carpenter Group Loyalty Experimental Questionnaire (2014)	151
Social Studies Achievement Test (SSAT)	152
Primary School Teachers/ Research Assistants’ Training Guide I	155
Teachers’ and Research Assistants’ Training Guide II	157
Teachers/Research Assistants Evaluation Guide (TRAEG)	158
Focus Group Discussion Guide With Participating Primary School Teachers	159
Unstructured Interview Questions for Children in Experimental Group I	161
Unstructured Interview Questions for Children in Experimental Group II	162
Unstructured Interview Questions for Children in Control Group	163
Unstructured Interview Questions on Focus Group Discussion with Participating Primary School Teachers in Experimental Group I	164
Unstructured Interview Questions on Focus Group Discussion with Participating Primary School Teachers in Experimental Group II	165
Unstructured Interview Questions on Focus Group Discussion with Participating Primary School Teachers in Control Group	166

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education, as it is well known, is an acceptable tool for the development and advancement of every society. Societal needs change with time; as a result there are needs to equip its children with the required attitudes in order to achieve its optimal goals. However, for education to play its expected role, it must respond positively to the needs of the society. Many people bemoan the poor quality of Nigerian graduates, the university system and Government are often blamed for this. Unfortunately, little consideration is given to the primary section of education which underlies every other graduates stage of educational pursuit.

There is a consensus among scholars on the overwhelming importance of primary education on the overall educational system and national development. Okpala (2007) and Adesina (2011) see primary education as the hub on which other levels of education revolves. Olaniyan and Obadara (2008) also concur with this submission on the critical role of Primary education. The National Policy on Education (FRN 2013) specifies that Primary education is for children between the ages of 6 to 12 years. According to the Policy, its aim includes, inculcation of literacy, ability to count and communicate, to provide solid basis for scientific and reflective thinking, to make sure that there is love for the country, unity in diversity, inculcation of good moral values in the child, adaptation to the environment as well as provision of opportunities for the child to perform optimally within his or her limits in the society.

For these aims to be achieved, the policy states that primary education must be qualitative and cover a range of subjects. The objectives of primary education highlighted above cannot be realized unless children are equipped with relevant social skills and values. Specifically, the objectives documented in Section 2 sub-section C 19 a, d, e and f are the specific objectives which social studies is expected to achieve

and this cannot be realized unless these children have requisite social skills. Furthermore, an in-depth analysis of these objectives shows that Social studies is of paramount importance to the realization of almost every one of them. Social studies is made up of other subjects like Religious studies, civic education, Islamic studies as well as Security education. Social studies tends to transform students by enlightening them as well as making them to be responsible members of the society where the dignity of man is respected.

Social studies is one of the potent ways through which children can be made to appreciate their social environment and understand their place in it. It plays enduring role in building and sustaining social stability at all levels in the society. Chrisolo, Camposano and Rogayan (2017) noted that Social studies is imperative in the world in which we live. Expounding on the importance of Social studies, scholars noted that it is a bedrock to social development; transforms an individual and makes him a catalyst in the economic development of the country. It is no gainsaying that the subject provides knowledge, promotes patriotism, fosters cultural reorientation, encourages leadership by example and broadens one's world view.

Nigeria is a pluralist society comprising over 250 different ethnic groups (Irukwu, 2007; Falola and Heaton, 2008). The country, therefore, seeks means for integration. Social imbalance in the country between the North and South can be attributed to the introduction of western education and culture into its policy. As a result of this, the level of development in the South is much more noticeable than that of the North. Also arbitrary boundaries that were created by the colonial masters tend to create problems amongst kiths and kins within administrative units.

Nigeria, as a country, is a multinational, multi-cultural and multi-ethnic nation that is in need of forging unity in diversity. Historical and cultural differences often cause misconceptions that lead to political disputes. Since Nigerian independence in 1960, efforts have been made by government to entrench peace and stability in governance. Social studies had been used as an instrument to achieve this. As a core subject in the school curriculum, its aims and objectives were to reflect the national goals and aspirations which her education sets up to accomplish National Policy on Education, (FRN 2013).

The efforts of educators from Ohio University, who introduced the study of Social studies in Nigeria since 1958, should not be forgotten. Even though its

introduction did not yield the required dividend at that time but it served as a spring board for its re-introduction in 1963. This enables the pupils to learn about themselves and their environments. As a subject that employs the integrated approach, it cuts across individual subjects divisions and presents knowledge as an integrated whole. This helps the learner to fashion a rational decision that is geared towards national development.

Embedded in the subject matter of Social studies is social skills which serves as an effective means through which the goals of Social studies are attained. Aside knowledge of social relations and interactions, social skills which enable an individual to relate harmoniously with others around is also an important goal that Social studies strives to inculcate in learners. The Social skills that are acquired through the study of Social studies helps the children in the cultivation of enviable and positive habits that will enhance their interaction with others. Children also acquire positive social skills display consideration for the feelings and the interest of others. They take turns, allow others to participate in what they are doing, take responsibility for their actions as well as control themselves. Social skills could be learnt from parents, adults, teachers, and peers. Acquisition of Social skills by children are essential because it enhances the development of social relationships. Futhermore, this helps them in reducing chances of developing negative instincts. It improves the development of healthy attitudes for self and others. This will, on the other hand, affect the development of desired emotional state which in turn improves academic success (Bostani, Nadiri and Nasab 2014; Singh 2015)

Children in primary schools, especially in upper primary education level beginning from Primary four are important age cohorts in social values and social skills development (Abidogun and Adebule, 2013). McClelland and Morrison (2003) opined that the development of social skills is the bedrock for later academic achievement as well as work-related skills. Moreover, Ladd and Burgess (2001) said that the social skills that children learn when they were young, lays the foundation for subsequent relationships that they develop later at adulthood.

Primary four pupils, according to the proposition of Piaget, are still at the concrete operational development stage which is characterized by strong need for social interaction and shaping of social behaviour. Again, other predominant social characteristics of primary four pupils as documented by Howe (2009) are

geocentricism, liveliness, and a high tendency to being influenced both positively and negatively by parents, teachers and significant others. The developmental stage of primary four children provides unique opportunity to develop social skills. When the natural instinct of anti-social tendencies like geocentricism is not corrected through education, these children carry their natural human instinct of self-centeredness to adulthood. When this happens, their actions and behaviours will threaten societal peace. The natural instinct of geocentricism can be corrected by social skill like group loyalty which can replace desire to be alone. In the same vein, effective communication and self-expression skills can also effectively correct the tendency of being negatively influenced by others. This is because pupils with social skills will be able to politely turn down negative social influences.

Children learn social skills from the adults and their peers in their environment who model and educates them on how to behave in certain circumstances (Ladd, 2005). Many children spend a significant portion of their active days in the school settings (Moronkola, 2012). This makes the school an important setting where social skill development for children can be facilitated.

There are consequences that have been established by previous researchers that is attributeable to the acquisition of poor social values and negative skills. These consequences have short and long term in results. In a short period of time, children with poor social values are said to be found to be disruptive in class and depressed (Kucuker and Tekinarslan, 2015), low achievers (Durlack et al., 2011; Singh, 2015) engage in general problem behaviour (Kucuker and Tekinarslan, 2015). In the long run, they grow to become violent and aggressive (Ousey and Wilcox, 2007; Lynch and Simpson, 2010); as well as perform poorly on their jobs (Ladd and Burgess, 2001; McClelland and Morrison, 2003). The effect of poor social values and skills at adulthood emphasises a strong need to addressing social problems right from the childhood stage of development in order to breed citizens with social skills.

When societies are threatened by violent crimes as it is the case today in Nigeria; it could be indicative of the fact that social skills are lacking (Are, 2008; Nwankwo, Obi and Kanu, 2013). Poor social skill behaviours are manifested in vandalism, using rude, abusive or insulting language, bullying, aggression, assault, theft, terrorism and others of such acts that endanger the peace, safety, security and harmony of the society. Individuals that have been involved in violent crimes at adulthood have been found to

exhibit anti-social behaviours at childhood (Ousey and Wilcox, 2007; Idu and Ojedapo, 2011).

Although social skills are multiferous, this study focuses on the three that are largely tied to the realisation of the objectives of primary education as stated in the National Policy on Education (FRN2013), and they are: Social Communication, Self-Expression and Group Loyalty. Children who are proficient in the skills will be more likely to live peaceful, cohesive and harmonious lives than those who do not. This thus makes it important to inculcate these skills in school children. This is also important since these pupils have the tendency of transmitting the skills learnt at school into the society. This will curtail the production of a large population of adolescents who are deviants in the society.

The Development of these three skills stands out pre-eminent in the realization of the objectives of Social studies. The development of Social skills in children could take different dimensions. Lynch and Simpson (2010) suggested three methods to include using play method to enhance Social functioning; use of classroom to promote social development as well as direct teaching methods. Direct teaching incorporates giving instruction, copying from peers and curtailing problem behaviours.

As it has been obviously stated, there are high levels of poor social behaviour among young people in Nigeria. Most people believe that the absence of these skills could be attributed to the upsurge of poor social behaviour among young people in Nigeria. These social problems have necessitated the various attempts made to introduce school subjects and develop curriculum as a means of helping school children to acquire the right attitude and understanding that could enhance positive social behaviour.

Social communication could be seen as a language which is prone to misunderstanding by children. However, with determination, steadfastness and determination in practice, communication could effectively be taught. This skill could be taught by making children understand and have self confidence in themselves. Children should be able to talk about themselves, engage in discussions with others as well as stand their grounds in arguments.

For instance, previous research efforts have been focused on determining the effect of communication skill training on social behaviour of people and adolescents in secondary school and colleges and children with autism, Khodabakhshi and

Falsafinejad, 2014), patients with chronic mental illness (Vyskocilova, and Prasko, 2012; Khodabakhshi, Ebrahim, and Navidian 2016), nurses treating cancer patient. There is therefore knowledge and research gap of determining how pupils in the primary four age cohort could benefit from communication skill training in order to develop their communication skill. It is in a bid to filling this research and knowledge gap this study was designed.

Group loyalty is an important social skill as some people are socially successful alone, but not in groups. Significant activities of man involve one group or the other as almost nothing can be achieved in isolation. Everyone is born into a family and forms his first peer group and then grows in a community as well as attend school where peer group behavior continues to affect his/her development. Group loyalty is therefore a cornerstone to becoming an immanent member of any society. Children abhor their inability to integrate themselves into groups during their formative years. Researchers show that such children are at risk of becoming social misfits with multiple academic problems as they grow up (Ikediashi and Akande, 2015) In this study, children are exposed to variety of skills that can help them to be integrated into other groups, and even could be accepted as leaders The classroom is an important setting for the development of group skills. Teachers are admonished to give more attention to children who exhibit good behaviour in group settings. Even though it is not easy to be prominent in group setting but this could be realized by instilling the spirit of give and take and accommodation in where children cannot find their feet in group loyalty skills. There are many consequences that are inimical to effective social living and functioning. For instance the inability to develop the culture of group loyalty can lead to many problems ranging from faculty adaptation to social misfits arising from lack of confidence in oneself anxiety as well as depression.

The development of self-expression and self-control will not only help children to be accepted by their peers but also help them to develop their physiological well being. Social values have a lot to do with the development of sociability in life For example, previous researchers have investigated self-expression training on assertiveness of adolescents in secondary schools (Khodabakhshi et al., 2014) and learners with hearing impairment (Tahereh, Farnaz, Nikta, and Enayatolla, 2013). This thus leaves notable research gap on primary four pupils in conventional schools. This study might therefore address this research gap of involving children in conventional

schools than only children with marked special needs which other previous studies have focused.

Social studies has not achieved its aim in Nigeria. Nigeria still remains a diversified society with multiple ethnic groups demanding a lot from consecutive governments despite its inclusion in the school curriculum. The subjects' influence is yet to be felt since its introduction in 1963. For example, tribal sentiments rather than sovereign interest continues to pre-dominate; fashioning unity in diversity is hard to come by when compared with ethnic loyalty. Today, Nigeria is sitting on a keg of gun power with ethno-cultural disturbances arising from Boko Haram, Fulani Herdsmen, Niger Deltar agitators, the Movement for the Actualization of the Sovereign State of Biafra (MASOB) and Indigenous People of Biafra (IPOB).

While self-determination is a universally acclaimed human right, the approach to pursuing self-determination must be within the ambit of socially acceptable mechanisms. There is also the threat posed by violent crime and mindless destruction of lives and properties evident in kidnapping and armed robbery, economic sabotage, herdsmen carnage and the Boko Haram crises. All these social vices necessitated an investigation to understanding why Social studies has not been effective in evolving a social order in Nigeria despite its status as a compulsory subject in primary schools in Nigeria.

It seems Social studies is taught and learnt through rote learning without any strategy to improve pupils' achievement and within the school system, evidence shows that achievement in the subject is not satisfactory. Oyeleke and Ojebiyi (2013) reported academic achievement of learners beyond average. Essien, Akpan and Obot (2015) revealed the poor academic performance in Social Studies among Calabar school children. This unsatisfactory achievement could be attributed to myriads of factors of which teaching and learning approaches as well as medium of instruction could be part (Obanya, 2004; Salawu, 2000; Okediadi, 2011; Fakeye, 2011; Yange, 2016). The current practice of using English Language as a Language of instruction is at variance with the stipulations of the National Policy on Education.

When the foundational level of education is not laid with the language of the environment, they transit to upper primary stage unprepared as their Social studies concept understanding is poor. Poor achievement in Social studies could therefore account for the poor social skills which have been reported among Nigerian students

(Ikediashi, 2015). For learners to benefit maximally from Social studies, the language medium of instruction must facilitate assimilation and improve achievement. Creating an enabling teaching and learning environment where learners can actively participate in the process could help in improving their academic achievement. The poor achievement level on Social studies which is also reflected in poor social values and skills might be attributable to language medium of instruction that does not encourage pupils' participation.

Having adequate knowledge of the language of instruction is a prerequisite to passing the required information to the child. The child must be conversant with the language of instruction before he absorbs class conversations. Language medium of instruction has been an issue of discourse in developing countries. Nigeria, like other countries of the world has multiplicity of language. She has also adopted English as a language of official communication as well as a language of Education except in pre-primary and early primary level. The Federal Government of Nigeria(FRN 2013) stipulates that the language of immediate environment should be used as the language of instruction.

Nigeria is linguistically fragmented as it consists of many tribes with multiple languages. Most times, primary school pupils learn to communicate in the language of immediate environment through traditional education before they enter the primary school. Both languages are used at the same time as a means of information dissemination. It is an undisputable truth that children learn their first language unknowingly from their homes, peers adults even when they are not taught (Fakeye and Soyinka 2009) In order to ensure that there is a hitch free movement from the home to the school setting the National Policy on Education (FRN 2013) recommends the use of the first language as a language of instruction in Pre-primary and Junior Primary Schools. Fafunwa's historic Ife-Six Year Project has provided enduring impact of first language medium of instruction on learning outcome.

Although the conclusion from Ife-Six year project has been supported by other researchers (Salawu, 2000; Igbojinwaekwu and Dorgu, 2015), evidences on the better effect of bilingual instruction (Ande, 1990; Banjoko, 1997; Amao, 2010) exist. For instance, Salawu (2000) found that pupils taught in Yoruba recorded the highest achievement and class participation compared to those taught in English or bilingual language. Igbojinwaekwu and Dorgu (2015) findings affirmed the result of Salawu

(2000) children taught in Igbo performed creditably higher than their counterparts taught in English and those taught in English and Igbo. On the other hand, Ande (1990), Banjoko (1997) and Amao (2010) reported that pupils taught in bilingual language of Yoruba and English recorded highest achievement than those taught in Yoruba alone and English Language alone.

Although governmental policy (FRN 2013) on the use of Language as a means of teaching in the Nursery and Junior Primary Schools advocates that Mother Tongue be used, this policy has not been implemented in schools. Copious evidences have suggested that using the language of immediate environment has proved to be more successful amongst learners. The Ife-Six year Project, according to Obanya (2004) testifies to this analogy by proving that children taught in Yoruba performed better in Science, Mathematics and Social studies in comparison to those taught in English which represents the second Language. Accepting the problems created by Nigeria's multiculturalism, Araromi (2017) noted that Nigeria's multilingual status must not be an excuse to advancing and benefiting from the advantages inherent in using the mother tongue as means of instruction in schools in Nigeria. Using countries like Tanzania, Guinea, Finland, Yugoslavia, Swizerland, and Canada as examples of countries that have either multiple languages or two languages which have embraced the use of mother tongue as a means of instruction in schools, the scholar suggested that Nigeria should imitate them by advancing one of its main languages of Hausa, Igbo, or Yoruba as approved language and means of teaching.

In Imo State, which is in the South Eastern Nigeria, unarguably, researchers have established that one of the contemporary problems today in Imo State is the series of kidnapping for ransom that have assumed an unprecedented dimension with no end in sight in the state. Therefore, the selection of Owerri was based on the fact that the state was the hotbeds of kidnapping in Nigeria. Also Igbo Language is a major language that is spoken in the South-Eastern Nigeria. Although Igbo has been accorded the status of a dominant language in the zone, English still maintains its status as Nigerian's official language. Previous researchers have investigated learning outcomes of children taught in Igbo language and reported that their achievement is improved by the medium. Igbojinwaekwu and Dorgu (2016) investigated retention among school children taught in Igbo (L1) and English (L2). The experimental result showed that children exposed to Mathematics content in L1 performed better than

those exposed to the content in L2. Whether this is applicable to Social studies, however, remains unclear. The notable contribution of this study notwithstanding, it is important to extend the investigation to bilingualism. This is the major focus of the present study. Primary four pupils just transited from indigenous language based method of teaching to English based method of teaching. It is very crucial to examine whether their Achievement in Social studies will be better in Igbo,English plus Igbo(Bilingual instruction) and English

Bilingualism describes language knowledge as the acquisition of two languages (Varghese, 2004). Nevertheless, Bilingualism signifies the acquisition of two languages by one person regardless of how fluent he may be. In language acquisition, those that speak two languages may be skillful in one than the other. For instance, a person might be skillful in conversation than reading. The level of performance in the two languages that are acquired by bilinguals consequently affects the use of these languages worthy. It is not worthy that bilingualism has its pros and cons. The meanings of bilingualism are very important to teachers as performance in first language and second language and vice versa in language learning are not the same across speakers of two languages.

The intellectual difference that is intrinsic in speakers of two languages manifest itself in acquisition of high test scores, good way to solve problems, development of good vision and entrance to more interconnectivity. Also speakers of two languages are backed up by trusted counselors in their speech communities as well as the prevailing culture. They are also necessary because they can attest whether differences exist as a result of achievement or just because of speaking two languages. This study must take into cognizance of users of two languages in communication in order to uphold suitability in the second language and competence in the first language.

The importance and relevance of English notwithstanding, research evidence cast doubts in its efficacy in enhancing learning outcome in Nigerian children (Adebiyi, 2013; Igbojinwaekwu and Dorgu, 2015). Previous researchers have attempted to investigate the effect of using mixed languages as a means of teaching and its result on children's performance. Jiang, Garcia and Willis (2014) recently investigated the influence of medium of instruction delivered in learners first language, L1 (Chinese), second language, L2 (English) and bilingual form (combining Chinese

and English) and reported that learners exposed to bilingual instruction recorded better learning outcomes than those exposed to L1 and L2. There were paucity of local literature on how instructions delivered in learners' L1, L2 and bilingual instruction influence learning outcome. Specifically, there was paucity of research on how learners fare on instructions delivered using different languages. The aim of this study was to bridge the gap using the social skills content of Social studies curriculum as contents to be delivered in Igbo, English and Igbo and English.

Learning outcome delivered in any language, be it L1, L2 or in bilingual form can be moderated by gender and school location. As earlier stated, gender has been conceptualized as a social construct of being a male or a female based on societal world view. This construct has been found to affect the way children learn. Igbojinwaekwu and Dorgu (2015) investigated the extent to which gender influences learning instructions delivered in L1 and L2. The study found that female children benefitted more than their male counterparts and the mean difference between boys and girls of school age was statistically significant. This present study examined if this were also obtainable in social skills curriculum among primary four children in Imo State, Nigeria. School location, which describes whether children living in an urban or rural area also have been found to affect learning. In an experimental study designed to investigate the learning outcome of children in reading achievement delivered in L1, Adebisi (2013) reported that rural children benefitted more in the programme and the mean difference between their reading skills and that of urban children was statistically significant. This was not unconnected with the fact that rural children are more likely to understand and be well-versed in L1 than their urban counterparts.

1.2 Statement of Problem

Poor social skills have been copiously reported to be significantly associated with poor social behaviour among children in Imo State. This therefore necessitated addressing Social studies teaching and learning using medium of instruction as a tool. Previous research efforts have been focused on using various teaching strategies to enhance the achievement of primary four pupils in Social studies instead of using medium of instruction to enhance achievement in social studies and social skills of primary four pupils who are transiting from lower primary level where L1 is the LMI to upper primary level where L2 is the LMI. There is a research gap on studies that

have combined Igbo, English and Igbo and English only to enhance primary four pupils' achievement in Social studies and Social skills.

Moreover, since Nigeria is a multi-lingual society and specifically, Imo State is a bilingual society and also the hotbeds of kidnapping in Nigeria. Researchers have also established unarguably, that one of the contemporary problems in the State is the series of kidnapping for ransom that have assumed an unprecedented dimension with no end in sight despite the existence of the criminal justice system which ought to checkmate it. Language medium of instruction might be a factor responsible for poor performance in Social studies learning outcomes among primary school pupils. This also leaves the knowledge gap in understanding the challenges of instructional contents delivered in the Mother Tongue (L1-Igbo), Acquired Language (L2-English) and bilingual instruction of combination of Igbo and English. The study therefore inquired into the effect of using language as a means of teaching Social studies, its learning outcomes (achievement and social skills) of primary four pupils in Imo State, Nigeria. The study further investigated the moderating effects of gender and school location on social studies learning outcomes (achievement and social skills).

1.3 Research Questions

1. What are the difficulties teachers encountered with teaching primary four pupils social studies in;
 - i. Igbo Language
 - ii. English and Igbo Language
 - iii. English Language.
2. What are the difficulties primary four pupils encountered with learning social studies in;
 - i. Igbo Language
 - ii. English and Igbo Language
 - iii. English Language

1.4 Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- H₀₁:** There is no significant main effect of treatment on primary four pupils':
- a. Achievement in Social studies concepts
 - b. Social skills
- H₀₂:** There is no significant main effect of gender on primary four pupils':
- in Social studies concepts
- a. Social skills
- H₀₃:** There is no significant main effect of school location on primary four pupils':
- a. Achievement in Social studies concepts
 - b. Social skills
- H₀₄:** There is no significant interaction effect of treatment and gender on primary four pupils':
- a. Achievement in Social Studies concepts
 - b. Social skills
- H₀₅:** There is no significant interaction effect of treatment and school location on Primary four pupils':
- a. Achievement in Social Studies concepts
 - b. Social skills
- H₀₆:** There is no significant interaction effect of gender and school location on primary four pupils':
- a. Achievement in Social Studies concepts
 - b. Social skills
- H₀₇:** There is no significant interaction effect of treatment, gender and school location on primary four pupils':
- a. Achievement in Social Studies concepts
 - b. Social skills

1.5 Scope of the Study

The study covered primary four pupils in public primary schools in Imo State, Nigeria rural area and urban area. The reason for choosing primary four pupils was because they were within the age range where the use of English language is officially introduced as medium of instruction to the primary school system. The

Study investigated the effects of language media of instruction (i.e. Igbo language, English and Igbo, English language medium) on pupils' Social studies learning outcomes (its achievement and social skills). The moderating effects of gender and school location were also investigated. Social studies concepts that were used in this study were social environment, the relationship of some family members, culture and other people's beliefs and traditions. And the social skills developed in Igbo, English and Igbo and English only were communication, self-expression and group loyalty. The concepts was selected from the revised 9-year Basic Education Curriculum (UBC) Religion and National Values developed by the Nigerian Educational Research and Development Council (NERDC). These topics were taught using three different language media, Igbo, English and Igbo (bilingual instruction) and English.

1.6 Significance of the Study

The greatest challenge facing Nigeria today as a country is poor social skills; like lack of proper communication, lack of obeying rules, and maintenance of peace and order in the society. The outcome of the study would be instrumental to overcoming this challenge. The findings of the study could reduce violent crimes and other anti-people tendencies like large scale corruption that have perpetually made Nigeria a laughing stock in the comity of nations. The study could be impactful in creating the needed awareness and need for social re-orientation for the youths and social skills and values development among the Nigerian children.

The educational field could find this study useful as a clarion call to playing its overwhelming role of character development in children. The field of early childhood education could also be boosted in devising effective medium of instruction to maximize learning among children. This is based on the fact that the outcome of the study could deepen literature and extend the frontiers of already established knowledge on the place of media of instruction on learning among children. The findings of the study could also have great relevance in stimulating the appetite of future researchers in the field just as it could also be impactful in serving as resource material and tool for future researchers. Educational policy makers and curriculum planners could draw from the study insight to enrich existing curriculum on social development in education at the primary school level as well as across all levels of schooling in Nigeria.

1.7 Operational Definition of Terms

Social skills: These are the skills of Communication, Self Expression, and Group Loyalty.

Social Studies Concepts: These are social environment, the relationship of some family members, culture and other people's beliefs and traditions

Medium of Instruction: This refers to the languages through which Social Studies concepts will be taught to primary four pupils. They are; Igbo, Igbo and English and English.

School Location: This refers to where the study will be carried out. It will be carried out in both Urban and Rural areas. For instance, Urban :Owerri municipal, Owerri West and North. While rural are: Mbaitoli, Ikeduru and Njaba.

Self-Expression: This refers to how children express their needs, wants and control their feelings. It will be determined by their scores in the Children Self Expression Scale.

Group Loyalty: This refers to how children can be committed to the goals of a group. For instance, Having feelings for others, Being able to share belongings with others, Taking turns in activities and Conforming to the goals of their peers.

It will be determined by their scores in Social studies Group Loyalty Questionnaire.

Communication: This refers to how children will be able to say who they are to others and to each other. For instance, Being able to express their wants and needs, Accepting other people's ideas and sharing ideas with peers and other people in the community. It will be determined by their scores in Children Communication Observation Schedule.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, literature were reviewed under the following sub headings

2.1 Theoretical Framework

- 2.1.1 Lev Vygotsky Socio-Cultural Theory
- 2.1.2 Eric Erickson's Social Development Theory

2.2 Conceptual Review

- 2.2.1 Primary Education in Nigeria
- 2.2.2 Concept of Social studies at the primary level
- 2.2.3 Objectives of Teaching Primary Social studies
- 2.2.4 Concept of Social skills
- 2.2.5 Concept of Gender
- 2.2.6 Concept of School Location
- 2.2.5 Media of Instruction at the higher Primary Level in Nigeria

2.3 Empirical Review

- 2.3.1 Igbo Language Medium of Instruction and Pupils' Achievement in Social Studies
- 2.3.2 Bilingual (English and Igbo) Media of Instruction and Pupils' Achievement in Social Studies
- 2.3.3 English Language Medium of Instruction and Pupils' Achievement in Social Studies
- 2.3.4 Igbo Language Medium of Instruction and Social skills of Primary School Pupils
- 2.3.5 Bilingual (English and Igbo) Media of Instruction and Social skills of primary school Pupils'
- 2.3.6 English Language Medium of Instruction and Social skills of Primary School Pupils

- 2.3.7 Gender and Social Skills of Primary School Pupils
- 2.3.8 Gender and Achievement of primary four pupils in Social studies
- 2.3.9 School Location and Social skills of Primary School Pupils
- 2.3.10 School Location and Achievement of Primary Four Pupils in Social studies

2.4 Appraisal of Literature

2.1 Theoretical Framework

2.1.1 Lev Vygotsky Socio-Cultural Theory

Lev Vygotsky (1896-1934), is a notable Russian psychologist, whose ideas have greatly revolutionized Education. The theorist noted that communication established with children by adults shape the children's thought pattern. This thought pattern guides these children's own action and enables them acquire new skills (Kozulin, 2002), and (Kozulin, 1995). He submits that although biological factors are for the emergence of elementary processes, socio-cultural factors are antecedent to its development. According to him, since the child's social environment is unique, the child's socio-cultural environment primarily determines the child's higher mental functioning.

Basic Concepts of Vygotsky's Socio-Cultural Theory

One of the most outstanding concepts of the Social-cultural theory is that human mind could continue to function despite obstacles/hitches. Humans require certain 'human tools' to understand themselves and the world around them. These tools make up the significant aspect of the socio-cultural environment of the child. Language is one of the most potent human tools the child uses for understanding itself and its environment. The child has parents, teachers and significant others as guides. These guides instruct and direct the child on the culture of the society using language as medium for this enculturation. Knowledge becomes the medium through which teachers, in relation to this study, pass social and cultural values to children based on interactions with instructional contents they are exposed to. This is not done in a haphazard but orderly manner (Wertsch 1985). The first stage known as inter-psychological plane occurs when the child is exposed to and interacts with the instructional contents. For learning to be meaningful, learners must not merely memorize instructional contents but must process them to form their own knowledge.

This cannot happen unless the instructional process is interactive and the teaching and learning model as well as language medium of instruction is the key.

According to Lantolf (1994) Vygotsky argues that consciousness on the part of the learner is crucial to building new knowledge other than mere rote memorization of instructional contents. Williams and Burden (1997) noted that the theory objects to the idea of distinct teaching of skills and maintains that the symbolic value of the idea in question should be studied. This theory lays credence to the input of the learner to any learning solution that manifests as a problem-solver. According to Ellis (2000) the theory believes that learning occurs not through exchange between people but through understanding. Thus the present study is adopting different language medium of instruction in order to enhance interaction with the instructional contents on the part of the pupils.

In relation to this study, Vygotsky's proposed that the child requires language tools to interact with instructional contents. In teaching Social studies, it is important to ensure that language medium that is not strange to the child is in used. In China and India where their language medium of instruction is their L1, children might not find learning tasks difficult as copious evidence have shown. These evidences are reported in subsequent sections of this chapter. Although governmental policy proposes that English be used for primary four pupils, the extent to which this policy statement hampers or enhances pupils learning is important to establish. This is because, Vygotsky argues that unless a pupil is well versed in his/her language medium of instruction, the tool required to process instructional content will be lacking. Therefore, in relation to this study, Vygotsky's proposition of *mediation* will be applied in mediating the instructional contents in three languages including L1 (Igbo), L2 (English) and bilingual instruction (combination of L1 and L2).

2.1.2 Eric Erickson's Social Development Theory

The Social Development Theory propounded by Eric Erikson (1963) proposed that social interactions shape personality of humans. The theorist argued that personality formation exists in stages and this development is central to social relationship and interactions. He identified eight stages of social development. According to him, at each stage, social competence is developed and failure to develop social competence leads to a social maladjustment. The eight stages of Erikson's social

development theory are as follows : Trust and mistrust; autonomy, shame and doubt; industry and inferiority; initiative and guilt, identity and role confusion; intimacy and isolation; generativity and and stagnation as well as integrity and desperation.

However, each of these developmental stages has conflicts that humans need to effectively resolve in order to develop a stable and adjusted personality. Primary education takes place between stages three and five. Specifically, the participants for this study are at the fourth stage. At this stage, children develop industriousness. social skills are key to effectively developing this ability. Erikson asserted that developing social competence, including industry, requires that children draw from resources and models around them including parents, peers, environment and teachers. If there are contradictions in modeling appropriate social competence on the part of role models, the quest of developing competence becomes unsuccessful. In essence, the child's social environment plays crucial role in his/her social development. The present study, relying on the assumptions of this theory can therefore provide a stimulating social environment to help primary four pupils gain social values and social skills for social competence.

2.2 Conceptual Review

2.2.1 Primary Education in Nigeria

As earlier stated, education is the essential elements for the realization of national objectives. It is a means of empowering people, especially children, to appreciating and benefitting from available opportunities as well as creating one for themselves and others. Educated people therefore drive national developmental efforts in any society (Okpala, 2007; Osabuohien and Efobi, 2012). Primary education lays the second foundation on which other levels built upon. Its most important attribute is to be able to read.

Primary education is seen by the United Nations Development Programme (UNDP) as a way of bridging the gap between both sexes as well as a means of enhancing growth and development. In order to achieve this, the UNDP in September 2000 listed eight goals termed the Millennium Development Goals (MDGs). These goals targeted at alleviating the suffering of the poor in the world by the year 2015 in conjunction with others bodies. The goals that were set out to achieve include: Extirpation of intense desire for food and the state of indigence; Success in

Providing Primary Education for all; enhancing equity for all sexes as well as providing support for women; reduction of infant death rate; improve mother health; fight Hiv/AIDs; maintain the environment and partner with others for development. The fact that Primary education is crucial to the survival of any nation is not in doubt. Primary education is an antidote to the socio-cultural as well as economic problems that faces a nation. Education eradicates conflicts and helps in the restoration of peace. Having realized the need for Primary Education, many governments have in one way or the other made it free and mandatory for all. Asodike and Ikpitibo (2015) however noted that a notable benefit of primary education is to empower children to understand events around them.

According to the National Policy on Education (2013), performance at post primary levels is a function of success realized at the primary stage of education. This makes functionality of primary education a crucial factor in educational success. Asodike and Ikpitibo (2015) thus noted that addressing issues affecting functionality of primary education must be given due attention. Fafunwa (1974) noted that the utmost target of primary education is to help a child acquire and gain proficiency in the three Rs of Reading, Writing, and Arithmetic. Proficiency in these abilities can translate to or enhance literacy. A functional primary education will therefore focus on instilling and helping children gain proficiency in these abilities.

Moreover, it could be said that Primary Education is very crucial to the development of the society. For pupils to communicate effectively and contribute their quota towards the socio-economic development of the nation, Primary Education is very important. It serves as a springboard on which other cadre of education is based. Also in a world that poses great challenges to people, Primary education provides for young people the necessary reading and writing skills that will enable them to excel in the society.

Primary education provides the base of the educational pyramid. This way, a child with primary education has an opportunity of survival compared to one who does not. As a result of the prime position it occupies as an important part of the Nigerian education, care must be taken in handling it. This is so because any mistake at this period will seriously threaten the growth and development of secondary and tertiary levels of education. Demonstratively, a child's career could be likened to a pyramid which needs a strong foundation on which other structures stand. If a good foundation

is laid, the pyramid is bound to stand the test of time but if otherwise, the pyramid will collapse. So it is with the state of primary education in a country. It is a proven fact that pupils who have problems in the first years of their educational pursuit find it absolutely difficult in finding their feet in subsequent years (Okpala2007; Adesina 2011)

In order to meet societal expectations, Primary education has undergone many transformations. Asodike (2010) recounts these changes to include 1926-30 when it was eight years; 1930-47 when it was six years as well as in 1951 when it was divided into junior and senior primary schools. This transformation continued in 1952 when it was eight years duration. In 1960, the regional government adopted different systems of Primary Education that suit them. Both the Eastern and Northern regional government voluntarily chose to run seven years of Primary Education while the Federal Capital and its western region counterpart chose to run their own for eight and six years respectively. These systems of education were replaced by the Universal Primary Education which came to being in 1976. Finally, the UPE was replaced by the Universal Basic Education (UBE) which was introduced in 1999. This changes and counter changes in Primary Education is not for nothing. They were undertaking in order to make sure that it provides ingredients required for the socio-economic development of the nation. However, for Primary Education to be effective, the education planners need to know the number of people that are to be enrolled each year. Without this data successful planning will be hard to come by.

2.2.2 Concept of Social Studies at the Primary Level

Social studies as a subject inculcates knowledge, attitudes and competencies required for harmonious interactions in learners Ogunbamero(2006). It is concerned with raising awareness and conscientizing children and adult alike to meaningfully contribute to national development using participation in social activities as a tool. The aim is to put the young people in a good pedestal where they will be able to acquire the necessary ingredients that will make them function effectively as useful members of the society. Social studies education was directed towards remodeling the citizenry to participate actively in national development. Competencies that are obtained from Social studies have been reported to be potent weapons against social problems and to create a fair, just and egalitarian society (Ikem and Daniel 2014)

Social studies as a subject is an effective tool that can improve the achievement of set developmental national aims. This is because the subject facilitates the development of responsive citizens that will impart on the societal growth of the nation. This could be established from the behavioural manifestations of the citizenry. Some of those behaviours include truthfulness, diligent, assiduousness and steadfastness. As a result of this, an energetic, focused, tractable course of study should be developed in order to direct the society on the part of steady increment and development. Social studies as a tool becomes useful as a vehicle for realizing aims and objectives as stated in the National Policy on Education which includes: An unenslaved and democratic society, upright and society equality, a single entity, strong and dependable, very good and energetic economy, a land full of brilliant chances for all citizens Federal Republic of Nigeria (FRN 2013)

The importance of Social studies to national development cannot be over-emphasized. This is because it instills in the youths a sense of patriotism which also fosters national unity. It adopts various means or methods in solving societal problems. These methods include project, investigatory as well as problem solving method aim at making children arrive at expected solution based on sound judgement.

Social Studies has all it takes to change Nigeria into contemporary state where justice and endurance exist. They include repairing the socio-economic and political wounds inflicted on people in the past as well as making people to have a sense of belonging in Nigeria as an entity where justice and equity prevails. Also social studies assists in arriving at national goals through legal recognition as a member of state. Citizenship education implies the initiation of the individual into the culture and values of the society. A citizen on the other hand, is one who participate and conforms to societal values and expectation of a particular society

Social studies also helps pupils to understand as well as recognize the diverse cultures as we have in Nigeria and the need for mutual association, tolerance and peaceful co-existence in the country.

In sum, according to Mezieobi (2013) Social studies advocates for the growth of nation wide awareness and loyalty as necessary constituents for national building; the infusion of social values for fruitful participation in social life; the improvement of creative and mental abilities for improved understanding of one's environment;

promoting logical reasoning ability for cultural life; finding out and taking care of such difficulties using systematic alertness and using these values in solving the problems of society.

2.2.3 Objectives of Teaching Primary Social Studies in Nigeria

Whenever any subject is infused into the curriculum, there are reasons or objectives for that. Thus, no subject can be seen as useless or worthless. According to Opoh, Fredrick, Okou, Femedein Ubung and Agyngwuye (2014), agreed that the national ideology of Nigeria Education authenticates the need for social studies education in promoting the thirst for adaptation since the attainment of self-governance in rallying the support of the citizenry for national growth. Many countries like Britain brought in Social studies into the curriculum of the school as remedy for the Social problems emanating from first and second world war (Edinyang and Ubi 2013)

Opoh et al (2014) says that the Nigeria case is not an exception to this, which makes provision for Social studies to become subject being taught at all levels of education. For Nigeria to achieve its objective to become an egalitarian society that is free from corruption, compassionate and equitable to all, it is absolutely necessary for a solid foundation to be laid in Social studies.

In Nigerian situation, the goals of Social studies curriculum and teaching is aimed at developing a holistic individual as a foundation for practical socio-cultural education that aims at emancipation of an individual from subjection and dependence to trusting oneself. Opoh et al (2014) identified seven basic goals why Social Studies is important. These includes belief one's own ability and to develop a new way of dealing with one's problem; developing power of creativity and ability to cope with difficulty situations; yearning for understanding and desire for more learning; development of empathy for the suffering and downtrodden; accommodation of other people's opinion; development of positive attitudes like truthfulness; broad-mindedness; uprightness; conscientiousness; compliance and reliability.

2.2.4 Concept of Social Skills

Social skills are determined attitudes that is gotten through teaching and molding from notable persons which guide communal relationship (Warnes, Sheridan, Geske, and Warnes, 2005).

Social skills are means of interaction that create hearty and cordial relationships. Pupils who have acquired social skills can interact apparently, quietly, and courteously. They exhibit traits of empathy and affection to their peers. They are answerable to their reactions and are able to manage as well as affirm themselves Lynch and Simpson (2010).

Studies on the emergence of pro-social behaviour among children indicate that as they grow older, they increase in their use of social skills. In most cases, first instances of social skills are mainly imitative as they model significant persons around them (Svetlova, Nichols, and Brownell, 2010). In an empirical survey, Svetlova et al., (2013) inspected a sample of children of 18 months of age who had the chance to offer help to adults. The consequence was that the children were able to comprehend objectives that relate to serving but if the task was for them to perceive the emotional state of the adults and to assist the adults, they need explicit information to supply the needed materials.

Nevertheless, the research also revealed that 30 month olds, given the same same chance to assist the grown up to realize a goal that had a transparent comprehensible goal were capable to help in that condition but were also able to foresee the temperamental desire of the grown up as well as provide contentment and understanding. The conclusive part of that specific research was to examine the advantage of the exhibition of philanthropy. Both the 18 month and 30 month olds were obliged to denote a thing that is peculiar to them in order to help the grown up. Both age groups did not find this goal easy; although this could be attributed to various reasons. While the 18 month olds were confounded by the intricacy of communal needs, the 30 month olds were cautious and unwilling to do away with what they have (Svetlova, et al., 2010) Furthermore as children move on to their pre-school years, they begin to emulate their plymates for communal exchange in form of friendship. Initially, children's friendly relationships start with mutual dependency and evolution of good conduct as they grow. At the initial stage of children's play group associations, the child's concepts about the obligations in friendly relationships transforms from

giving prominence to oneself to group temperamental and human behavioral resources as well as the required replacement that traces on reciprocity and group interest.

The growth of communal understanding starts from delivery through six years of age. This is a time that progresses through caregivers to the advancement of association that involves play groups. The capacity to foresee the requirements of others advances from knowing how to come to their aid in achieving their goals to comprehending that others may want to partake in what one has. Play group association are rooted on mutual exchange and deep concern. This capacity to certainly interact with their peers advances in the growing child.

2.2.5 Concept of Gender

Gender as a generic term refers to male and female in any given society especially Nigeria. Many scholars both within and outside Nigeria has attempted to define gender, according to Guzura (2017) Gender refers to the social relations between men and women. He went further to explain that gender can be referred to the relationship between men and women, boys and girls, which is, usually based on socially constructed. Eckert and McConnell-Ginet (2010) explained that Gender is not something we are born with, and not something we have, but something we do. They narrated two scenarios; a small boy who proudly follow his father to workplace or outing, he would usually try to become like his father such as swaggers and sticks out his chest among other functions, which qualify him to be a man. The chances that his father is not swaggering might be high, yet the boy is creating personal identity, which often be in line with his idea of adult male role model. The second scenario is that of a small girl who try to wear her mother's high-heeled shoes, smears makeup on her face and minces around the room. They concluded that chances are that when these children are grown they will not swagger and mince respectively, but their childhood performances contain elements that may well surface in their adult male and female behaviors.

Scholars had made distinction between sex and gender of children, sex is the nature or biological trait of any individual while gender is the socially role assigned to the sex by the society. Within a society; males are socialized to be masculine as females are taught to be feminine. Thus, gender is the difference that sex makes within a society, guiding how we are to think of ourselves, how we interact with others, the

social opportunities, occupations, family roles and prestige allowed to males and females. Sex is a biological categorization based primarily on reproductive potential, whereas gender is the social elaboration of biological sex.

The society begins to expose children to roles expected of their gender at the early stages to create conformity. In the traditional African society, fathers serve as guide to male children by taking them to workplace, farm and any male oriented rituals or festivals while female child learn the duty expected of a woman from mother such as housekeeping, child caring among others. National Center on Parent, Family and Community Engagement (NCPFCE, 2015) young children develop, they begin to explore gender roles and what it means to be a boy or a girl. Cultures provide expectations for boys and girls, and children begin learning about gender roles from the norms of their family and cultural background. They also hear messages about gender roles from the larger world around them. Through their interactions and their play exploration, children begin to define themselves and others in many ways, including gender. Children may ask their parents and teachers questions about gender, take on “boy” and “girl” roles in dramatic play and notice differences between the boys and girls they know.

They may choose certain toys based on what they think is right for boys or girls. They may also make statements about toys and activities that they think are only for girls or only for boys.

According to NCPFCE (2015) identified different stages of gender development:

Infancy: Children observe messages about gender from adults’ appearances, activities, and behaviors. Most parents’ interactions with their infants are shaped by the child’s gender, and this in turn also shapes the child’s understanding of gender (Zosuls et al., 2011).

18–24 months: Toddlers begin to define gender, using messages from many sources. As they develop a sense of self, toddlers look for patterns in their homes and early care settings. Gender is one way to understand group belonging, which is important for secure development.

Ages 3–4: Gender identity takes on more meaning as children begin to focus on all kinds of differences. Children begin to connect the concept “girl” or “boy” to specific attributes. They form stronger rules or expectations for how each gender behaves and looks (Halim and Ruble, 2010).

Ages 5–6: At these ages children’s thinking may be rigid in many ways. For example, 5- and 6-year-olds are very aware of rules and of the pressure to comply with them. They do so rigidly because they are not yet developmentally ready to think more deeply about the beliefs and values that many rules are based on. For example, as early educators and parents know, the use of “white lies” is still hard for them to understand.

2.2.6 Concept of School Location

School location is one of the most important aspects of education, the location of the school has effect on many aspect of learning such as enrollment, school attendance, availability of learning resources. The locations of the school can either be rural, semi-urban and urban areas. As rightly pointed out by Ekpenyong (2017) School location refers to where a given school is situated. It could be in an urban or rural area. Schools are located variously, some in the urban while others are in the rural areas. It is observed that schools located in the urban areas tend to have more facilities, manpower, and government attention and so on as against those located in the rural areas. Owoeye and Yara (2011) identified urban and rural setting, they explained urban environment as those environment which have high population density containing a high variety and beauty and common place views such as hotels, recreational centers, markets, banks and good road network as being present in their urban environment. They explained that “rural community is characterized by low population, subsistence mode of life, monotonous and burdensome”. They further identified the rural environment as being characterized by low population density containing a low variety and isolated place views.

Based on the availability of social amenities in the urban area, many qualified teachers usually prefer to stay and serve in Urban rather than rural, thus, rural location continue to witness dearth of qualified teachers, which as one way or the other contribute to the low performance of students. However, it is germane note that rural school often follow the national policy on education on the medium of instruction, which is slated to language of the immediate environment, thus, children in rural are usually richer in the acquisition and usage of mother tongue than urban children.

Many scholars in Nigeria had conducted many studies on school locations and the result often reveal that location has great impact on the learning of children. For instance, Ojoawo (2006) in Ekpenyong (2017) who studied the effects of differential

distribution of resources on schools performances in examinations and found that location of schools in Oyo State had significant effect on schools academic performances and there was significant difference in the performances between the students of rural and urban schools. Also Ajayi (2009) expressed similar view when in his study on urban and rural academic achievement found out a significant difference in academic achievements of students in urban and rural schools. The author therefore concluded that, the achievement difference must have been borne out of the qualified teachers, conducive learning environment and provision of facilities that are used in urban schools which are absent in the rural schools.

2.2.7 Media of Instruction at the Higher Primary Level in Nigeria

The National Policy on Education (FRN 2013) suggests English Language as a means of teaching for senior primary schools in Nigeria. Since primary four begins this stage, speculations and empirical research findings have shown that in order to make learning easier bilingual instruction is the answer. The argument is that since primary four pupils are transiting from mother-tongue instruction to English language instruction, bilingual instruction could help smooth this language transition (Amadi, 2012). Although this argument is plausible, English language has gained prominence in teaching and learning in Nigeria even used in lower primary level where policy statement provides for mother-tongue instruction.

English is independent of national boundaries that it occupies a second place as Language of commerce and industry in Nigeria. The position of English as a second Language in Nigeria goes back to British rule. Nigeria had no option after her independence than to adopt English as her language of international communication as her counterparts did. This became necessary because of the multiplicity of ethnic groups that speaks different Languages in Nigeria. There is language nationalism in Nigeria as each ethnic group wants its local language to be recognized. As a result of this development, Nigeria was not able to choose a koine or take one of her native Languages to serve as the language of the nation. The speaking of different languages in Nigeria has necessitated the desirability of making English the language of teaching and learning in Nigeria.

Currently, the National language Policy recognizes the study of four languages that includes the language of immediate environment, English, French and Arabic

(Federal Government of Nigeria (FRN 2013)). This Principle also declares that the means of instruction in the Primary school shall be the language of the immediate environment from Primary one to three. At this time English shall be taught as a subject matter. In addition, the policy also says that English shall increasingly be used as MOI while the language of the immediate environment shall be taught as a course of study. Nonetheless this Principle of taught as declared by government is deficient in its implementation strategy. This is as a result of lack of human and material resources like staff, suitable language as well as insufficient personnel to oversee the practicability and synchronization of the use of MOI. This is due to non-availability of quality teaching staff, lack of materials in the appropriate language, inadequate supervision for proper implementation and coordination for facilitating the use of the MOI.

Dearden (2014) describes English as a means of teaching and learning academic courses in territories or countries where the first language (L1) of the majority of the populace is not English. Nigeria uses English language as a transmission tool in her education. It is believed that without the use of English as a means of communication, transmission of basic facts and knowledge will not be possible (Namuchwa, (2007) In any educational setting the means of communication is pivotal in the facilitation of the comprehension of the subject matter. It is therefore imperative that teachers that are involved in the education process should use suitable language of instruction to facilitate efficient teaching and learning. Put differently, when there is incoherence as regards the MOI that is deployed at the early stage of Education, this state of affair, may have unfavourable result on the succeeding level of the learners.

While it is unarguable that the Nigerian government policy provides that the language in the child's immediate environment be used at the lower basic education level, the reality is that this provision is being observed in breach across Nigeria. As a result of the priority given to English Language, it has become the main language of teaching and learning across Nigerian lower basic education schools. Nigerians are so carried away that a major index of intelligence among children is their abilities to communicate in English Language even if they cannot speak their mother tongues. Children who are proficient in their mother tongues are seen as down-trodden and without class thus putting the mother tongue in grave danger. Igbo language seems to

be the most affected as the UNESCO has predicted that the language faces extinction in less than fifty years, should the present trend of neglect continue.

In an empirical study in South-Eastern Nigeria, where Igbo language is the first language (L1) of communication, Okediadi (2011) reported that English was the only means of instruction in all private and most of the public lower basic education schools sampled. This justifies the earlier assertion that English is the common language of instruction in primary education in Nigeria. Even when an examination of language medium of instruction preference among parents was investigated, the researcher reported that approximately 75% of the respondents selected English Language as a means of teaching and communication (Amadi, 2012). The researcher attempted to examine the condition of children's aboriginal literature at both the preschool and junior Primary levels of schooling in Igbo states of South-East Nigeria. The study discovered that English occupied a prime position as a language of learning in preschool and junior primary levels of education. The implication is that this scenario might be repeated in the upper primary level of education. Other researchers have also criticized the adoption of English as a means of learning and communication at the early basic education level (Ibrahim, 2010, Egwuogwu, 2012; Lawal, 2014). This practice has the tendency to alienate the Nigerian child not only from his/her mother tongue but also from his/her indigenous culture. As means of preventing this, bilingual instruction has been proposed for higher primary school level.

The use of English and Igbo represent bilingualism as the two languages are combined in the instructional process. To state the meaning of speaking two languages is composite as it is influenced by other elements that include age of accession of the second language, and the continued use of the first language (L1) as well as its knowledge and understanding in which every language is studied (Grant and Cottardo, 2008). Common explanation of the use of two languages interprets it as being an additivity category (Varghese, 2004). Nonetheless, acquisition of two languages could be said to be a continuous series, where one can exhibit various levels of competence in two languages not minding where and how they were learnt. Added to this is that parlance and the ability to read are made up of manifold sub-skills. In a given means of communication those who speak two languages might exhibit competence in one field of activity but not in the other. For instance a person might be orally proficient but

might show same in reading. This is always recognized in research when categorizing those who speak two languages.

2.3 Empirical Review

2.3.1 Igbo Language medium of Instruction and Pupils' achievement in Social Studies

Igbo Language (L1) is the native language of the South-East geo-Political zone of Nigeria. Just like every other mother tongue, has been found by previous researchers to play significant role on academic achievement of school pupils. In an empirical research, Fakeye (2011) examined the perception of primary school pupils in Ibadan on the significance of mother tongue instruction on their academic achievement and cognitive functioning. The descriptive survey research design was used to carry out the research and a sample of 1000 children from 50 randomly chosen primary schools were used in the study. Questionnaire was developed for the collection of data. Frequency counts, Percentages and t-test were used to separate the data into constituents. Findings show that Primary school children understand the indigenous language as language of study as it helps them in intellectual development. Also no noticeable gender difference was gotten from the result of the study as regards the efficacy of the use of the indigenous language as a means of instruction on improvement of primary school children's performance. The study suggests that in spite of the deficiency in the use of the indigenous languages as a means of teaching its benefits exceed its shortcomings. Hence, it must be given attention. The researcher further suggested that the medium should be used as a means of teaching in Nigerian Primary Schools. If this suggestion is accepted, then Igbo language will be well known as a means of instruction in Owerri; the study location of this study.

In the bid to agree or disagree that teaching done in the indigenous language are more easily absorbed and enduring Adebisi (2013) studied the outcome of the indigenous language policy on Nigerian pupil's performance in reading skills. The study used the arbitrary pre-test, post-test and control group as design. Three research questions were adopted as guide to the experiment. The respondents comprises of 215 Primary School children extracted from 4 Primary Schools in two geographical Zones in Nigeria. The analysis of Covariance was adopted to interpret the collected data. The results showed that pupils in the rural schools taught in the indigenous language did better than those in Urban Schools who were tutored in English Language. The

present study is intended to replicate this study in Social studies and social skills to establish if there will be similarity or variegation of findings.

In another study, Olanipekun, Atteh, Zaku and Sarki (2014) investigated the relationship between instruction delivered in mother tongue like Igbo Language and academic achievement in second language among school age children in Offa, Kwara State, Nigeria. The study used the descriptive survey of correlation type. Two hundred Students who were offering English and Yoruba were arbitrarily used for the study. Pearson Product Moment correlation Co-efficient and descriptive statistics were used to interpret the data collected. The result showed that the use of the indigenous languages had no significant outcome on academic performance in English language since there was no relationship between students' academic Performance in the indigenous language and English Language.

In another study, Ogiini and Owolabi (2013) used experimental design to evaluate the effectiveness of the use of the indigenous language and the language of mathematics to determine Nigerian's primary school children achievement in mathematics. It also investigated on the language that will be more fruitful in improving primary school children's achievement in mathematics. The study used pre-test, post-test control group quasi-experimental design. The study used 240 students from Osun State Primary Schools. Mathematics teachers were trained in the use of the indigenous languages as well as mathematics language. A consolidated curriculum was adopted for the study. Mathematics Achievement Test (MAT) was employed as a tool for data collection. The data collected were presented using percentages, mean and standard deviation. Analysis of Variance (ANOVA) and Post-Hoc were also used. The result showed a remarkable disparity in achievement between the groups. The outcome of the experiment suggested that the indigenous language should be used in teaching mathematics at the primary schools for better understanding and the inculcation of love for mathematics at a young age. Whether this also applies to Social studies concepts and social skills is the research gap the present study aims at filling.

2.3.2 Bilingual (English and Igbo) medium of Instruction and Pupils' achievement in Social studies

English and Igbo Language as medium of instruction conotes code switching which requires learners to learn through a combination of two languages. As such, the

phenomenon is known as bilingual instruction. Previous studies have established that bilingual instructions are more effective in enhancing children's learning. Amao (2010) compared the effectiveness of instruction mediated by direct method and the bilingual method. The study adopted a 3x2x2 factorial matrix. Generated data were interpreted using ANCOVA and the outcome of the research suggested that participants subjected to bilingual instruction recorded better achievement than those who were taught using direct method. The present study is intended to investigate the similarities or differences that this will have when studied in the Social Studies subject.

Banjoko (1997) investigated medium of teaching and childrens' in chosen science concepts at the primary school level. The study used a pretest-posttest quasi experimental design with factorial matrix 3x2x2. Data collected were analysed using analysis of Covariance. The result of the research showed compared to other groups, the bilingual group involving code-switching of Yoruba and English Language as a method of teaching, recorded the highest achievement. The result of Banjoko thus showed that bilingual instruction resulted in higher academic achievement, compared to instruction mediated in Yoruba alone or in English Language alone. The present study will attempt to investigate whether similar results will be attained in Social Studies among primary school pupils in Imo State, Nigeria.

In an another empirical evidence, Salawu (2000) investigated the effectiveness of Social Studies instruction mediated in first and second languages of Yoruba and English Language respectively. The study involved a sample of 180 participants. The generated data were analysed using Analysis of Covariance (ANCOVA), t-test and Scheffe Post Hoc. The outcome of the research indicated that participants in the mother tongue set had the highest positive effect as they recorded the highest mean with participants in the bilingual group recording the second highest mean with the second large group having the least. This thus added to evidence of first language having better effect on learners' achievement than second language.

In more recent empirical evidence, Amao (2010) investigated the outcome of the method of teaching on children's involvement and performance in two main subjects including subjects Social studies. The study used quasi- experimental design and ANCOVA was used for the analysis of result. The study used three groups of mother tongue (Yoruba),English and Yoruba and English.The outcome of the research indicated that children taught in bilingual language recorded higher pupils'

participation and achievement. This provided additional evidence to that of Banjoko (1997) that bilingual instruction has the highest facilitative effect on achievement among school pupils.

2.3.3 English Language medium of Instruction and Pupils' achievement in Social Studies

English is a language that is independent of national boundaries; a means of transmission and an authorized language in Nigeria. The place of English as authorized Language in Nigeria could be traced back to the pre-independence. When Nigeria became a sovereign country in 1960, like other countries that were under British rule, had no option than to embrace English as its authorized language. Not minding that Nigeria has a multiplicity of more than 400 Languages English has been pre-eminent as a means of teaching across all facets of education in Nigeria except in Nursery and Pre-primary schools education. Although, government has specified that the indigenous language be used as a means of teaching in Nursery and Primary schools, this policy is not being observed. Past investigators have researched and reported the difficulties that have reared its ugly head as a result of the neglect of the use of the indigenous language as a means of teaching in Nigeria.

English has long been used as a means of teaching in the Education process. This presupposes that without the efficient use of English, the essential ability and awareness of the subject matter will not be disclosed in a significant way. Namuchwa (2007) There is no gain saying that in any educational process, the means of communication performs a crucial role in making the subject easier to understand. It therefore becomes obvious that those that are involved in the business of teaching and learning should use suitable means of teaching in order to enhance understanding. Put the other way, when there is a disagreement as regards the means of teaching that is used at the Nursery and Primary Schools, the concomitant effect may be disastrous to the succeeding levels of Education of the learners.

In a recent study, Ibrahim, (2014) investigated the difficulties of employing English as a means of teaching in both government and privately owned schools in Gusau Local Government Area of Zamfara State of Nigeria. The research was undertaken in order to determine the resemblance of using English as a means of

teaching and the difficulties as well as the outcome of using it as a means of teaching. The researcher used three research questions while descriptive survey was used as methodology. 220 teachers were selected from 13 government and private primary using purposive and commensurable stratified random sampling as methodology. It was discovered that English was employed as a means of teaching, notwithstanding that it was a clog to the children's understanding. The difficulties that were foreseen by instructors and learners in the employment of English as a means of teaching were as a result of the use of the indigenous language.

In a related study, Egwuogu (2012), in a bid to establishing whether using of English as a means of teaching is accountable for the woes recorded by Nigerian students, designed a study to investigate this. The scholar attempted to find out whether, truly, English as language medium of instruction is answerable for the depreciation in the quality of Education and whether what instructors said should be implemented by using the indigenous language. 200 instructors from government and privately owned Secondary schools were used for the study. A question that contains 20 items was used for data collection and analysis of Frequency counts and simple percentages were also used. The study result revealed that the knowledge of the instructors's English is not the cause of the depreciation in the level of Education and as a result should be continued to be used as a means of teaching in Nigerian schools but should however be used together with the indigenous language in order to enhance comprehension.

2.3.4 Igbo Language medium of Instruction and social Skills of Primary School Pupils

Available evidence shows that instructions in children first language improve their learning outcome compared to instructions in second language. Igbo language as a means of teaching has been found to enhance understanding of concepts thereby improving learning. It thus follows that social skills instruction mediated in Igbo language would benefit participants. In a recent empirical investigation, Igbojinwaekwu and Dorgu (2016) examined Igbo language as means of teaching and improvement of remembering Primary school Mathematics. The pretest-posttest control group quasi-experimental research design was used in the study. Data was collected using a Mathematics achievement test which served as pre and post test for

the study. Mathematics contents were delivered in Igbo Language for the experimental group and English Language for the control group. The finding of the study based on analysis of the collected data indicated that children in the experimental group introduced to teaching in Igbo recorded a higher level of retention than their peers who were introduced to the subject matter using English Language as method of teaching.

In a more recent study, Igbojinwaekwu (2016) investigated the differential outcome of instruction delivered in Igbo and English Language among a large corpus of participants drawn from early basic education pupils in Oshimili North LGA of Delta State. The quasi-experimental research method was used in the study in which the experimental group and the control group outcomes were compared. The outcome of the research indicated that children in Igbo performed better than the children in the English group, an indication that instruction mediated in Igbo benefitted pupils more than that mediated in English. The present study, having identified social skills deficit in primary four pupils in Owerri municipality will investigate whether Igbo language instruction would help improve the social skills of these children.

In another study, Ezeudu (2013) investigated the impact of Igbo language as a means of teaching Basic Science among school children in Oji-River, Enugu State Nigeria. The quasi-experimental design was employed as an instrument of study and two complete classes were also used in the study. The schools that were selected were randomized into experimental (Igbo L1) and control (English (L2)

After administering pretest, the instruction programme was carried out after which posttest was administered. The generated data were analysed using ANCOVA at 0.05 alpha level. It was discovered that the partakers in Igbo set performed better than their corresponding set in English. This thus adds up to available evidence that instructions mediated in learners' first language are better understood thereby resulting in higher outcomes than ones mediated in their second language. How this relates to social skills concept is the major focus of the present study.

2.3.5 Bilingual medium of Instruction and Social Skills of Primary School Pupils

Although no evidence was found regarding effect of instructions delivered in combination of Igbo language and English language, available evidence however abound on code mixing/switching or bilingual instruction involving English and other mother tongues. Researchers have attempted comparing learning outcome difference in

learners exposed to single and two language instructions. For instance, Marian, Shrook and Schroeder (2013) examined differentials in learning outcomes in Mathematics and reading skills among learners exposed to single and bilingual instructions. The effects of bilingual education on reading and Mathematics achievement were examined by comparing test scores across different elementary school programs. Results revealed that bilingual instruction improved learning more than the single language instruction. The researchers thus concluded that bilingual instruction was found to be more effective in improving learning outcome in learners. This finding might not be unconnected to the fact that the study context was in the United States of America where minority/immigrant learners might have challenges coping with instructions mediated in English Language learning. This is less likely to be replicated in the study area of the current study where there is near homogenous participants.

In a recent study, Mohaptra (2016) examined the impact of the means of teaching in colleges on the academic performance of schools in India. The sample that was used for the research was made up of 870 scholars from varied colleges in Andhra Pradesh Area of India. The academic performance of the subjects were examined using Mathematics and English tests that was carried out by young lives researchers. The outcome of the research showed that diglot media colleges are more helpful for scholars when considered with unilingual colleges. The research does not see any notable impact of a distinct language on mathematics grade. Instead, the result shows that an association of means of learning in colleges aids in the improvement of academic performance. This study result might not be expected to be the same with the participants of the present study. This is because, while Mohaptra (2016) respondents are adolescents and young adults, the participants for the present study comprise primary four pupils in Imo State in South-Eastern Nigeria.

2.3.6 English Language medium of Instruction and Social skills of primary school Pupils

As previously stated, English language, against the provision of the Nigerian government official statement on early childhood knowledge remains the language means of learning in many lower basic education schools, especially the private ones. Although copious evidence abound to show that instructions mediated in English language for lower basic education pupils result in lowered learning outcome

compared to mother tongue instructions, societal preferences for English continues to make it the widely accepted medium of instruction among this cohort. The study of Igbojinwaekwu and Dorgu (2015) as well as that of Dorgu and Igbojinwaekwu (2016), among others have compared the effectiveness of instructions mediated for lower basic education pupils in Igbo and English, have all indicated that participants in the Igbo group reported better achievement and outcome than participants in English group. The present study is investigating whether similar result will be recorded for a social skill instruction drawn from existing Social studies curriculum.

2.3.7 Gender and Social Skills of Primary School Pupils

Gender has been found to be a notable factor in the growth of good- social or anti- social conduct in pupils. Gender sensitivity embodiment anti-social conduct attributes is widespread into public. Males by their disposition display substantial and wordish antagonism while anti-social conduct in girls is more skillful, unintended and reasonable necessitating dangerous control of others. Moreover, boys are more associated with triats of anti-social conduct of pilfering and dishonesty and lying which could further reinforce higher order anti-social behaviours like kidnapping, rape and armed robbery. There is culturally distinction in behavioural stereotypes of males and females (Holden, 2010). Consequent upon this, gender becomes a notable factor which shapes personality pattern. As a result, roles assigned to children in both formal and informal settings are largely determined by their gender.

For example fathers exhibit fundamental ideal of manliness for their sons and this standard turns out to be the base for the growth of his own masculine selfhood. Recognition instead of copying does not imply emulating a particular conduct but rather attempt to represent an axamplary parents, other guardians and even children. The children that comports themselves as expected according to the dictates of their sex are recompensed while those that exhibit unwanted behavior are penalised.

2.3.8 Gender and Achievement of Primary Four Pupils in Social studies

Just as in social skills, there are mixed findings on evidence as it relates to gender disparity in academic performance of pupils in Social studies. Dania (2014) carried out a study on the outcome of male-female disparity on academic performance of pupils in Delta and Edo States. The study used a quasi-experimental design (2x2

non-randomized pre-test, post-test control group) made up of six sets of four experimental groups and two control groups. The sample for the study comprises six schools and one hundred and eighty (180) Upper basic 2 students in Delta and Edo States. Six intact classes were randomly picked and assigned to experimental and control groups. The instrument used was Social Studies Achievement Test (SSAT). The Validity and reliability of the instrument were confirmed using Pearson product moment correlation coefficient at 0.79. And Analysis of result was done using Means, Standard Deviation and Analysis of Covariance (ANCOVA). The Research results showed that male-female disparity had no noticeable effect on the learners performance on Social studies and finally the findings revealed that there was a notable association outcome of treatment and male-female disparity on learners academic performance in Social studies.

A different result was found in another study based in Ebonyi State Nigeria. Nnamani and Oyibe (2016) carried out a research on male-female and academic achievement of students in Social studies in the city area of Ebonyi State. The number of people used for the research was three thousand, four hundred and seventy-nine (3,479) junior secondary (JS11) students that were picked as specimen from all the secondary school in Abakaliki city of Ebonyi state. Data was collected using Social studies Achievement Test (SOSAT) and was analyzed using mean, standard deviation and analysis of co-variance (ANCOVA) at 0.05 level of significance. The result of the research showed that the achievement score of female secondary school students was higher than the achievement scores of male students. It also indicates that male and female secondary school students taught Social studies by male teachers acquired higher scores than male and female taught Social studies by female teachers. findings of the study revealed that the mean achievement score of female secondary school students was higher than the achievement scores of male students. It was also found that male and female secondary school students taught Social Studies by male teachers obtained higher mean scores than male and female students taught Social studies by female teachers. Similar finding was recorded by Raju (2013) who investigated gender difference in Social Studies achievement among learners in India. The result of the research revealed finding of the study revealed that there was significant gender difference in achievement with girls recording better achievement than girls.

In a recent Nigerian based study, Filgona and Sabbaba (2017) investigated gender difference in Geography achievement. The quasi-experimental non-randomized pre-test, post test control group design was adopted for the research. A multi-stage random sampling technique at four levels to select 207 (120 Male and 87 Female) senior secondary two (SS II) students studying Geography from six intact classes in six co-educational secondary schools in Ganye Educational Zone was employed. Data were generated using a 40-item self-developed and validated Geography Achievement Test (GAT). Data collected were analyzed using Pearson product moment correlation coefficient and Analysis of Covariance (ANCOVA). The result showed that Female students exposed to learning Geography through Mastery Learning Strategy performed better than their male counterparts. Moreover, a significant interaction effect of treatment and gender on students' achievement in Geography was observed thus indicating that significant gender difference in achievement exists.

2.3.9 School Location and Social Skills of Primary School Pupils

The effect domiciliation plays significant role in moulding personality. Urban residence have different cultural and racial backgrounds. Therefore they are more self-centered and cared less about other peoples problems. Standard of living is very high in the city when compared with the rural areas. There is more demand on social facilities in the city than in the remote areas. The crave for wealth and materialism is more prominent in the city than in the rural areas. All these combine to make crime and reprehensible behaviours more prominent in the city. (Mhiliwa, 2015). Since children learn largely by observing adult peers, teachers and parents models around them, children growing in urban areas might be exposed to poor social skill modeling which might influence their social development. On the other hand, in remote areas there are strong cultural and racial affinity among the occupants. In those areas, the local people are less inspired to be destructive. This thus makes residential factor to likely moderate the effect of social skill instruction on learning outcome of the participants.

2.3.10 School Location and Achievement of Primary Four Pupils in Social Studies

School location, referring to whether the school is in an urban or rural area, also significantly impacts achievement. In an Indian based study Raju (2013) studied the impact of school location on achievement of learners in Social Studies. A descriptive survey research design was used in the research Data were generated with the use of self-developed and validated questionnaire and analysed using independent t-test at 0.05 alpha level. The result of the research showed that there was significantly difference in Social studies achievement of learners in rural and urban schools with learners in urban schools reporting higher academic achievement than their correspondents in remote schools.

Nonetheless, a Kenyan based study in Chemistry Process Skill of Evaluation (CPSE) by Anditi, Okere and Muchiri (2013) yielded a contrary result. The researchers hypothesized that school features could be affecting students' acquisition of various aspects of CSPSE. The school features examined were social set up (single – sex and co- educational schools) and school location (rural and urban schools). The facets of CSPSE examined were: reformulation of scientific statements, evaluation of experimental procedures, evaluation of inferences from scientific data, and evaluation of scientific arguments. The research used the descriptive survey research design of the cross-sectional type. Cognitive Science Process Skills Test (CSPST) was constructed and administered to a stratified random sample of 386 Form Three Chemistry students drawn from Public County Secondary Schools in Rift Valley Province of Kenya. Analysis of variance (ANOVA) was employed in the analysis of data. Hypotheses were tested at 0.05 level of significance. The findings of the research showed that students from single-sex secondary schools achieved better than their correspondents from co-educational schools in all the categories of CSPSE that were examined. Additionally, the school site did not have a significant effect on students investigated. Moreover, the school location did not have a significant influence on students' performance on CSPSE as the mean difference between students in city and remote schools was not statistically significant.

2.4 Appraisal of Literature

Nigeria remains a country in need of national integration and social cohesion. As such, education can be adopted as a potent tool to bridging the divides existing among the ethnic nationalities that make up Nigeria. The reviewed empirical studies as related to the study problem showed that apart from presenting appropriate behaviour for children to model, there is need for conscious social skills instruction to help create buffer against factors that predispose children to poor social skills behavior. Researchers have also revealed that the contemporary problems in Imo State, Nigeria which is the domicile of the study, is a place noted for series of kidnapping for ransom which has no end in sight despite the existence of the criminal justice system which ought to checkmate it. Social studies is therefore designed to instill social values and skills to primary four pupils in the area, but the extent to which this could be attained is strongly tied to the language medium of instruction. In any study situation, the means of teaching is very crucial in enhancing the learning of the subjects matter. It is therefore imperative for the teachers to use the the required language of instruction in order to enhance effective teaching and learning. In connection to the use of English as medium of instruction, conclusion from literature showed that English should be complemented with the indiginous language to enhance mutual understanding of primary school pupils in Social studies. Studies on effect of indigenou language medium of instruction revealed that using first language can improve learners' achievement and skills in Mathematical and Language skills. Whether this also applies to Social studies concepts and social skills is the research gap the present study aims at filling.

CHAPTER THREE METHODOLOGY

3.1 Research Design

The research chooses positivism as a paradigm to arrive at the qualitative aspect of the study. Positivism relies on empiricism and holds that certain kinds of reliable knowledge can only originate from experience and experimentation and is verifiable by observation and evidence or strong confirmation (Gall, Gall and Borg, 2007). The mixed method design of the QUAN-qual model where quantitative and qualitative data were not equally weighted were used. The quantitative data has priority over the qualitative data. Qualitative data was gathered with the use of Focus Group Discussion and interviews.

The quantitative data collected made use of pretest –posttest control group quasi experimental design. The sketch of the design was schematically presented as;

O ₁	X ₁	O ₂	-	Experimental Group I
O ₃	X ₂	O ₄	-	Experimental Group II
O ₅	X ₃	O ₆	-	Control Group

O₁, O₃ and O₅ represent the pretest measures for both experimental and control groups. O₂, O₄ and O₆ represent the posttest measures for both experimental and control groups.

X₁ represent treatment for experimental

Group I (Igbo)

X₂ represents treatment for experimental

Group II (English and Igbo Language)

X₃ represent the Control Group Conventional

Group (English Language)

The study adopted a 3 x 2 x 2 factorial matrix which consisted of media of instruction at three levels (two treatment groups and one control group), moderator variables of gender (male and female) and school location (rural area and urban area).

Table 3.1: 3 x 2 x 2 Factorial Matrix Design

Treatment	Gender	School Location	
		Rural	Urban
Experimental Group I (E1). Igbo Language	Male		
	Female		
Experimental Group II (E2) English and Igbo language	Male		
	Female		
Control Group (c) English Language	Male		
	Female		

Variables of the Study

Independent Variable

The independent variables of the instructional strategy(media) were the media of instruction that was manipulated at three levels namely:

- i. Igbo Language Medium
- ii. English and Igbo Language Media
- iii. EnglishLanguage Medium

Moderating Variables

The moderating variables that were examined at two levels are:

- (i) gender (male and female)
- (ii) School location (rural area and urban area).

Dependent Variables

- i. Pupils achievement in Social Studies Concepts
- ii. Social skills of pupils

3.2 Selection of Participants

The Multi- stage sampling procedure was adopted to select the sample. Stratified random sampling was used to select six local Government Areas (three each from rural and urban areas) out of 27 Local Government Areas in Imo State. Intact primary four classes were purposively selected from each school because the pupils were in transition class, One public primary school was purposively selected from each Local Government Areasbased on availability of Igbo Language teachers.. Schools that participated were selected using the following criteria:

- i. Public primary schools that their teachers were willing to participate in the study.
- ii. Schools where their head teachers allowed the use of Igbo language.
- iii. Schools where parents were willing to allow their children to be taught in Igbo Language.
- iv. Schools that were accessible to the researcher.
- v. Schools that were far from each other to avoid contamination of the experiment.

Participants of the research were Primary IV children and the selection of Primary four pupils was based on the following criteria;

- (i) At this stage, children have developed attitudes and values that guide choices, relationship and understanding.
- (ii) They were within the age range where English language was officially used as a means of teaching in the Primary school system.
- (iii) At this stage, they have begun to conform to adult ideas of what is proper behaviour and to recognize appropriateness in behaviour.

3.3 Research Instruments

The following research instruments were used for the collection of data.

Stimulus Instruments

- i. Teachers' Instructional Guide for the Igbo Language Experimental Group I Igbo Language.
- ii. Teachers' Instructional Guide for the Bilingual Group, Igbo and English Language Experimental Group II (TIGBEI)
- iii. Teachers' Instructional Guide for the English Language Control Group (TIGE).

Response Instruments

- iv. Children Communication Skill Observation Schedule (CCOS)
- v. Children Self-Expression Scale (CSES)
- vi. Social Studies Group Loyalty Questionnaire (GLQ)
- vii. Social Studies Achievement Test (SSAT)

Training Instruments

- viii. Teachers/Research Assistants Training Guide (TRATG)
- ix. Teachers/Research Assistant Evaluation Guide (TRAEG)
- x. Focus Group Discussion Guide with Participating Primary School Teachers
 - a. Unstructured Interview Questions for children in Experimental Group I
 - b. Unstructured Interview Questions for children in Experimental Group II
 - c. Unstructured Interview Questions for children in Control Group
- xi. a. Unstructured Interview Questions on Focus Group Discussion with Participating Primary School Teachers in Experimental Group I

- b. Unstructured Interview Questions on Focus Group Discussion with Participating Primary School Teachers in Experimental Group II
- c. Unstructured Interview Questions on Focus Group Discussion with Participating Primary School Teachers in Control Group

3.4 Selection of Topics

The concepts that were used in this study were the social studies concepts on social environment, relationship of some members of the family, culture and other people's beliefs and traditions. It was purposively selected from the Revised 9-year Basic Education Curriculum (BEC) Religion and National Values Social studies developed by the Nigerian Educational Research and Development Council (NERDC, 2013). This was based on the fact that exposing pupils at this level to these concepts will prepare them for requisite social skills and good morals to be good citizens of Nigeria.

3.4.1 Teachers' Instructional Guide for the Igbo Language Experimental Group I Igbo Language (TIGEGI)

This guide was produced by the researcher to serve as a guide to the researcher and research assistants using Igbo language. The social studies concepts that were taught using this guide were: social environment, the relationships of some members of the family, culture and other people's beliefs and traditions. The topics were purposively selected from the Revised 9-year Basic Education Curriculum (BEC) Religion and National Values produced by the Nigerian Education Research and Development Council (NERDC, 2013). The social studies concepts selected were taught for six weeks in Igbo Language.

The guide was made up of instructional objectives, targeted social skills developed and they include Communication, Self-expression and Group loyalty. Materials used for the activities were charts, pictures, photograph camera, video camera, and the steps involved in carrying out these activities. The steps were divided into three which involves the presentation of lesson by the teacher. Asking the children questions on what is taught as well as invite the pupils to answer. The teacher clarifies if pupils do not answer well and Pupils listened to teacher's explanations.

This guide was developed by the researcher after consulting literature (Akusu and Isabak, 2014)

Copies of this guide were given to knowledgeable persons in Early Childhood Education and Social studies instructors to check the authenticity of the instrument. Primary school teachers who have taught for the minimum of seven years were also given copies of the guide and their remarks, observation and proposals were considered to enhance the efficacy of the instrument for face and content validity of the guide before final drafts were prepared. To determine the reliability of the guide it was used on primary four pupils who were not within the study group and Teachers/research assistant assessment paper was used to determine the extent to which the teachers that used the guide adhered to the steps in the guide. The reliability co-efficient obtained was 0.85 using Scott Pie. See Appendix I

3.4.2 Teachers' Instructional Guide for the Bilingual Group, Igbo and English Language Experimental Group II (TIGBEI)

This guide was produced by the researcher to serve as a guide to the researchers and research assistants using Igbo and English language. The social studies concepts that were taught using this guide were: social environment, the relationships of some members of the family, culture and other people's beliefs and traditions. The topics were purposively selected from the Revised 9-year Basic Education Curriculum (BEC) Religion and National Values produced by the Nigerian Education Research and Development Council (NERDC, 2013). The social studies concepts selected were taught for six weeks in English and Igbo Language

The guide was made up of instructional objectives, targeted social skills developed and they include Communication, Self-expression and Group loyalty. Materials used for the activities were charts, video camera, pictures and photograph camera and the steps involved in carrying out these activities. The steps were divided into three which involves the presentation of lesson by the teacher. Asking the children questions on what is taught as well as invite the pupils to answer. The teacher clarified if pupils do not answer well and Pupils listened to teacher's explanations.

This guide was developed by the researcher after consulting literature (Akusu and Isabak, 2014)

Copies of this guide were given to knowledgeable persons in Early Childhood Education and Social studies experts to check the authenticity of the instrument. Primary school teachers who have taught for the minimum of seven years were also given copies of the guide and their remarks observation and proposals were considered to enhance the efficacy of the instrument for face and content validity of the guide before final drafts were prepared. To determine the reliability of the guide it was used on primary four pupils who were not within the study group and Teachers/research assistant assessment paper was used to determine the extent to which the instructors that used the guide adhered to the steps in the guide. The reliability co-efficient obtained was 0.87 using Scott Pie. See Appendix II

3.4.3 Teachers' Instructional Guide for the English Language Control Group (TIGE)

This guide was produced by the researcher to serve as a guide to the researcher and research assistants using English language. The social studies concepts that were taught using this guide were: social environment, the relationships of some members of the family, culture and other people's beliefs and traditions. The topics were purposively selected from the Revised 9-year Basic Education Curriculum (BEC) Religion and National Values produced by the Nigerian Education Research and Development Council (NERDC, 2013). The social studies concepts selected were taught for six weeks in English Language.

The guide was made up of instructional objectives, targeted social skills developed and they include Communication, Self-expression and Group loyalty. Materials used for the activities were charts, video camera, pictures and photograph camera and the steps involved in carrying out these activities. The steps were divided into three which involves the presentation of lesson by the teacher, the teacher asked pupils questions based on the lesson presented and called pupils out to answer. The teacher clarified if pupils do no answer well and Pupils listened to teacher's explanations

This guide was developed by the researcher after consulting literature (Akusu and Isabak, 2014)

Copies of this guide were given toknowleddeable persons in Early Childhood Education and Social Studies instructors to check the authenticity and genuineness of

the instrument. Primary school teachers who have taught for the minimum of seven years were also given copies of the guide and their remarks, observation and proposals to enhance the efficacy of the instrument for face and content validity of the guide before final drafts were prepared. To determine the reliability of the guide it was used on primary four pupils who were not within the study group and Teachers/research assistant assessment paper was used to determine extent to which the teachers that used the guide adhered to the steps in the guide. The reliability co-efficient obtained was 0.84 using Scott Pie. See Appendix III

3.4.4 Children Communication Observation Schedule (CCOS)

The instrument was used to assess primary four pupils' social skills of social communication before and after intervention. The instrument was adapted from Lord, C., Rutter, M., and Le Couteur, A. (1994) and Catherine Lord. The instrument was 40 item questionnaires to 4 years old and above. It was initially developed as a close diagnostic yardstick to tap the symptoms of disease associated with Autism spectrum disorder (ASD) of children. The items were prepared in a yes/no response format in such a way that parents and other caregivers can answer the questions under 10minutes while the supervisor will score the response under 5minutes.

In this study only 15 items that were applicable to the study were selected and modified to observation schedule form for teachers to suit primary four pupils unlike the original one that were made for parents for instance, in the question that ask parents to indicate if they can have off and on discussion with him/her that has to do with rotation from one person to the other. It was changed to observation schedule for primary four children as Does the child use socially acceptable statements? This was done for easy reading to pupils and for easy assessment of pupils of the age cohort of the study. The items wererated in Yes/No format. It will be rated as (yes = 1 no = 0). The research assistant/teachers will observe the children and scored them using this instrument.

The Observation Schedule was validated for face, content and constructs validity using experts in Early Childhood Education and Social studies teachers. The validated versions of the scale were used on primary four children in schools that were outside the study in the local government. The reliability of 0.78 was ascertained using Split half technique. See Appendix IV.

3.4.5 Children Self-Expression Scale (CSES)

This instrument was used to assess primary four pupils self-expression/assertiveness before and after intervention. The instrument was adapted from Rathus (1973). The instrument was administered to Secondary School Students who were required to express their wants and needs and to respect what others want and need, even when it is difficult. The Rathus Assertiveness Schedule (RAS) is a 30 item device that makes use of six point likert scale to measure the level of aggressiveness and assertiveness. The RAS evaluates the outward appearance that the subjects make on particular condition as it relates to people and their conduct towards assertiveness. Respondents who completed the appraisal were required to say to what extent they concur with the assertion that “people seem to be more aggressive and assertive than I am” or “I am open and frank about my feelings”. The scale was modified from six point rating scale to two point rating scale of yes/no. This was done for easy reading to primary four pupils. The researcher produced the self-expression 20 items for each child and this will be given to children to answer. The teachers and research assistants will read out for children and they will make choice of yes or no; it will be scored as Yes – 1, No – 0.

The researcher modified the sentences and simplified it to suit primary four pupils since the original items were made for students in the senior secondary. The questions were:

- (a) What is it? Resolving disagreements between yourself and other individuals

This was changed to: Do you say how you feel concerning everything?

- (b) What is it? Opening expressing and asking for what you want while respecting the rights of others, acting in a way that reflects your values.

This was changed to: Do you get angry at others every time?

The scale were giving to experts in Early Childhood Education and primary school teachers who have taught this class for a minimum of six years to check the authenticity and genuineness of the instrument content and face validity of the instrument and their corrections were made before the final copies were produced. The reliability was tested on 20 primary four pupils in schools not included in the study in the local government. The reliability of 0.82 was ascertained using Split Half technique. See Appendix V.

3.4.6 Social Studies Group Loyalty Questionnaire (GLQ)

This instrument was used to assess primary four pupils' social skills of group loyalty before and after intervention. The instrument was adapted from Misch, Over and Carpenter (2014). The instrument was administered to children aged between 4 and 5 year old to appraise their reaction about allegiance in the third party context. The instrument stipulates that children should watch a video of two groups of Yellow scarves and yellow armbands and Green group wearing green scarves and green armbands. Two, out of the people that lost expressed their feelings. The disloyal person expressed her willingness to win and her intention to join the other group. The faithful person also expressed her willingness to win but decides to stay with her own group. Eight questions were raised for the pupils to answer on the dispositions of the two peoples as it relates to kindness, honesty, uprightness and meritoriousness of a price.

Instead of showing the children the video of the two competing groups, they were showed pictures of two competing groups. One group were the winning that is Green while the other group were the losing group that is Yellow. The children were told that he/she was in the losing group and were asked questions such as would you like to leave your group for the winning group? The questions in the original instrument were modified from a third party context situation to a first party situation such as; which one is nicer? If you leave your groups are you are nice person? The Group Loyalty Assessment was scored based on the scale (yes=1 no=0). This device was validated for authenticity/ genuineness in measuring what it purports to measure using experts opinion and advice. Experts in Early Childhood Education were also consulted to pass experts judgment on the instrument. Thereafter, the validated instruments were administered on 20 primary four pupils outside the study area. The reliability of 0.75 was ascertained using Split Half technique. See Appendix VI

3.4.7 Social Studies Achievement Test (SSAT)

This was modified from the sample of Imo State Basic schools Joint Social studies Second Term Basic Four Examination. Originally, this constitute of 15 items multiple choice test mapped out by Imo State Basic Education Authority. The researcher selected only twelve questions that are related to the concepts that were taught in the study and added eight questions to complete 20 questions in order to

cover the four social studies concepts that will be used in the study area and the concepts were Social Environment, the Relationship of Some Members of the Family, Culture and Other Peoples' Beliefs and Traditions. The instrument was made up of two sections A and B. Section A contains demographic data of the pupils like gender of pupils and school location. Section B contains 20 multiple choice questions which covers the four concepts in the study. Each of the 20 questions were allotted 5marks and this will make total score of the section B 100 marks.

The Social Studies Achievement Test (SSAT) was giving to experts in Early Childhood Education to check theauthenticity and genuiness in measuring what it purports to measure after which necessary corrections were made before the final copies were produced.

The Social Studies Achievement Test was administerd to primary four pupils in the schools that were excluded from the research in the Local Government and the Reliability coefficient obtained using Kuder- Richardson 20 formular was 0.84. See Appendix VII

Table 3.2: Blue- Print for Social Studies Achievement Test

S/N	Social Studies Concepts	Levels of Thinking			Total
		Knowledge	Understanding	Application	
1	Social Environment	2	3, 4 12	1,	5
2	The relationship of some members of the family	5, 6	7, 18	17	5
3	Culture	9,	11,	8, 16, 20	5
4	Other peoples beliefs and traditions	14, 15, 10	19	13	5

20

3.4.8 Teachers/Research Assistants Training Guide (TRATG)

The participated teachers wererequired to adhere to the language of instruction during the study. The researcher first introduced the teachers to the objectives of the study and the need for teaching social skills. The researcher explained the steps and intimated them on the step carried out in the particular social skills training used by the teacher. After, the researcher threw light on the lessons taught and questions and comments were discussed. The teachers then demonstrated their own teaching in which each of them used their fellow teachers as their pupils. The demonstration was assessed by the researcher using the teacher's evaluation sheet. All the mistakes encounteredduring the demonstration were discussed and suggestionsfor wayforward were made.

The demonstration lessons were repeated to be able to know how the teachers were able to use the the means of instruction.Teachers that were selected from the schools that participated in the training and adhere to the instructional guide in the desire language were selected for the study. Teachers and Researcher Assistants were trained by the researcher on how to administer the following instruments on primary four pupils before and after training, Children CommunicationSkills Observation Schedule (CCOS), Children Self- Expression Scale (CSES) and Social studies Group Loyalty Questionnaire (GLQ) At the qualitative aspect of the research, teachers and study assistants were trained on how to use Focus Group Discussion Questionnaire. See Appendix VIII

3.4.9 Teachers/Research Assistants Evaluation Guide (TRAEG)

The instrumentwas produced by the researcher to determine the extent to which the participating teachers followed the teaching guide specified for the experimental and control groups during training and before intervention. It was made up of five columns which were serial number, lesson feature, not implemented, partially implemented and highly implemented.The guide was giving to experts in Early Childhood to check the content and face validity of this instrument and important corrections were made based on their recommendations. See AppendixIX

3.4.10 Focus Group Discussion Guide with Participating Primary School Teachers

This instrument was used to guide the activities carried out at the time of the Focus Group Discussion with Primary School instructors. The instrument was developed by using the guidelines given by Krueger (2012) “Designing and Conducting Focus Group Interviews. It was made up of six columns; activity, moderator’s activity, assistant moderator’s activity, other research assistant activity, primary school teacher’s activity and duration. The activity column outlines the type of activities that was carried out; they were welcoming, overview of the topic that was discussed, questions and conclusion. The moderator’ activity column explains what the moderator did, The Assistant Moderator activity column explains what the assistant moderator did, the research assistant column explains what the research assistant did, the primary school teachers column, explains what the primary school teachers did and the duration column outlines the time that was allotted for each activity. See Appendix X

3.4.10a. Unstructured Interview Questions for children in Experimental Group I

The instrument was produced by the researcher to act as a direction for eliciting responses from children in experimental group I during the mediation stage of the study. Pupils in the experimental group I were interviewed by the researcher/research assistants on the difficulties encountered when English Language was used to teach social studies concepts. See Appendix X(a)

3.4.10b Unstructured Interview Questions for children in Experimental Group II

This instrument was produced by the researcher to serve as a guide for eliciting responses from children in experimental group II during the intervention phase of the study. Children in the experimental group II will be interviewed by the researcher/research assistants on the challenges they encountered when English and Igbo Language was used to teach social studies concepts. See Appendix X(b)

3.4.10c Unstructured Interview Questions for children in Control Group

This instrument was developed by the researcher to serve as guide for eliciting responses from children in control group during the intervention stage of the research. Children in the control group were interviewed by the researcher/research assistants on the challenges they encountered when Igbo Language was used to teach them social studies concepts. See Appendix X(c)

3.4.11a Unstructured Interview Questions on Focus Group Discussion with Participating Primary School Teachers in Experimental Group I

This instrument was produced by the researcher to serve as a guide for eliciting responses from the participating primary school teachers during the Focus Group Discussion which was carried out at the mediation stage of the study. This instrument was used to answer the research questions that guided the study. It involved the researcher who served as the moderator, research assistants who served as assistant moderator and handlers of recording equipment and primary school teachers who answered the following questions: What were the challenges that teachers had with teaching primary four pupils social studies in English Language? How were children in the experimental group reacted during the treatment? What were the challenges that children encountered during the treatment? These questions provided content for the Focus Group Discussion. See Appendix XI(a)

3.4.11b Unstructured Interview Questions on Focus Group Discussion with Participating Primary School Teachers in Experimental Group II

This instrument was produced by the researcher to serve as a direction for eliciting responses from the participating primary school teachers during the Focus Group Discussion that was carried out during the intervention phase of the study. The instrument was used to answer the research questions. It involved the investigator who served as the moderator, research assistants who served as assistant moderator and handlers of recording equipment and primary school teachers who answered the following questions: What were the challenges that teachers have with teaching primary four pupils social studies in English and Igbo Language? How were children in the experimental group reacted during the treatment? What were the challenges that

children encountered during the treatment? These questions provided content for the Focus Group Discussion. See Appendix XI (b)

3.4.11c Unstructured Interview Questions on Focus Group Discussion with Participating Primary School Teachers in Control Group

This instrument was produced by the researcher to serve as a direction for eliciting responses from the participating primary school teachers during the Focus Group Discussion that took place during the intervention phase of the research. The instrument was employed in answering the questions that guided the study. It involved the investigator who served as the moderator, research assistants who served as assistant moderator and handlers of recording equipment and primary school teachers who answered the following questions: What were the challenges that teachers have with teaching primary four pupils social studies in Igbo Language? How were children in the experimental group reacted during the treatment? What were the challenges that children encountered during the treatment? These question provided content for the Focus Group Discussion. See Appendix XI(c)

3.5 Research Procedure

3.5.1 Visit to the Sampled Schools

An introductory letter was issued to the researcher by the Department of Early Childhood Education and Educational Foundations, University of Ibadan and presented to the Local Government Education Office, Imo State. In addition, an authority letter was collected from the Local Government Education office to grant the researcher authority to use their schools. The letter of introduction was presented to the Head Teacher of participating schools to enable them permit me to make use of the schools under their control, teachers as well as their Primary four children for the research. The teachers that were involved in the study were made to know individually what the researcher intended to do so as to get active help from them. Teachers and research Assistants interacted by way of questioning as well as making suggestions on how best to essentially carry out the study. Again, for ethical reasons, consent letters were written and given to parents of participating children.

3.5.2 Selection and Training of Participating Teachers and other Research Assistants

The participating teachers were intimated with the language of instruction for one week. The researcher first introduced the teachers on the objectives of the study and the need to develop social skills in children and the need for selecting the four concepts. The researcher explained the steps and intimated them on the step that was carried out in the particular social skills training used by the teacher. After this, the researcher threw light on lessons taught and questions and comments were discussed. The teachers then demonstrated their own teaching in which each of them used their fellow teachers as their pupils. The demonstration lesson was assessed by the researcher using the teacher's evaluation sheet. All the mistakes encountered during the demonstration was discussed and suggestions for way forward were made.

The demonstration lesson was repeated to be able to know how the teachers were able to use the language of instruction. All the teachers in schools who participated in the training and adhered to the instructional guide as it relates to the desired language of instruction were used for the study. Teachers and research assistants were also taught by the researcher on how to use the following instrument on primary four pupils before and after training: CCOS, CSES, SSGLQ, Social Studies Achievement Test (SSAT) and Focus Group Discussion Questionnaire on primary four pupils before and after training See Appendix XII

3.5.3 Administration of Pretest

Participating primary four pupils and research assistants in the training were taught how to implement the instruments for pre-test on the primary four pupils, Children Communication Observation Schedule (CCOS), Children Self- Expression Scale (CSES), Social studies Group Loyalty Questionnaire (SSGLQ) and Social Studies Achievement Test (SSAT) in order to determine the differences in the three language groups. This lasted for one week.

3.5.4 Treatment Phase

This lasted for six weeks, for all the three language groups were trained by the participating teachers. They taught pupils' Social studies based concepts on Social environment, the Relationship of Some Members of the Family, Culture and Other Pupils Beliefs and Traditions. The process could be found in the table below.

Table 3.3: Summary of Work Schedule for the Research Procedure

S/N	Activity	Duration
1.	Identification of sample and Visit to Local Education board office and selected schools. Training of teachers and research assistants	1 Week
2.	Teachers/Research Assistants administered pre-test across all language groups	1 Week
3.	Treatment of experimental group with Igbo. Treatment of experimental group with English and Igbo. Treatment of control group with English. Also qualitative data were collected during focus group discussion and interviews.	6 Weeks
4.	Post-test across all language groups were administered	1 Week

9 weeks

The implementation procedure was carried out for treatment and control groups as follows:

3.5.5 The Experimental Group 1 Igbo Language

The steps in Igbo language group

- Step I:** The teacher presented the lesson to pupils in Igbo language using charts, and pictures.
- Step II:** The teacher asked pupils questions based on the lesson presented and called out pupils to answer. Pupils answered the questions as the teacher called them out.
- Step III:** The teacher clarified if pupils do not answer well and pupils listen to teacher's explanations.

3.5.6 The Experimental Group 11 English and Igbo language

The steps in English and Igbo language group

- Step I:** The teacher presented the lesson to pupils in English and Igbo Language using charts, and pictures.
- Step II:** The teacher asked pupils questions based on the lesson presented and called out pupils to answer. Pupils answered the questions as the teacher called them out.
- Step III:** The teacher clarified if pupils do not answer well and pupils listen to teacher's explanations.

3.5.7 Control Group English language

The steps in English language group

- Step I:** The teacher presented the lesson to pupils in English language using charts, and pictures.
- Step II:** The teacher asked the children questions based on what was taught and called the children out to answer. Pupils provided answers to questions as they were called out by the teacher. Pupils answered the questions as the teacher called them out.
- Step III:** The teacher clarified if pupils do not answer well and pupils listen to teacher's explanations.

3.5.8 Administration of the Posttest

The following instruments were distributed by the researcher and research assistants to primary four pupils after the intervention phase of the study; Children Communication skill Observation Schedule (CCOS), Children Self Expression Scale (CSES), Social studies Group Loyalty Questionnaire (GLQ) and Social Studies Achievement Test (SSAT) in all the language groups at the end of the treatment period in order to compare the three groups and this lasted for one week.

3.5.9 Data Analysis

The generated data were analysed using descriptive statistics of frequency counts and percentage to describe the demographic characteristics of participants. All hypotheses were tested using inferential statistics of Analysis of Covariance (ANCOVA) at 0.05 level of significance. Bonferroni post-Hoc analysis was used to determine the sources of significant difference among the groups. Qualitative data were transcribed and summarized in order to provide basis for interpretation of the data. Qualitative data collected were analysed using thematic techniques.

CHAPTER FOUR

RESULTS

It is pertinent to reveal at this juncture that at the end of data collection, 172 pupils had completed data for academic achievement and 166 pupils had also completed data for social skills. The analysis presented in this chapter is based on these figures.

4.1 Demographic Analysis

In this section, the demographic data which are the moderator variables to this study are presented in pie charts in figure 1 and 2

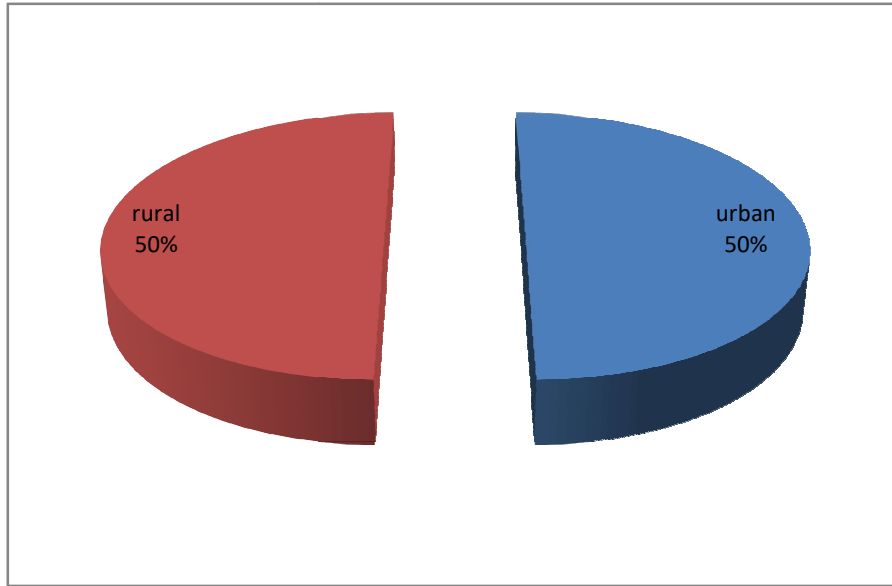


Fig. 1: Distribution of Participants Based on School Location

Figure 1 shows that half (50%) of the participants are from schools located in the rural areas and other half (50%) are from schools located in urban centres.

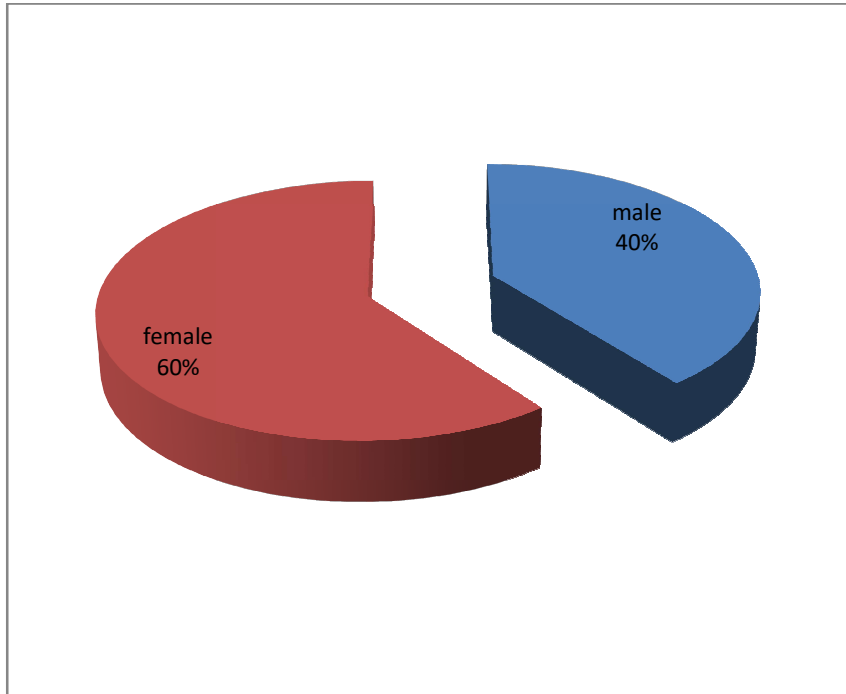


Fig.2: Gender Distribution of the Participants

Figure 2 shows that majority of the participants (60%) are females while the remaining (40%) are male students. This showed that more female pupils participated in the study.

4.2: Testing the Null Hypotheses

Hypothesis 1a: There is no significant main effect of treatment on academic achievement of pupils-

Table 4.1: Summary of Analysis of Covariance on Academic achievement of Pupils

Dependent Variable: Postachievement in SOS

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	813.116 ^a	12	67.760	16.441	.000	.554
Intercept	1605.752	1	1605.752	389.603	.000	.710
Prescore	1.436	1	1.436	.348	.556	.002
Trtment	347.704	2	173.852	42.182	.000*	.347
Schoolloc	34.827	1	34.827	8.450	.004*	.050
Sex	.153	1	.153	.037	.847	.000
Trtment * schoolloc	224.782	2	112.391	27.269	.000*	.255
Trtment * sex	26.865	2	13.432	3.259	.041*	.039
schoolloc * sex	6.930	1	6.930	1.681	.197	.010
Trtment * schoolloc * sex	2.212	2	1.106	.268	.765	.003
Error	655.320	159	4.122			
Total	50465.000	172				
Corrected Total	1468.436	171				

a. R Squared = .554 (Adjusted R Squared = .520)

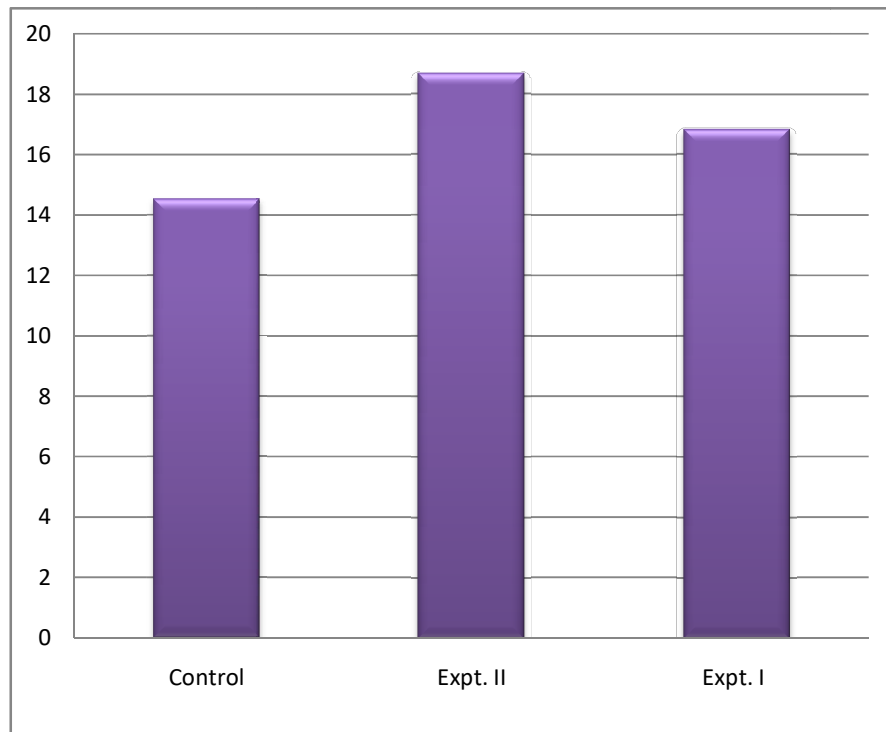
*Denotes sign at 0.05 level of sig.

Table 4.1 shows that there is a significant main effect of treatment on pupils' academic achievement ($F_{(2; 159)} = 42.18$; $p < 0.05$; partial $\eta^2 = .35$). Therefore, Hypothesis 1a is rejected. Table 4.2 presents the levels of achievement across the groups through Estimated Marginal Means (EMM).

Table 4.2: Estimated Marginal Means on Achievement across the Groups

Variable	Mean	Std. Error
INTERCEPT		
Pre-Performance	11.145	-
Post-Performance	16.678	.171
TREATMENT		
Control	14.533	.350
Expt. II	18.677	.275
Expt. I	16.824	.298
SCHOOL LOCATION		
Urban	16.123	.267
Rural	17.233	.245
GENDER		
Male	16.645	.274
Female	16.711	.204

Table 4.2 shows that pupils exposed to English and Igbo (Experimental II) had the highest achievement in SOS mean score (\bar{x} =18.68), followed by those exposed to Igbo language (Experimental I) alone (\bar{x} =16.82) while those exposed to English language (Control) had the lowest achievement mean score (14.53). Figure 3 presents this in a bar chart.



Represented by block in the middle

Fig. 3: Achievement Mean Scores across the Treatment Groups

In order to show the source(s) of the significant difference, Table 4.3 presents the summary of pairwise comparison.

Table 4.3: Summary of Pairwise Comparison on Achievement in SOS

Variables	Control	Expt. II	Expt. I
Control		*	*
Expt. II	*		*
Expt. I	*	*	

Table 4.3 shows that the significant effect revealed by ANCOVA was as a result of the significant difference between:

- i. Expt. II and Expt. I
- ii. Expt. II and Control
- iii. Expt. I and Control

This implies that adopting Igbo and English is significantly better than using Igbo alone; also that using Igbo alone is far better than using English to teach Social studies to the pupils.

Hypothesis 1b: There is no significant main effect of treatment on social skills of pupils

Table 4.4: Summary of Analysis of Covariance on Social Skills of Pupils

Dependent Variable: post social skills

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1091.892 ^a	12	90.991	4.816	.000	.274
Intercept	4327.310	1	4327.310	229.058	.000	.600
Presocialskills	20.419	1	20.419	1.081	.300	.007
Trtment	97.497	2	48.749	2.580	.079	.033
Schoolloc	98.652	1	98.652	5.222	.024*	.033
Sex	76.104	1	76.104	4.028	.047*	.026
Trtment * schoolloc	309.392	2	154.696	8.189	.000*	.097
Trtment * sex	175.012	2	87.506	4.632	.011*	.057
schoolloc * sex	128.614	1	128.614	6.808	.010*	.043
Trtment * schoolloc * sex	12.657	2	6.329	.335	.716	.004
Error	2890.445	153	18.892			
Total	647554.000	166				
Corrected Total	3982.337	165				

a. R Squared = .274 (Adjusted R Squared = .217)

*Denotes sign at 0.05 level of sig.

Table 4.4 shows that there is no significant main effect of treatment on pupils' social skills ($F_{(2; 153)} = 2.58$; $p > 0.05$; partial $\eta^2 = .03$). Therefore, Hypothesis 1b is not rejected. Table 4.5 presents the levels of skills acquisition across the groups through EMM.

Table 4.5: Estimated Marginal Means on Social Skills across the Groups

Variable	Mean	Std. Error
INTERCEPT		
Pre- Achievement	59.783	-
Post-Achievement	62.071	..375
TREATMENT		
Control	62.216	.752
Expt. II	60.977	.668
Expt. I	63.019	.610
SCHOOL LOCATION		
Urban	61.195	.562
Rural	62.946	.508
GENDER		
Male	62.820	.603
Female	61.321	.443

Table 4.5 shows that pupils taught with Igbo alone (Experimental I) had the highest social skills acquisition mean score (\bar{x} =63.02), followed by those taught with English language alone (Control) (\bar{x} =62.22) while those taught with Igbo and English language (Experimental II) had the lowest social skills acquisition mean score (\bar{x} =60.98). But the difference among them is shown not to be significant.

Figure 4 shows the achievement across groups in a bar chart

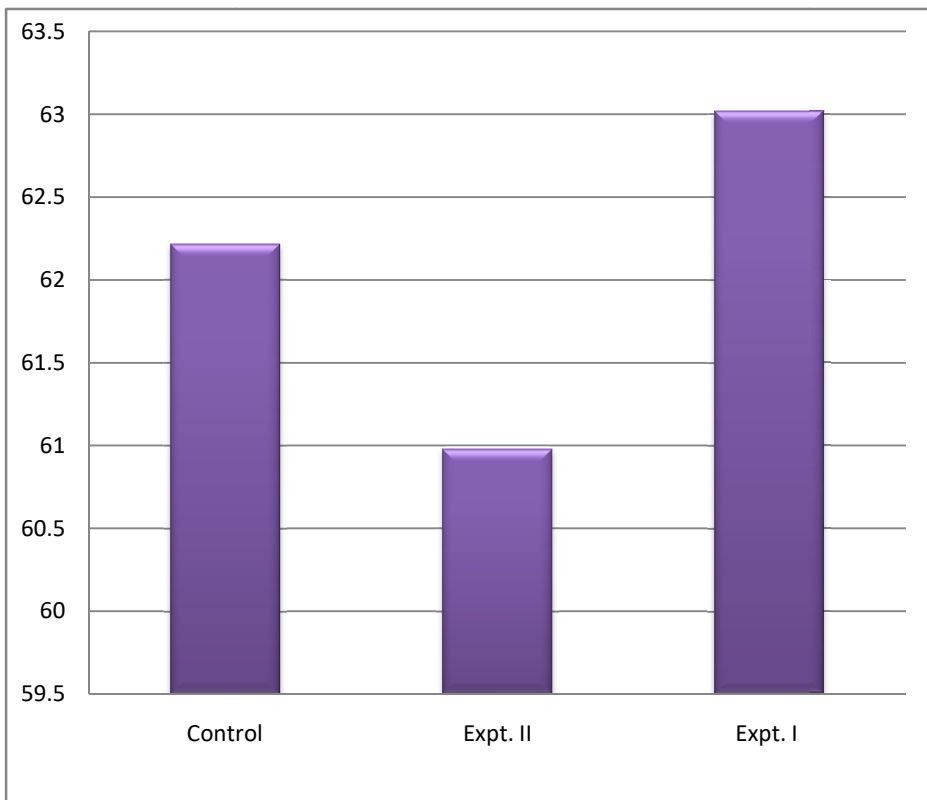


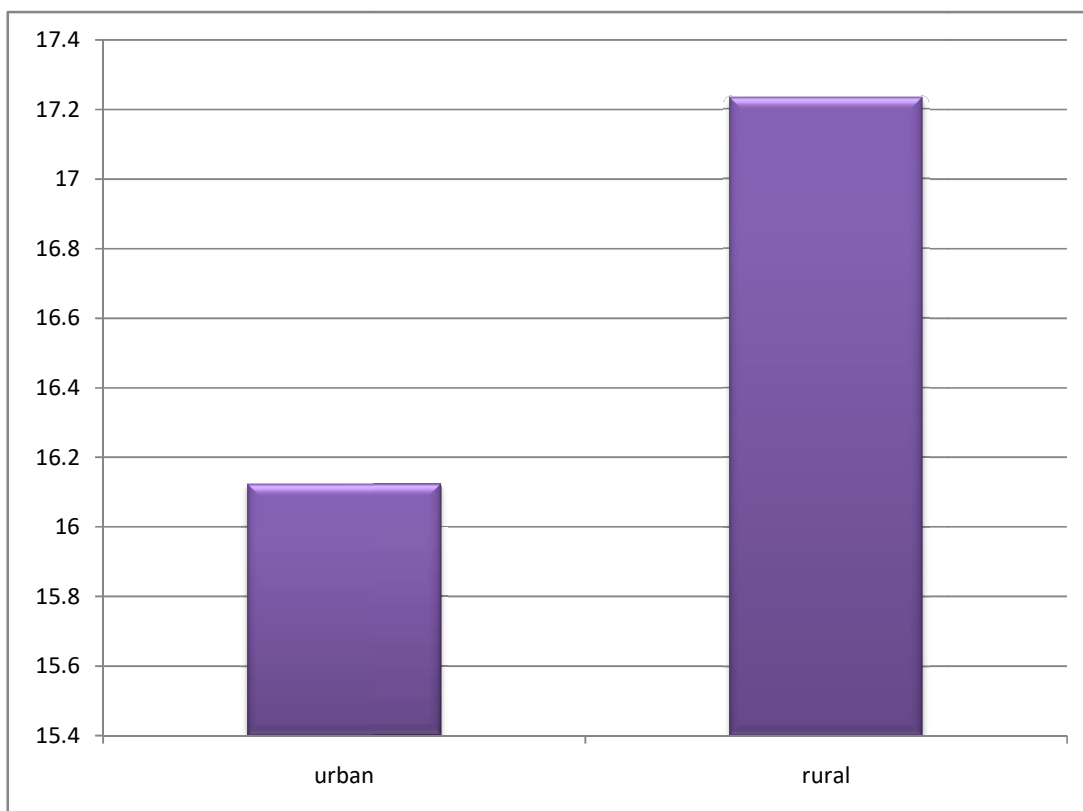
Fig. 4: Skills Acquisition across the Treatment Groups

the first block at the right hand

Hypothesis 2a: There is no significant main effect of School Location on academic achievement of pupils

Table 4.1 reveals that there is a significant main effect of school location on pupils academic achievement ($F_{(1; 159)} = 8.45$; $p < 0.05$; partial $\eta^2 = .05$). Therefore, hypothesis 2a is rejected. Table 4.2 shows that pupils from rural location had the highest achievement mean score ($\bar{x} = 17.23$) than those from urban location (16.12).

Figure 5 presents this in a chart form.



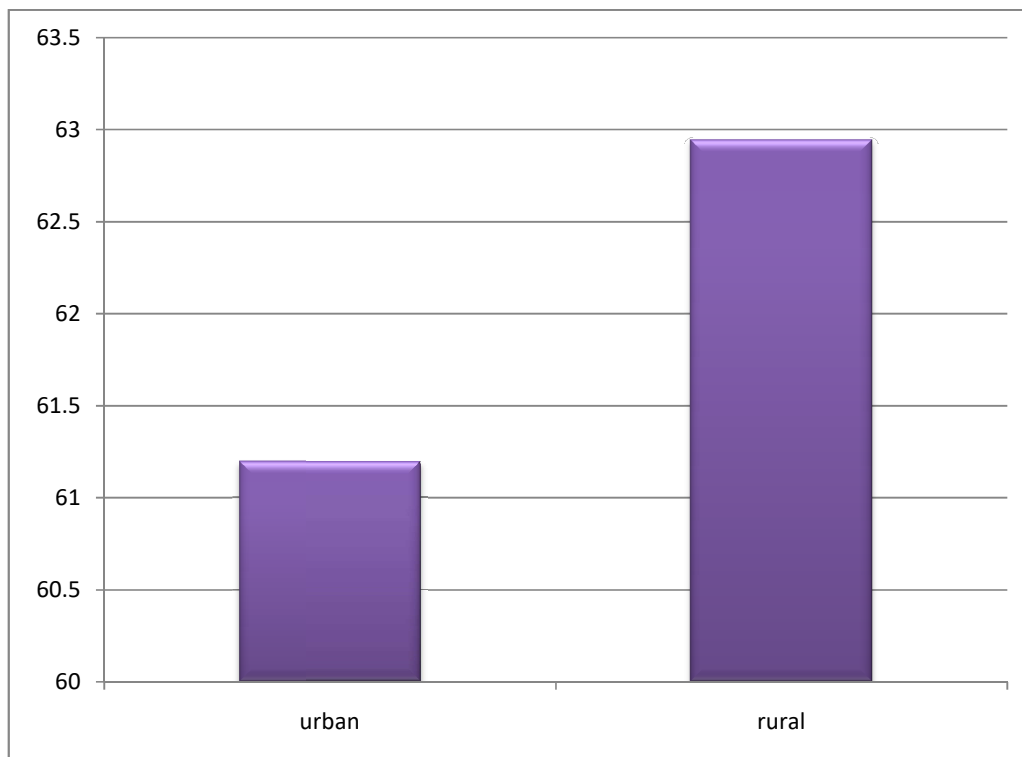
Represeted by the first block at the right hand

Fig. 5: Academic Achievement of Pupils Based on School Location

Hypothesis 2b: There is no significant main effect of School Location on social skills of pupils

Table 4.4 reveals that there is a significant main effect of school location on pupils social skills acquisition ($F_{(1; 153)} = 5.22$; $p < 0.05$; partial $\eta^2 = .03$). Therefore, hypothesis 2b is rejected. Table 4.5 shows that pupils from rural location had the highest social skills mean score ($\bar{x} = 62.95$) than those from urban location (61.20).

Figure 6 presents this in a chart form.



Representedd by the first block at the right hand

Fig. 6: Skills Acquisition of Pupils based on School Location

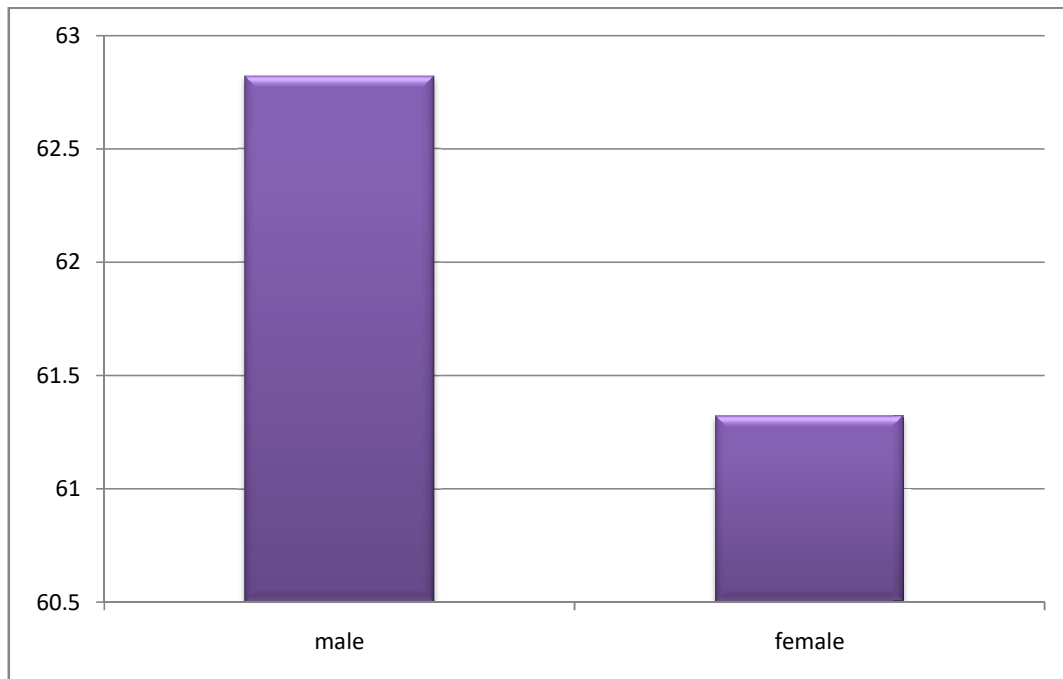
Hypothesis 3a: There is no significant main effect of gender on academic achievement of pupils.

Table 4.1 reveals that there is no significant main effect of gender on pupils academic achievement in social studies ($F_{(1; 159)} = 0.04$; $p > 0.05$; partial $\eta^2 = .00$). Therefore, hypothesis 3a is not rejected.

Hypothesis 3b: There is no significant main effect of gender on social skills of pupils

Table 4.4 reveals that there is a significant main effect of gender on pupils social skills acquisition ($F_{(1; 153)} = 4.03$; $p < 0.05$; partial $\eta^2 = .03$). Therefore, hypothesis 3b is rejected. Table 4.5 shows that male pupils had the highest social skills mean score ($\bar{x} = 62.82$) than female pupils (61.32).

Figure 7 presents this is a chart form.



Represented by the first block at the left hand

Fig. 7: Social Skills Acquisition based on Gender

Hypothesis 4a: There is no significant interaction effect of treatment and school location on academic achievement of pupils

Table 4.1 reveals that there is a significant interaction effect of treatment and school location on pupils academic achievement ($F_{(2; 159)} = 27.27$; $p < 0.05$; partial $\eta^2 = .26$).

Therefore, hypothesis 4a is rejected.

Figure 8 disentangle the interaction using line graph.

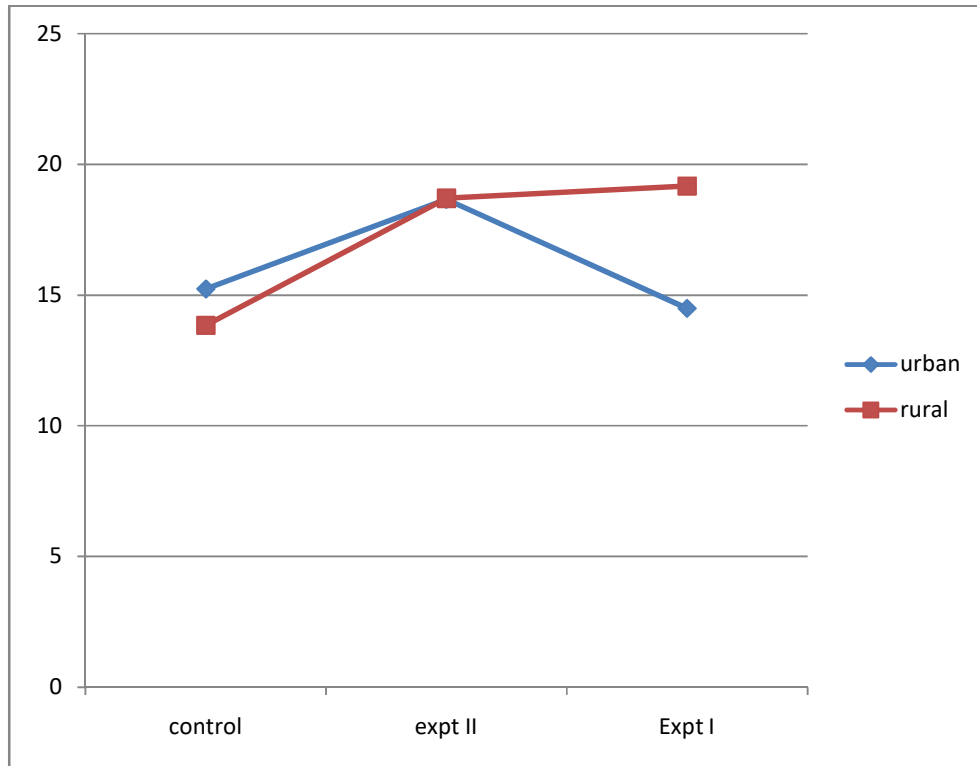


Fig. 8: Interaction Effect of Treatment and School Location on Achievement of Pupils

Figure 8 shows that the interaction effect of treatment and school location on the academic achievement of pupils is disordinal. This is so because pupils in urban had the higher achievement in control group but pupils in rural location had the higher achievement Experimental II and I. This implies that Igbo language alone, and Igbo/English language as language of instruction favoured pupils in rural area more than those in urban.

Hypothesis 4b: There is no significant interaction effect of treatment and school location on social skills of the pupils.

Table 4.4 reveals that there is a significant interaction effect of treatment and school location on pupils' social skills ($F_{(2; 153)} = 8.19$; $p < 0.05$; partial $\eta^2 = .10$). Therefore, hypothesis 4b is rejected.

Figure 9 disentangle the interaction using line graph.

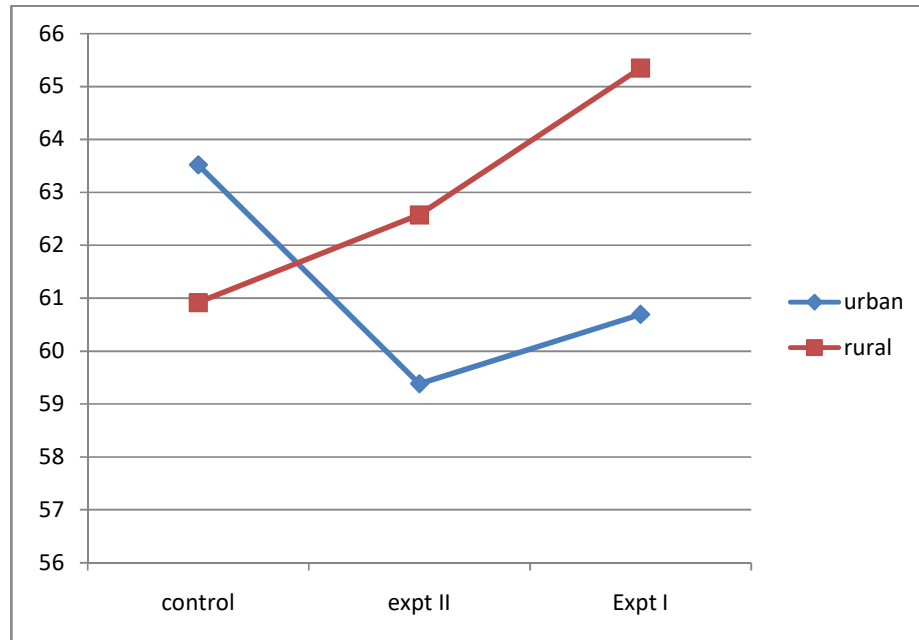


Fig. 9: Interaction Effect of Treatment and School Location on Social Skills

Figure 9 shows that the interaction effect between treatment and school location on social skill is disordinal. This is so because pupils in urban had higher social skills mean score in control while pupils from rural location had higher social skills mean scores in experimental I and II. This implies that Igbo mixed with English and Igbo alone improve social skills of pupils in rural location than in urban.

Hypothesis 5a: There is no significant interaction effect of treatment and gender on academic achievement of pupils

Table 4.1 reveals that there is a significant interaction effect of treatment and gender on pupils academic achievement ($F_{(2; 159)} = 3.26; p < 0.05; \text{partial } \eta^2 = .04$). Therefore, hypothesis 5a is rejected.

Figure 10 disentangle the interaction using line graph.

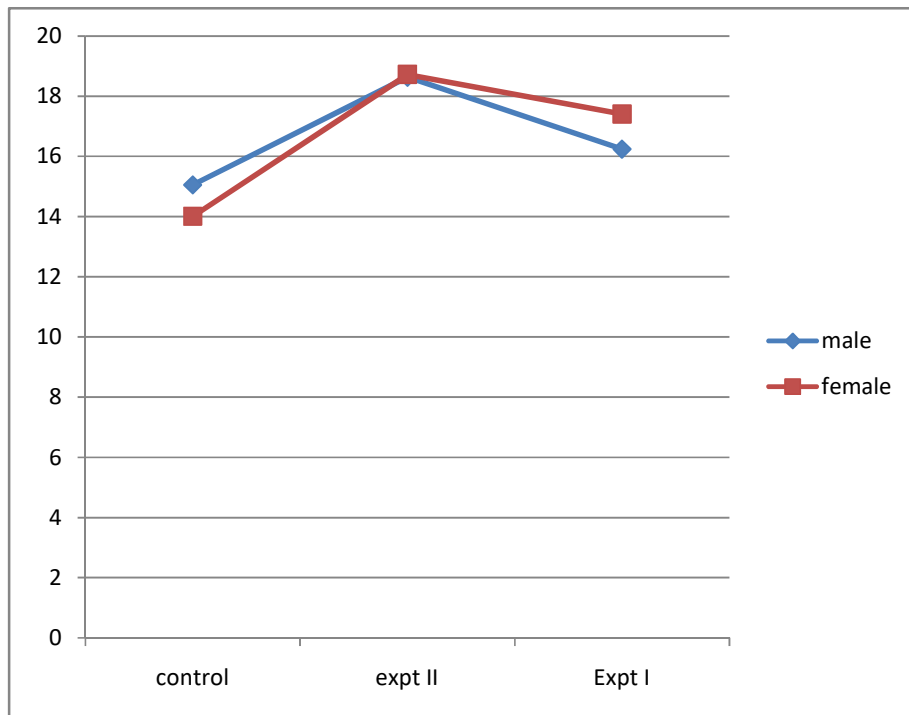


Fig. 10: Interaction Effect of Treatment and Gender on Academic Achievement

The interaction effect of treatment and gender on performance is also a disordinal one because male pupils performed higher in control but female performed better in Experimental I and II.

Hypothesis 5b: There is no significant interaction effect of treatment and gender on social skills of the pupils.

Table 4.4 reveals that there is a significant interaction effect of treatment and gender on pupils' social skills ($F_{(2; 153)} = 4.63; p < 0.05; \text{partial } \eta^2 = .06$). Therefore, hypothesis 5b is rejected.

Figure 11 disentangle the interaction using line graph.

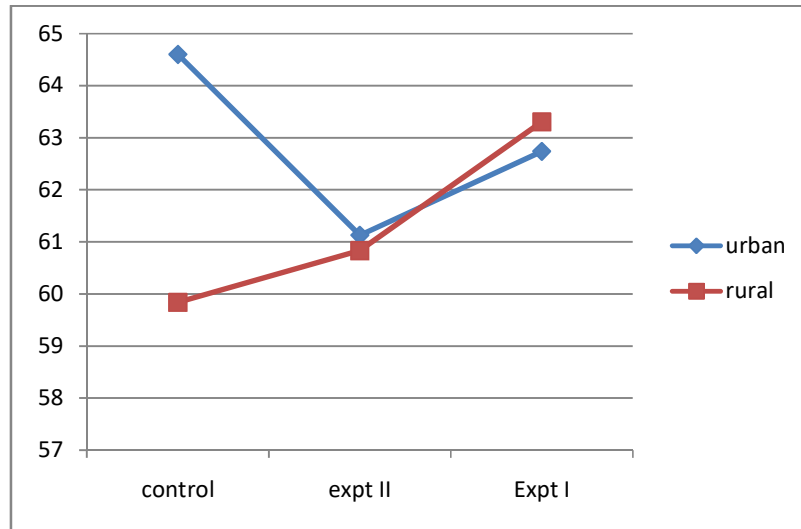


Fig. 11: Interaction Effect of Treatment and Gender on Social Skills

The interaction effect of treatment and gender on social skills is also a disordinal one because male pupils performed higher in control and Experimental I but female performed better in Experimental II.

Hypothesis 6a: There is no significant interaction effect of school location and gender on academic achievement of pupils

Table 4.1 reveals that there is no significant interaction effect of school location and gender on pupils academic achievement ($F_{(1; 159)} = 1.68$; $p > 0.05$; partial $\eta^2 = .01$). Therefore, hypothesis 6a is not rejected.

Hypothesis 6b: There is no significant interaction effect of school location and gender on social skills of the pupils.

Table 4.4 reveals that there is a significant interaction effect of school location and gender on pupils' social skills ($F_{(1; 153)} = 6.81$; $p < 0.05$; partial $\eta^2 = .04$). Therefore, hypothesis 6b is rejected.

Figure 12 disentangle the interaction using line graph.

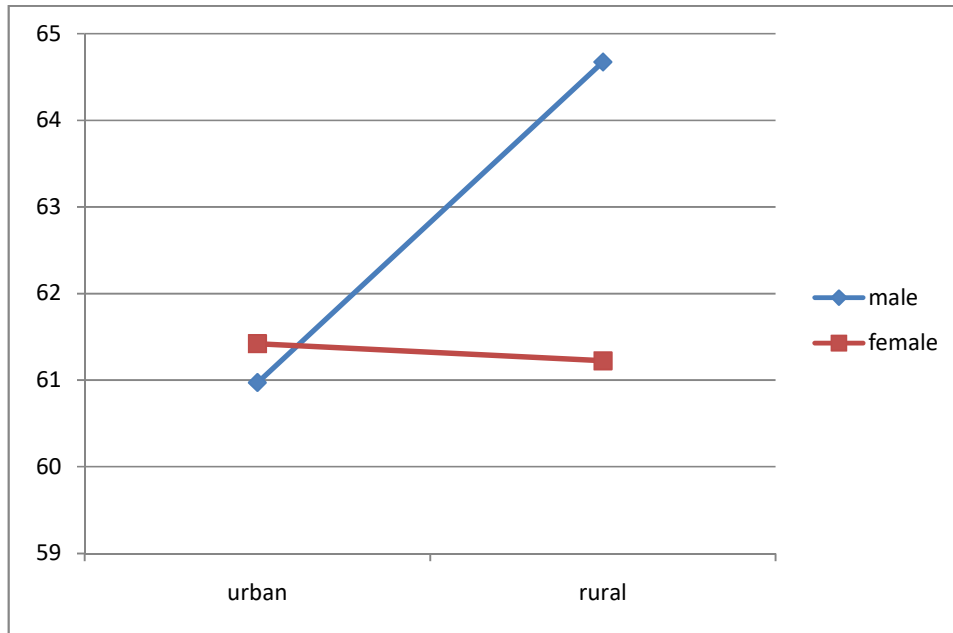


Fig.12: Interaction Effect of School Location and Gender on Social Skills

The interaction effect of school location and gender on social skills is also a disordinal one because female pupils performed higher than male in urban while the reverse was the case in rural area.

Hypothesis 7a: There is no significant interaction effect of treatment, school location and gender on academic achievement of pupils

Table 4.1 reveals that there is no significant interaction effect of treatment, school location and gender on pupils academic achievement ($F_{(2; 159)} = 0.27$; $p > 0.05$; partial $\eta^2 = .00$). Therefore, hypothesis 7a is not rejected.

Hypothesis 7b: There is no significant interaction effect of treatment, school location and gender on social skills of the pupils.

Table 4.4 reveals that there is no significant interaction effect of treatment, school location and gender on pupils' social skills ($F_{(2; 153)} = 0.34$; $p > 0.05$; partial $\eta^2 = .00$). Therefore, hypothesis 7b is rejected.

Table 4.6: Demographic of Pupils Interviewed

S/N	Participants (Coded Name)	Gender	Location
Pupil 1	KK	Male	Rural
Pupil 2	YY	Female	Urban
Pupil 3	XX	Female	Rural
Pupil 4	MM	Female	Urban
Pupil 5	TT	Female	Rural
Pupil 6	ZZ	Male	Urban

Table 4.7: Demographic of Teachers Interviewed

S/N	Participants (Coded Name)	Gender	Location
Teacher 1	Ms B	Female	Urban
Teacher 2	Ms J	Female	Rural
Teacher 3	Ms C	Female	Urban
Teacher 4	Ms U	Female	Rural
Teacher 5	Ms N	Female	Urban
Teacher 6	Ms L	Female	Rural

4.2: Answers to the Research Questions

Qualitative data was collected in this study to be able to see what challenges the pupils as well as the teachers have with the language used to teach Social Studies. The qualitative data has been arranged based on the themes generated from the research questions. In this section, the data was analysed in a thematic approach and coded names were given to all the pupils. That is, KK, YY, XX, MM, TT and ZZ.

Theme I: Difficulties faced by pupils based on language of instruction adopted for Social Studies

Six pupils were interviewed altogether, that is 2 pupils from each group and a pupil from a school. Two pupils exposed to Igbo language (Those in experimental I) who were from rural and urban area, that is KK and YY explained that they will like to be taught by their teacher using both Igbo and English language. In the language of the KK who was from school 1 sited in the urban area:

I want my aunty to use Igbo Language but add it English. I am from Owerri and I am from Igbo land but I want my aunty to use Igbo and English.

Sic- The way children said it.

Also YY who was from the second school which is sited in rural area said:

I want my aunty to teaching me social studies in Igbo and English Language.

These pupils in the Experimental I must be requesting for both languages so that they will be able to speak English as well as pass their examinations which are always being conducted in English Language. And another reason might be to enable pupils from different language background to benefit in the lesson which is necessary for high academic achievement and social skills of pupils. This is supported by Salawu (2000) and Amao (2010) who investigated the effect of bilingual on the academic achievement of pupils in social studies and found out that pupils taught in bilingual language recorded higher pupils' participation and achievement.

While answering the questions about difficulties faced by KK and YY when they were taught with Igbo Language, these pupils complained about their level of understanding when both Igbo and English Language were not used. KK who was from urban school has this to say:

The difficulty I encounter is teaching only in Igbo Language. I want my teacher/aunty to teach me with Igbo and English Language. It will help me to understand it very well.

YY on his own language put this issue as:

Is because it makes me understand it very well. When she say anything and explain it in Igbo and English Language it will help me to understand it very well.

Therefore, these pupils felt that the only challenge they were having is lack of adequate understanding when only Igbo language is used. Again, in support of their first stand, adequate understanding is necessary for their performance in examinations which happens to be their focus. This is also in line with the submission of Salawu (2000) and Amao (2010) that bilingual enhances learners' performance and understanding.

Two pupils were also interviewed among those in Experimental II. That is those exposed to both Igbo and English. These pupils, XX and MM were from urban and rural area respectively. Both pupils also express their views that they will like to be taught in Igbo and English. In the words of XX:

... Is because if she said anything in Igbo she will explain it in English and that made us to understand what she taught us very well. And we are very happy about that.

The second pupil, which is MM who was from rural area, also expressed the same view, thus:

It made me to understand it very well. If she said anything in English, she will explain the meaning in Igbo. So it made it simple for me to understand the social studies very well. And all my classmates understand it very well too.

This implies that the pupils enjoyed and felt they learnt better when they were exposed to both languages, Igbo and English. In their words, they felt their understanding of the subject is better with the two languages.

While answering the question about challenges faced during the lessons, XX and MM claimed that they had no challenge. XX who was from urban school have this to say:

No. Everything is well understood if I don't understand English Language I will understand Igbo Language. Though I have other classmates from Yoruba and Delta, they were all carried along because when my teacher said it in

*English Language, she will explain in Igbo Language and they will understand.
So there was no difficulty encountered in the training.*

MM also support this view when she was asked of any challenges she encountered during the lessons delivered. She said:

No ma. But there would have been problem if she did not use English and Igbo because some of us for instance, that came back from the North would have lost, in the training. Because I don't understand Igbo very well, so i did not miss anything I benefitted from the training.

Two pupils expose to English Language (Those in control group) who were from urban and rural area, that is TT and ZZ explained that they will like to be taught by their teacher using English and Igbo Language TT who was from school 1 sited in the urban area reported:

...Yes, I want her to use English and Igbo Language to teach me social studies.

In support of pupils sited in the urban area, ZZ who was from the second school which was sited in rural area said:

...Yes, I want her to continue teaching us social studies in English and Igbo Language.

These pupils in the control group were advocating for both languages so as to gain more understanding and communicate well at in the school. So, primary four pupils should be taught social studies in the two languages. This is supported by Amao (2010) who investigated pupils taught with bilingual that resulted in higher academic achievement.

While answering the question about challenges faced by TT and ZZ when they were taught using English Language; these pupils complaint about that their level of understanding when English Language only was used. TT who was from urban school said:

...Is because, some of the things she mentioned their names while teaching us, i don't know their meaning in Igbo. But if she teaches in English and explained in Igbo it will help me understand the lesson but if she did not do that it becomes a problem to me.

ZZ also said thus:

...No. Only in the language is where I have problem. Let her use English and Igbo Language together because we are in the village.

Therefore, these pupils felt that the only challenge they have in the lesson is lack of proper understanding when English Language was used. Also, in support of their first stand, adequate understanding is necessary for their achievement in social studies which happens to be their focus.

Theme II: Difficulties faced by teachers based on language of instruction adopted for social studies.

Six teachers were interviewed altogether, that is 2 teachers from each group and a teacher from a school. Two teachers that taught with Igbo Language (Those in Experimental 1) who were from urban and rural, that is Ms. B and Ms. J explained that they enjoyed teaching with Igbo Language. In the language of Ms. B who was from school 1 sited in the urban area: said thus

I taught in Igbo Language and children enjoyed learning social studies in Igbo Language. But I felt it will better to use both languages in teaching pupils because some of the pupil who were from different language background could not understanding Igbo Language very well.

Also, Ms. J who was from the second school which is sited in the rural area said:

She enjoyed teaching in Igbo Language but let be adding English Language.

These teachers are requesting for two languages so that pupils will be able to understand the lesson and carry along, those pupils who are not from the same language background in the lesson in order to have desired academic achievement. This is supported also by Amao (2010) who investigated that pupils taught in bilingual performed higher in their academic achievement. While answering question about challenges faced by Ms. B and Ms. J in teaching pupils using Igbo Language, these teachers complained about pupils who are non-Igbos understanding when Igbo Language was used. Ms. B who was from urban school has this to say:

I face many difficulties in teaching social studies in Igbo because most of the pchildren are not Ibos. Some children were lost because they don't understand the Language.

Ms. J on his own language put this issue as:

I did not face any difficulty in teaching primary four pupils in social studies in Igbo Language. Igbo language should be used so that all will learn our language and culture easily because social studies is all about culture and it will be easy to teach children our culture in Igbo Language. Although, teaching

primary four pupils' social Studies will be better if English and Igbo languages are used.

Therefore, these teachers explained that the only challenge they is lack of understanding of pupils from different language background in support of these, they suggested the use of English and Igbo Language for better understanding if academic achievement were to be obtained which happens to be their focus and this is supported by Banjoko (1997) which showed that bilingual instruction resulted in higher academic achievement, compared to instruction mediated in Yoruba alone or in English Language alone

Also two teachers were interviewed among those in experimental II. That is those that taught with English and Igbo Language. These teachers, Ms. C and Ms. Uwere from urban and rural area respectively. Both teachers suggested that it will be better to teach both languages. In the words of Ms.C:

It will be better to use English and Igbo Language so that if children did not understand English they will understand Igbo. And both Igbo and none Igbo speakers will benefit in the training.

The second teacher Ms. U who was from rural area also expressed the same view, thus:

I enjoyed teaching English and Igbo language. When I teach in both languages it helped pupils to understand the lesson very well.

This implies that teachers were able to make pupils understand the lesson. In their words also, the teachers felt the understanding of the lesson is better with the two languages.

The teachers from Experimental II who taught with English and Igbo Language were able to state their challenges as the time allotted for the lesson. The Ms. C who was from urban school has this to say:

In teaching with English and Igbo will be very easy for both teachers and children. The only difficulty in teaching children in English and Igbo is time factor. In using English and explain in Igbo takes time because is only 40minutes that is assigned to all subject in the primary. But when you say it in English and explain in Igbo the lesson will take more than 40minutes and this makes teaching very difficult for the teacher. But teaching social studies will be better if English and Igbo is used in teaching children.

Ms.U also supported the view when she was asked of difficulties she encountered during the lesson delivered. She said:

The only difficulty is time factor. It is time consuming. It takes time to explain in Igbo and English.

The two teachers felt teaching pupils in English and Igbo Language help in proper understanding but takes time. They said it is time consuming but suggested it is the best Languages to be used. This is in line with the result of Banjoko (1997), Salawu (2000) and Amao (2010) which showed that pupils taught in bilingual language recorded higher academic achievement, compared to instruction mediated in Yoruba alone or in English Language alone

Two teachers that taught in control group who were from urban and rural area that is Ms. N and Ms. L explained that it will be better if pupils were taught in English and Igbo Language. In the language of Ms. N who was from school 1 sited in the urban area:

I taught pupils with English Language. But it was very difficult for pupils to understand the lesson.

In order to support teacher sited in the urban area, Ms. L who was from the second school which was sited in rural area said:

Pupils did not understand the lesson in English Language especially those in the rural area. I felt it will be better to teach pupils social studies in English and Igbo Language.

These teachers in the control group are suggesting for both language in order to make pupils understand the lesson and improve in their academic achievement. Another reason is because of pupils from different language background also in support of their first stand, adequate understanding is necessary for their achievement in social studies. While answering the question about difficulties faced by Ms. N and Ms. L when they taught with English Language, these teachers explained the level of understanding of pupils when English was used: Ms. N who was from urban has this to say:.

It was difficult for children who are typical Igbos to understand the lesson. I find it very difficult to make children understand everything I taught them in English. But had it been I added Igbo, it could have been better. And everybody could have participated both English and Igbo speakers. Again there are

certain things that I wanted to explain to them in Igbo but I could not because the lesson is strictly in English language.

Ms. L also said thus:

Children were complaining of the use of English language. Children said that they want Igbo Language because they are in the rural area where Igbo language is been used. That they don't understand the teacher. Some said they want only Igbo while some said they want English and Igbo that they cannot understand only English Language.

Therefore, these teachers suggested that the only way out in teaching social studies for pupils to understand is using English and Igbo Language. Also in support of these, Ms. Nand Ms. L said that adequate understanding is necessary for the achievement in social studies this was supported by Amao (2010) which compared the effectiveness of instruction mediated by direct method and the bilingual method. And the result of the study suggested that participants subjected to bilingual instruction recorded better achievement than those who were taught using direct method.

4.3 Summary of the Findings

Based on the quantitative and qualitative analysis done to the data collected in this study, the following are summary of findings:

- 1a. There was a significant main effect of treatment on pupils' academic achievement. Pupils exposed to English and Igbo (Experimental II) obtained the highest performance in SOS, followed by those exposed to Igbo language (Experimental I) alone while those exposed to English language (Control) obtained the lowest mean score.
- 1b. There was no significant main effect of treatment on pupils' social skills
- 2a. There was a significant main effect of school location on pupils' academic achievement. Pupils from rural location had the highest performance mean score than those from urban location.
- 2b. There was a significant main effect of school location on pupils social skills acquisition. Pupils from rural location had the highest social skills mean score than those from urban location.

- 3a. There was no significant main effect of gender on pupils academic performance in Social studies.
- 3b. There was significant main effect of gender on pupils' social skills acquisition. Male pupils had the highest social skills mean score than female pupils
- 4a. There was significant interaction effect of treatment and school location on pupils' academic achievement and the interaction is disordinal.
- 4b. There was significant interaction effect of treatment and school location on pupils' social skills and the interaction is disordinal.
- 5a. There was significant interaction effect of treatment and gender on pupils' academic performance the interaction is disordinal.
- 5b. There was significant interaction effect of treatment and gender on pupils' social skills and the interaction effect is disordinal too.
- 6a. There was no significant interaction effect of school location and gender on pupils academic achievement.
- 6b. There was significant interaction effect of school location and gender on pupils' social skills and the interaction effect is disordinal.
- 7a. There was no significant interaction effect of treatment, school location and gender on pupils academic achievement
- 7b. There was no significant interaction effect of treatment, school location and gender on pupils' social skills.
- 8a. Pupils preferred Igbo and English language as a medium of instruction for Social studies.
- 8b. Pupils also complained that there was challenge of understanding for all pupils when one language was used to teach them Social studies. Pupils exposed to either Igbo or English Language had challenge of understanding the concepts.
- 9a. Teachers also agreed that using both Igbo and English to teach social studies enhanced the understanding of the pupils.

9b. Teachers complained of time factor as the challenge faced when using both languages to deliver the lessons in Social Studies.

4.4 Discusison of Findings

4.4.1 The Main Effect of Treatment on Pupils Academic Achievement in Social Studies

The findings of this study revealed a significant main effect of treatment in pupils' academic achievement in Social studies. Children who were taught Social studies in English and Igbo Language had the highest means score followed by children who were taught social studies in Igbo Language while children who were taught social studies in English Language had the least means score. This means that English and Igbo Language (Bilingual) are more effective in enhancing the academic performance of primary four pupils in Social studies. The effectiveness of English and Igbo Languages combined (Bilingual) over Igbo Language could be due to the fact that pupils who were taught Social studies in English and Igbo Languages (Bilingual) were able to understand the concepts better because they were already used to learning Social studies at the lower primary level in Igbo Language. Another possible reason is that many Africans view English Language as superior to other languages. Therefore this could have made the childreqn have a desire to learn Social studies in English Language as well. In other words, using a combination of both languages helped their understanding of the concepts and spurred their interest in learning better than other languages.

This finding agrees with the study outcomes of Banjoko (1997); Amao (2010) that primary school pupils' academic performance is better enhanced using Bilingual medium of instruction. This finding on the other hand disagrees with Salawu (2000) who reported that using Bilingual as a medium of instruction does not enhance academic achievement of primary school pupils.

This study has also revealed that children in the Igbo Language group performed better in Social studies than children in English Language group. This could have been as a result of the fact that children in Igbo Language group were already used to learning Social studies in Igbo while children in English Language group were just introduced to learning Social Studies in English Language that term after learning Social studies for three years in Igbo Language. This finding supports the findings of

Oginni and Owolabi (2013); Fakeye (2011) and Adebisi (2013) that indigenous languages were more effective enhancing the academic achievement of pupils at the primary level.

This study also disagrees with Olanipekun, Attah, Zaku and Sarki (2013); who reported that indigenous languages were not better than English Language in enhancing the academic achievement of pupils.

4.4.2 The Main Effect of Treatment on Pupils Social Skills

The findings of this study revealed no significant main effect of treatment on pupils' Social skills. This means that the treatment (medium of instruction) was not effective on pupils' Social skills. In other words, pupils' Social skills were not fostered after the treatment. This could be due to the fact that fostering pupils' Social skills is not dependent only on the medium of instruction used in the classroom during Social studies but on other factors such as pupils' socio-background, gender, socio-economic background and socio-cultural beliefs. Another possible reason could be that the time used in this study (6 weeks intervention) to determine effectiveness of the treatment (medium of instruction) was quite short.

This finding has also revealed that children taught in Igbo Language had the highest Social skills acquisition mean score followed by those taught in English Language while those taught in English and Igbo Languages combined had the lowest skills acquisition mean score. This means that Igbo Language is the most effective in fostering the Social skills of primary school pupils. This finding agrees with Ashofor, Ekele and Milcah (2016) who argued that children's personality and skills are shaped by the use of indigenous languages.

Furthermore, this finding does not support Marian, Shrook and Schroeder (2013) who revealed that Bilingual instruction was more effective in enhancing the reading skills of children.

4.4.3 The Main Effect of School Location on Pupils' Academic Achievement in Social Studies

The findings of the study showed a significant main effect of school location on pupils' academic achievement in Social Studies. This implies that school location has influence on the academic achievement of pupils in Social studies. Pupils from rural

school location had the highest achievement mean score than those from urban school location. Pupils in rural school location out performed children in urban school location because the teachers in the rural school location were more committed to the intervention study than teacher in the urban area who were interested in other activities during the study. The result of this study is not in line with Raju (2013), who revealed that pupils in urban school location perform better in Social studies than pupils in rural school location. On the other hand, this finding is in line with Anditi, Okere and Muchiri (2013) who found that pupils in rural school location perform better academic achievement of pupils in Social studies. Pupils from rural school location had the highest achievement mean score than those from urban school location. Pupils in rural school location out performed children in urban school location because the teachers in the rural school location were more committed to the intervention study than teacher in the urban area who were interested in other activities during the study. The result of this study is not line with Raju (2013), who revealed that pupils in urban school location perform better in Social studies than pupils in rural school location. On the other hand, this finding is in line with Anditi, Okere and Muchiri (2013) who found that pupils in rural school location perform better academically than pupils in urban school location.

4.4.4 The Main Effect of School Location on Pupils' Social Skills

The finding of the study revealed a significant main effect on pupils social skills. This implies that school location has influence on the social skills of pupils. Pupils from rural school location had the highest social skill mean score than those from urban school location. The reason for this result could be because at the rural areas, more emphasis is always on children's Social skills and behaviour compared to the urban areas. In other words, child upbringing practices in the urban areas have been influenced by the euro western cultures.

This finding agrees with Mhiliwa (2015) who observed that there are many circumstances that make crime and delinquent acts equally more pronounced in urban areas.

4.4.5 The Main Effect of Gender on Pupils' Academic Achievement in Social Studies

The study revealed no significant main effect of gender on primary four pupil's academic achievement in Social studies. This implies that gender had no influence on pupils' academic achievement in Social Studies. This could be attributed to the fact that all pupils in each group whether girls or boys were exposed to the same Social studies concepts, teacher, instructional guide and were given equal opportunity to interact with other children in the class.

4.4.6 The Main Effect of Gender on Social Skills of Pupils'

The study revealed a significant main effect of gender on pupils' social skills acquisition. This implies that gender had influence on pupils' social skills acquisition. The study revealed that male pupils had higher social skills mean score than female pupils. This could be attributed to the fact that pupils had more interaction than females during the training. This finding contradicts the observation of Filgona & Sabbaba (2017) that boys have poor social skills compared to females.

4.4.7 Interaction Effects of Treatment and Gender on Pupils' Academic Achievement and Social Skills

The study showed no significant three way interaction of treatment, school location and gender on primary four pupil's academic achievement in Social studies and social skills. This means that the treatment was able to improve the academic achievement and social skills of pupils irrespective of their school location and gender. This shows that medium of instruction have a great impact on primary four pupils' achievement in Social studies and social skills. This explains why scholars Salawu (2000), Amao (2010), Banjoko (1997), Dorgu and Igbojinwwaekwu (2016) and Olanipekun, Atteh, Zaku and Sarki (2014) confirmed that the medium of instruction used in teaching Social studies can be very effective in enhancing the academic achievement of pupils and Social studies and their social skills.

Primary Four Pupils Views about the use of Language of Instruction

The result of this study was categorized into two themes namely; pupils' preferred language of instruction and challenges. All pupils preferred both languages as both languages help them to understand Social studies concepts better.

These findings agrees with submission of Onu (2017) that primary and secondary school in Nigeria should begin using bilingual instruction for effectiveness.

This was supported by Salawu (2000), Amao (2010), Miriam Shrook and Schroeder (2013), Mohaptra (2016) who thus concluded that bilingual instruction was found to be more effective in improving learning outcomes for learners. Pupil's also compliant that there is challenge of understanding concepts when one language is being used to teach them. This was supported by Marian Shook and Scheroeder (2013) and Mohaptra (2016) who examined differentials in learning outcomes in mathematics and reading skills among learners exposed to single and bilingual instructions. This research concluded that bilingual medium of instruction is more beneficial for learners as compared to learners in monolingual schools.

Teachers' View about the use of Language of Instruction

Teachers revealed that using both Igbo and English to teach Social studies enhances the understanding of pupils. In other words bilingual improved pupils achievement in Social Studies. The result of this study is in line with Ayelaagbe (1996), Banjoko (1997), Salawu (2000) and Amao (2010) whose investigations revealed that bilingual enhances participation and academic achievement of pupils. Also the findings of this study revealed that teachers enjoyed teaching Social studies in English and Igbo Language Medium of instruction. This can be founded in the words of teachers in the focus group discussion "when pupils were taught English and Igbo Language, it enhances their understanding in the class. Pupils enjoyed the lesson". Also in support of bilingual Micheal, Andrade and Barlett (2007) revealed that the native Spanish speakers are more relaxed in the class to study English. It helps student to build positive relationship with teachers on arrival at school, and that makes students to talk freely to their teachers in school.

The result of the study disagrees with the submission in National Policy on education which stipulates that children should be taught with English Language at the upper primary level (FRN,2013). Teachers suggested that English and mother tongue

should complement each other especially in primary four since they are just transiting to senior primary. They suggested that mother tongue should not be cancelled completely but should be a gradual process.

The teachers complained of time factor as the challenge faced when using both languages to teach Social Studies. This findings is not in support of Patrinos and Velez (2009), Malkin (1996) interviewed immigrant parents in United States and revealed that parents do not like bilingual education because they think their children should only learn in English Language.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This research determined the impact of two media of instruction and Learning Outcomes in Social Studies among Primary four pupils' in Social studies and social skills in Imo State, Nigeria. The study was carried out because the poor achievement level in Social studies which is also reflected in Social skills might be attributed to medium of instruction that does not encourage pupils participation. The impact of two moderator variables school location and gender were also examined.

The independent variables were media of instruction which was manipulated at three levels, moderator variables that were examined at two levels and dependent variables of pupils achievement in social studies concepts and social skills of pupils. The study was carried out using mixed method design of the Quan-qual

The qualitative data was gathered with the use of Focus Group Discussion and interviews. The quantitative data collected made use of pretest-posttest control group quasi-experimental design using 3 x 2 x 2 factorial matrix.

The multi-stage sampling procedure was adopted and stratified random sampling was used to select six Local Government Areas (LGAs) (three each from rural and urban areas) out of 27 LGAs in Imo State. One primary school was purposively selected from each school because pupils were in transition class.

Three stimulus instruments, four response instruments and four training instruments totaling eleven instruments were used. The treatment lasted six weeks for all the experimental groups. There were two experimental groups and one control groups and all groups were given the same treatment. Quantitative data were analysed

using descriptive statistics, analysis of covariance and Scheffé post hoc test at 0.05 level of significance, while qualitative data were themetically analysed. The study answered two research questions and seven hypothesis.

The result showed that English and Igbo as medium of instruction enhanced primary four pupils' achievement and social skills in Imo State, Nigeria. This media of instruction should be adopted by primary four Social studies teachers for improved achievement and social skills of pupils.

5.2 Conclusion

It could be inferred from the research that using both Igbo and English Languages to teach social studies enhances the understanding of the pupils. It also enhances academic achievement in Social studies and social skills of primary four pupils. All primary four pupils exposed to English and Igbo preferred it should be used to teach them Social studies. The study has also established the fact that school location can affect the enhancement of pupils' social skills.

The research also established that gender of pupils can affect their social skills acquisition. Furthermore, the qualitative aspects of the study were categorized into two themes namely; pupils views and challenges faced by pupils based on language of instruction adopted for Social studies. The study has also revealed that pupils preferred Igbo and English Language medium of instruction for Social studies concepts. Teachers also complaint of time factor as the challenge faced when using both languages to deliver the lessons in social studies.

5.3 Contributions to Knowledge

The research has enhanced knowledge through the following ways:

1. Teachers were positively disposed to using English and Igbo Language media of instruction and their views indicates that English and Igbo enhances the academic achievement and social skills of Primary four pupils.
2. The study had also showed that the major challenges of using English and Igbo to teach Social studies is time as the time allotted is not enough in using two Languages.
3. The study indicated that all children in the whole experimental groups preferred the use of English and Igbo as medium of instruction for Social studies

5.4 Recommendations

Based on the outcome of this research, the following propositions were made:

1. Social studies should be taught in English and Igbo language for all pupils in Owerri for better understanding of lesson.
2. Teachers at upper basic primary level should be retrained on how to use English and Igbo or Bilingual to teach Social studies.
3. There should be adequate monitoring and supervision of schools in the use of bilingual since it enhances academic achievement **in Social studies**

5.5 Limitation to the Study

The study is limited to primary four pupils in Imo State, Nigeria. The study examined the effect of two media of instruction and learning outcomes in Social studies (academic achievement and social skills) among primary four pupils in Imo State, Nigeria. The following challenges were encountered:

1. Teachers' non-challant attitude to the research work posed some challenges.
2. Children's absence from school especially those in the rural areas were always absent from school on all market days.
3. Distractions from children from other classes who were attracted by the presence of the researcher and research assistants.

5.6 Suggestion for Further Studies

As a result of the shortcomings of this research, the following propositions were made for further study.

1. The study could be repeated but covering longer period of time and this could be from primary four to primary six but awareness should be created to parents in the rural areas of the study, and the need for the social skills training.
2. The study could also be carried out in other public primary school in other Local languages for example Yoruba and Hausa.
3. Further research could be conducted using other moderator variables not used in the study which could affect learning outcomes in social studies such as home language and school type.

REFERENCES

- Abidogun, B.G. and Adebule, O.I. 2013. Contributions of mother tongue education In Early Childhood Education. Proceedings of 1st Annual International Interdisciplinary Conference, (AIIC) Azores, Portugal. 2013, 24th -26th April, 2013. 267-272.
- Adesina, A. E. 2011 Perceived Impact of Primary Education on the Attainment of Nigeria Vision 20:2020 *Proceedings of the International Conference on Teaching, Learning and Change. International Association for Teaching and Learning.*
- Ajayi, P. O. 2009. Teachers as a major determinant of Students' performance. *Journal of Education* 4.2: 101-118
- Akusu, F.O. and Isaba, K. 2014. Religion and National Values. *Primary Social Studies for Nigerian Schools. Hebn publishers, Ibadan*
- Amadi, E.A. 2012. Parents' and teachers' preferred Medium of Instruction in primary school in Enugu, *Educational Research and review*, 7(28), 632-636.
- Amao, T.A. 2010. Effect of medium of instruction on pupils' participation and achievement in two core subjects in selected primary schools in Osun State. Ph. D. Thesis. Department of Teacher Education. University of Ibadan.
- Ande, I. 1990. Effects of language of instruction on the learning of conservation of weight and continuous quantity by primary two Pupils. Ph. D. Thesis. University of Ibadan.
- Anditi, Z.O., Okere, M.I.O. and Muchiri, D.R. 2013. Influence of school characteristics on the achievement of secondary school Chemistry students in the cognitive science process skill of evaluation in Kenya. *European Journal of Educational Research* 2.4:171-183.
- Araromi, M. 2017. Language situation in Nigeria: The case for an indigenous language as a language of instruction and my sojourn in the University of Ibadan as a language educator. Valedictory Lecture, Institute of Education, University of Ibadan.
- Are, A. 2008. Cultural issues related to sustainable development in the Nigerian experience. In I.P. Samuelson and Y. Kaga. Eds. *The Contribution of Early Childhood Education to Sustainable Society*. Paris: UNESCO.
- Ashofor, A., Ekele, C. and Milcah, T. 2016. The Importance of indigenous languages in teaching and learning: Implications for ECCE and PED studies. *Capital Journal of Education Studies* 4:1:1-15.

- Asodike, J. D. 2008. Ascertaining the level of awareness and opinions of parents on the Universal Basic Education: Step to effective implementation of the programme in Rivers State, Nigeria. *African Journal of Educational Research and Development* 2: 100.
- Asodike, J. D. 2010. Effective teacher utilization and teaching: strategies for the improvement of academic performance of school pupils. In H.I. Dike & I.M. Aminigo (Eds.) *Teaching practice guidebook*, , University of Port Harcourt: University of Port Harcourt Press 231-247.
- Asodike, J.D.and Ikpitibo,J.L.2015.Basic issues in primary education delivery in Nigeria.*European Scientific Journal* 8.1:150-164
- Banjoko, S.O. 1997. Language of instruction and pupils achievement in selected science concepts at the primary school level.Ph.D.Thesis.University of Ibadan, Department of Teacher Education.
- Bostani, M., Nadri, A. and Nasab, A.R. 2014.A Study of the relation between mental health and academic performance of students of the Islamic Azad University Ahvaz Branch.*Social and Behavioral Sciences* 116, 163–165.
- Chrisolo, O.R., Camposano, S., andRogayan, D.V. 2017. Relevance of Social Studies in the 21st Century Society: Students’ Perspectives. Retrieved January 2017 from [file:///C:/Users/User/Downloads/Relevance of social studies in the 21st century so.pdf](file:///C:/Users/User/Downloads/Relevance_of_social_studies_in_the_21st_century_so.pdf)
- Dania, P.O. 2014. Effect of Gender on Students Academic Achievement in Secondary School Social Studies.*Journal of Education and Practice* 5.21:78-84.
- Dearden, J. 2014. English as a medium of instruction: *A growing global phenomenon. British Council report* retrieved on Febuary 26th 2020 from <https://www.britishcouncil.org/sites/default/files/e484em-coveroption3finalweb.pdf>
- Eckert, P and McConnell-Ginet, S. 2010. Language and Gender.Second Edition. Cambridge and New York: Cambridge University Press.
- Edinyang, S.D. and Ubi, I.E. 2013. Gender, socio-economic status,teacherqualification and their Interaction on Students’ retention ability in Social Stuiies in Akwa Ibom State Nigeria. *International knowledge sharing platform*, (2) 35-40
- Egwuogu, C.B. 2012.Teachers’ perception of the continued use of English as the language of instruction in Nigerian schools.*Journal of the Nigerian English Studies Association (JNESA)*, 14 (1), 29-43.
- Ellis, R. 2000.Task-based research and Language pedagogy: Language Teaching Research, 4.3: 193-220.

- Ekpenyong, E. E. PhD. 2017. Influence of School Location on Students' Academic Achievement in Social Studies in Colleges of Education in Cross River State, Nigeria. *Journal of Research in Science and Technology* 7.2: 72-87
- Erickson, E. 1994. Social development theory. Retrieved on March 24th 2019 from www.simplypsychology.org.
- Essien, E. E., Akpan, O.E. and Obot, I. M. 2015. Students' Interest in Social Studies and academic achievement in Tertiary institutions in Cross River state, Nigeria. *European Journal of Training and Development Studies* 2.2:35-40.
- Ezeudu, F.O. 2013. Effects of language of instruction on junior or secondary students academic achievement in basic science. *Journal of Education and Practice* 4 (19), 44 – 60.
- Fafunwa, A.B. 1974. *History of education in Nigeria*. London: George Allen and Unwin Ltd.
- Fakeye, .D.O and Soyinka, A. 2009. Indigenous languages in Pre-Primary and Primary education in Nigeria-beyond the facade: *European Journal of Social Sciences* 10:4.
- Fakeye, D.O. 2011. Primary School Pupils' Perception of the Efficacy of Mother Tongue Education in Ibadan Metropolis. *Asian Social Science* 7.12: 72-78.
- Falola, T. and Heaton, M. M. 2008. A history of Nigeria. Cambridge University Press 2006.
- Federal Government of Nigeria/United Nations Education Social Cultural Organization/United Nation Development Program.(FNG/UNE 2003). *A Decade of Basic Education Data in Nigeria*. Retrieved on 12th April, 2019 from <http://www.fmegovng.org/> OR <http://www.ibe.unesco.org/links.htm>
- Federal Republic of Nigeria.(FRN2013). *National policy on education (Revised)*, Lagos:
- Filgona, J. and Sababa, L.K. 2017. Effect of gender on senior secondary school students' academic achievement in Geography in Ganye Educational Zone, Nigeria. *European Journal of Education Studies* 3.4:394-410
- Garcia, G. E., and Willis, A. I. 2014. Code-Mixing as a Bilingual Instructional Strategy. 311-326. <https://doi.org/10.1080/15235882.2014.963738> Retrieved 17th March 2019
- Gall, M.; Gall, J.P. and Borg, W.R. 2007. *Educational research: An introduction* 8TH Ed. New York: Pearson Education, Inc.
- Guzura, T. 2017. An overview of issues and concepts in gender mainstreaming. *Afro Asian Journal of Social Sciences* 8.1: 1-21

- Halim, M. L., and Ruble, D. 2010. Gender identity and stereotyping in early and middle childhood. In *Handbook of Gender Research in Psychology* (pp. 495–525) New York: Springer
- Haung, E. 2013. The Benefits and Challenges of Bilingual Education. Retrieved on 15th April, 2019 from <https://www.google.com/sea>
- Holden, C. 2010. Tomorrow's citizens : The differing concerns of girls and boys. *Children's Social and Economic Education*, 2 (2), 80 – 93. Retrieved on June 10th 2019 from <https://doi.org/10.1177/17461979068122>
- Howe, J. 2009. Social characteristics of preschool children. CRCNA. Retrieved on January 20, 2019 from <http://network.crcna.org/sunday-school/characteristics-preschool-children>
- Ibrahim, B. 2014. The effect of non-viable language planning in educational development: The Nigerian situation. *Journal of Nigerian Languages and culture*, 12 (1), 15-24.
- Igbojinwaekwu, P.C. and Dorgu, T.E. 2016. Igbo language as medium of instruction and enhancement of retention level of pupils in primary school Mathematics. *British Journal of Education* 3.4: 21-36.
- Igbojinwaekwu, P. C., 2015. Comparative Effects of Guided and Unguided Multiple Choice Objective Questions Tests on Students Mathematics Academic Achievement According to Gender. *Journal of Educational and Social research* Vol 6. No 2
- Ikediashi, N. and Akande, J.A. 2015. Anti-Social Behaviours among Nigerian Adolescents. *Journal of Research & Method in Education*, 5.4:31-36.
- Ikem, K and Daniel, R. 2014. Repositioning social studies education for positive national development in Nigeria. *Nigerian Journal of Social Studies and Civic Education*, 2.1.
- Irukwu, J.O. 2007. *Nation Building and Ethnic organisations, the case of Ohanaeze in Nigeria*. Ibadan: Spectrum Books Limited
- Khodabakhshi K.A, Ebrahim, B.H. and Navidian, A. 2016. Effects of communication skills training on aggression and quality of lives of male patients with chronic mental illnesses, *Journal of Client-Centered Nursing Care*, 2.1:3-10.
- Kozulin, A. and Presseisen, B.Z., 1995. Mediated learning experience and psychological tools: Vygotsky's and Feuerstein's perspectives in a study of student learning. *Educational Psychologist*, 30.2: 67-75.
- Kozulin, A., 2002. Socio-cultural theory and the mediated learning experience. *School Psychology International*, Sage Publications.

- Kruger, R. 2012. Designing and conducting focus group interviews. Retrieved August 20, 2016 from <http://www.eiu.edu/ihec/kruger-FocusGroupInterview.pdf>.
- Kucuker, S. and Tekinarslan, I.C. 2015. Comparison of the Self-Concepts, Social Skills, Problem Behaviors, and Loneliness Levels of Students with Special Needs in Inclusive Classrooms. *Educational Sciences: Theory and Practice* 15.6: 1559-1573.
- Ladd, G.B., and Burgess, K.B. 2001. Do relational risks and protective factors moderate the linkages between childhood aggression and early psychological and school adjustment? *Child Development* 72.5: 1579-1601.
- Ladd, G.W. 2005. *Children's peer relations and social competence: A century of progress*. New Haven, CT: Yale University Press.
- Lantolf, J.P., and Appel, G., 1994. Theoretical framework: an introduction to Vygotskian approaches to second language research. In: Lantolf J. P., ed. *Vygotskian approaches to second language research*. London: Ablex Publishing 1-32.
- Lantolf, J.P., 2000. Introducing socio-cultural theory. In: Lantolf, J. P., ed. *Sociocultural theory and second language learning*. Oxford University Press, 1-26.
- Lawal, M. 2014. The role of indigenous language in education for meaningful national development in Nigeria. *Journal of Language studies (JAGORA)*. 1 (1), 23-34.
- Lord, C., Rutter, M. and Le Couteur, A. 1994. Autism Diagnostic Interview-Revised: A revised version of a diagnostic interview for caregivers of individuals with possible pervasive developmental disorders. *Journal of Autism and Developmental Disorders* 24: 659-685.
- Lynch, S.A. and Simpson, C.G. 2010. Social Skills: Laying the Foundation for Childhood. *Childhood J.* 38.2:3-12
- Malkin, M. 1996, End Bilingual Education, *journal of commerce* 39.1:20-28
- McClelland, M.M., and Morrison, F.J. 2003. The emergence of learning related social skills in preschool children. *Early Childhood Research Quarterly* 18.2: 206-224.
- Mezieobi, K.A; Fubara, V.R. and Mezeobi S.A. 2013. Social Studies in Nigeria: Teaching Methods, Instructional Materials and Resources. Owerri. Acadapeak Publishers.
- Mhiliwa, J.A. 2015. The effects of School Location on Learner's academic performance: A case of community Secondary Schools in Makambako Town Council, Njombe. *Unpublished M.Ed Dissertation submitted to the department of Educational Administration, Planning and Policy Studies of the University of Tanzania*.

- Micheal, A. Andrade, N and Bartlett, L. 2007. Figuring “success” in a Bilingual High School. Retrieved on January 15th from DOI:10.1007/511256-007-0045-y.
- Miriam, V, Shook A. and Schroeder R. 2013. Bilingual two-way immersion programs benefit academic achievement. Retrieved 19th October, 2017 from <https://www.ncbi.nlm.nih.gov>
- Misch, A., Over, H. and Carpenter, M. 2014. I won't tell: young children show Loyalty to their group by keeping group secrets. Unpublished Manuscript. Max planck Institute for Evolutionary Anthropology..
- Mohapatra B.C and Thombre .S. 2016. Importance of teaching competences, personality traits and values among B.Ed teachers trainees. *International Journal of multidisciplinary Research and Development* volume 3 (6) 135-137. Retrieved August 28 2019 from www.alsubjectjournal.com
- Moronkola, O.A. 2012. *School Health Programme*. Ibadan: Royal People Publishers.
- Namuchwa, E.C. 2007. Challenges of using English as a medium of instruction in the upper part of primary schools in rural Uganda. A case of one primary school in Mpigi District. *Unpublished, M.Ed Dissertation submitted to University of Oslo, Norway*.
- National Center on Parent, Family, and Community Engagement. 2015. *Healthy Gender Development and Young Children A Guide for Early Childhood Programs and Professionals*. USA: Head Start Early Childhood Learning and Knowledge Center
- Nigerian Educational Research and Development Council (NERDC 2013). 9 – year Basic Educational Curriculum (UBE). Social studies for primary 4
- Nnamani, S.C. and Oyibe, O.A. 2016. Gender and Academic Achievement of secondary School Students in Social Studies in Abakaliki Urban of Ebonyi State. *British Journal of Education*, 4.8:72-83
- Nwankwo, B.E., Obi, T.C. and Kanu, G.C. 2013. Locality, Socio-economic background and moral behaviour among Adolescents in South-East Nigeria. *African Journal of Social Sciences* 3.1: 63-69.
- Obanya, P. 2004. *The dynamic of secondary Education: A Synthesis of Studies in four states of the federation*. Washington D.C.: The World Bank of Jyvakyla Titles
- Obanya, P.A. 2004. Learning in, with and from the First Language. In A Yoloye and Aosiyaale (eds). *A symposium paper presented at the 9th annual lecture/symposium of the Fafunwa Educational Foundation NERD printing press*. 1-29.

- Oginni, O.I. and Owolabi, O.T. 2013. Effect of mother tongue and mathematical language on primary school pupils performance in Mathematics. *Journal of Emerging Trends in Educational Research and Policy Studies* 4.3: 542-546..
- Ojoawo, P. C. (2006). An empirical study of factors responsible for poor academic performance in secondary schools in Oyo State. *African journal of Educational Management* 4.1 and 2: 140-148.
- Okediadi, N. 2011. Literacy in the Mother Tongue Policy Versus preference. In the perspective of Language & Literature: Essays in Honour of R.U. Uzoezie. Ngozi Ezenwa-Ohaeto and Ifeyinwa Ogbazi: Eds. Rex Charles and Patrick publications 39-49.
- Okpala, P.N. 2007. Maintenance Culture and the sustainability of the UBE programme in Nigeria. *JORDE* 3.2: 115-122.
- Olanipekun, S.S., Atteh, D., Zaku, J.A., Sarki, P.E. 2014. *Mother Tongue and Students' Academic Performance in English Language among Secondary School Students*. International Journal of Language, Literature and culture Vol. 1, (1) 1 – 6.
- Olaniyan, D.A. and Obadara, O. E. 2008. A critical review of management of primary Education in Nigeria. *International Journal of Africa & African American studies*, 7:1.
- Onu, O. 2017 An Address presented at inauguration of the Inter-Ministerial Committee on the teaching of Mathematics and Science Subjects in Local Languages in Abuja on 31st May 2017. Retrieved on 10th October 2017 from <https://www.google.com/a>
- Opoh, Fredrick Awhen, Okou, Femedein T. and Ubung, Agyngwuye J. 2014. Improving the standard and quality of primary education in Nigeria for National development. *International journal of Research and Reviews in Education (IJRRE)*. Department of curriculum and Teaching, faculty of Education University of Calabar 1 (1-6).
- Osabuohien, E. S. and Efobi, U. 2012. Technological Diffusion and Economic Progress in Africa, in Ekekwe, N and Islam M. eds, *Disruptive Technologies, Innovation and global Redesign: Emerging Implications*. New York. IGI-Global, 425-440.
- Ousey, G.C. and Wilcox, P. 2007. The interaction of antisocial propensity and life course varying predictors of delinquent behaviour: Differences by method of estimation and implications for theory. *Criminology* 45.7: 331-354.
- Ogunbemeru, A.K.. *Man and his Social Environment*. Spectrum Book Ltd.. Ibadan
- Owoeye, J. S. PhD and Yara, P.O. PhD. 2011. School Location and Academic Achievement of Secondary School in Ekiti State, Nigeria. *Asian Social Science* 7.5:170-175

- Oyeleke, O. and Ojebiyi, O.A. 2013. Curriculum Integration in Social Studies as predictor of academic performance in Social Sciences. *Journal of Education and Practice* 4.7:25-30.
- Patrinos, H. and Velez, E. 2009. Costs and Benefits of Bilingual Education in Guatamala. A Partial Analysis *International Journal of Educational Development* 29.6: 594-598.
- Raju, S.S. 2013. Impact of gender and locality on academic achievement of secondary school students in Social Studies. *Indian Journal of Research* 2.2:106-107.
- Rathus, S.A. 1973. A 30-items schedule for assessing assertive/self-expression behaviour. *Behaviour therapy* 4.3: 398-406.
- Salawu, K.A.S. 2000. Language of instruction and pupils learning outcomes in selected aspects of primary Social Studies in Ogun State, Nigeria. Ph.D. Thesis:, Department of Teacher Education University of Ibadan.
- Singh, S.K. 2015. Mental Health and Academic Achievement of College Students. *The International Journal of Indian Psychology*, 2.4: 112-119
skills training on perceived competence of female adolescents with deafness. *Iran Red Crescent Med J.* 15.12: 5426.
- Svetlova, M., Nichols, S. R., and Brownell, C. A. 2010. Toddlers? Prosocial behavior: From instrumental to empathic to altruistic helping. *Child Development* 81. 6: 1814-1827.
- Tahereh, S.N., Farnaz, K.A., Nikta, H. and Enayatolla, B. 2013. The effect of social
- Varghese, P., Dennis, D.I.M. and Vinyayan, K.P. 2014. Effect of social skill group training in children with Attention Deficit Hyperactivity Disorder. *Amrita Journal of Medicine* 10.2: 1-42.
- Vygotsky, L. 1978. *Mind in society*. Cambridge, MA: Harvard University Press.
- Vyskocilova, J. and Prasko, J. 2012. Social skills training in psychiatry, *Act Nerv Super Rediviva* 54.4: 159–70.
- Warnes, E.D., Sheridan, S.M., Geske, J., and Warnes, W.A. 2005. A contextual approach to the assessment of social skills: Identifying meaningful behaviors for social competence. *Psychology in the Schools*, 42.2: 173-187.
- Wertsch, J., 1985. Vygotsky and the social formation of mind. UK: Harvard University Press.
- Williams, M. and Burden, R., 1997. Psychology for language teachers, a social constructivist approach. UK: Cambridge University Press.

Yange, B. 2016. Problems militating against the effective teaching of Social Studies in primary schools in Gboko metropolis. *Katsina-Ala Multidisciplinary journal* 2.1:-10

Zosuls, K. M., Miller, C. F., Ruble, D. N., Martin, C. L., and Fabes, R. A. 2011. Gender Development Research in Sex Roles: Historical Trends and Future Directions. *Sex Roles* 64:1112

APPENDIX I
TEACHERS' INSTRUCTIONAL GUIDE FOR THE IGBO LANGUAGE
EXPERIMENTALGROUP I (TIGI)

Izu Mbx

Ihe aga-akuzi: Mmekqr[ta mmadx na ibe ya.

Mbunuuche nkuzi: Mbikqr[ta mmadx n'gburugburu any[.

Ihe xmxaka mabu: Xmuaka bi n'ebe d[iche iche ma na-ahu nd[bi gburugburu ha ka ha na-asx asxsx d[iche iche na ejiji d[iche iche.

Agwa a na-atxanya ya: Na mgwxcha ihe qmxxm a, xmxaka ga-enwe ike:

- i. Kqwaa ihe bx mbikqr[ta mmadx na ibe ya
- ii. Kqwaa xd[nri nd[mmadx bikqtara qnx na-eri
- iii. Mata nd[iche d[n'xd[nri ha na-eri.

Nka nkuzi: Nkqwa onwe, nkwukqr[ta okwu na irube isi nke otu

- i. **Ngwa nkuzi:** Chaat[mmadx ndi bi ebe d[iche iche
- ii. Akwxkwqmxaka
- iii. Chaat[xd[nri d[iche mmadx na-eri
- iv. Xd[ihe onyonyod[iche iche.

Akwxkwqnd[a rxtxrx aka:

- i. Teachers' guide for the revised 9years Basic Education Curriculum (BEC) Religion and National Values Social Studies by Nigerian Educational Research and Development Council (NERDC, 2014).
- ii. Religion and National Values: Primary Social Studies for Nigerian Schools (Akusu, F.O. and Isaba, K. 2014).

Qnx- Qgx	Usoo nkuzi ga- agbaso	Ihe onye nkuzi ga-eme	Ihe xmxakaga-eme
Otu	Nke mbx	Onye nkuzi ga-amalite ikuziri xmxaka ihe	Xmxaka ga-ege nti nke qma n'ihe onye nkuzi na-akowa
Abxq	Usoo nke Abxq	Onyenkuzi, ga-ajxxmxaka ajxjx site n'[gbakwas[xkwx n'ihe o kuziere ha ma jxq ha ajxjx ka ha zaa. Qmxmaatx ajxjx nd[ahx bx; g[n[bx mb[kqr[ta mmadx na gburugburu any[? Kedxxd[nri nd[Igbo na-eri? Kedxxd[efe ha na-eyi? Kedx asxsx ha na-asx.	Xmxaka ga-apxta ma zaa ajxjx ajxrx ha.
Atq	Usoo nke atq	Onye nkuzi ga-akqwa ma q bxxrx naha azatagh[ajxjx nkeqma.	Xmxaka ga-ege nt[na ihe onye nkuzi na-akqwa

Izu Abxq Ruo Anq

Ihe aga-akuzi: Mmekqr[ta mmadx na ibe ya

Mbunnuche Nkuzi: Ihe jikqtara xfqdx mmadxd[n'ezinaxlq.

Ihe xmxaka mabu: Nwatak[r[q bxta nq n'ezinaxlq d[iche iche nke ha amatagh[ihe ana-akpq nd[bi n'ezinaxlq ha na uru ha bara.

Agwa ana-atxanya ya: Na mgwxcha ihe qmxmx a, xmxaka ga-enwe ike:

- i. {kpqp[ta aha nd[mejuputara ezinaxlqmkpuke
- ii. Kqwap[ta kpqmkwem aha nd[mejupxtara ezinaxlq mbisa
- iii. Kqwap[ta xd[mmekqr[ta d[n'etiti ndi bi n'ezinaxlq d[ka Nwanne
Nne na nna, Nwa nwanne nne na nd[qzq.

Nka nkuzi: Nkqwaonwe, irube isi nke otu na ikwur[ta okwu.

Ngwa nkuzi: Chaat[na-egosi ezinaxlqmkpuke, ezinaulo mbisa, Foto ezinaxlq na-egosi nd[bi n'ime ya.

Eserese na foto na-egosi nd[bi n'ezinaxlq ka ha na-arxqrx ha, Eserese osisi qzinaxlq nke ezinaxlqmbisa, ma were ya gosipxtakwa mmekqr[ta d[n'etiti nd[bi n'ezinaxlq.

Akwxkwqnd[a rxtxrx aka:

- i. Teachers' guide for the revised 9years Basic Education Curriculum (BEC) Religion and National Values Social Studies by Nigerian Educational Research and Development Council (NERDC, 2014).
- ii. Religion and National Values: Primary Social Studies for Nigerian Schools (Akusu, F.O. and Isaba, K. 2014).

nu Ogu	Usoro nkuzi ga- agbaso	Ihe onye nkuzi ga-eme	Ihe umuaka ga-eme
Otu	Usoro nke mbx	Onye nkuzi ga-amalite ikuziri xmxaka ihe.	Umuaka ga-ege nti nke oma n'ihe onye- nkuzi na-akowa.
Abxq	Usoro nke Abxq	Onye nkuzi ga-ajxxmxaka ajxjx site n'igbakwas[xkwx n'ihe q kuziri ha ma kpqpxtaha ka ha zaa ajxjx. Qmxmaatx ajxjxnd[ahx bx: [kpqpxta mmadx abxq a na- ahx n'ezinaxlqmkpuke na mmadx abxq aga-ahx n'ezinaxlqmbisa. G[n[ka a ga-akpo nwanne nne ma o bu nwanne nna gi[nwaanyi, na nwanne nne gi nwoke ma q bxnwanne nna g[nwoke, nwa nwanne nneg[ma q bx nwa nwanne nna g[? Ma q bx onye na-abxgh[nwanne g[ma nna g[na-elekqta ma na-azx ya.	Umuaka ga aza ajuju ka onye nkuzi n'akpoputa ha.
Atq	Usoro nke Atq	Onye nkuzi ga-akqwa ebe xmxaka azatagh[nke qma.	Xmxaka ga-ege nt[n'ihe onye nkuzi na-akqwa

IZU NKE ISE

Ihe aga-akuzi: Mmekqr[ta mmadx na ibe ya.

Mbunuuche Nkuzi: Xzqndx

Ihe xmxaka mabu: Xmxaka na-anx asxsx d[iche iche na nri d[iche iche, yirikwa efe d[iche iche, okpukperechi d[iche iche na-amatagh[na nkea na-egosi xzqndx ha.

Agwa atxrxanya ya: Na ngwxcha ihe qmxmx a, xmxaka ga-enwe ike:

- i. Kqwapxta n'xzq d[mfe ihe bxxzqndx
- ii {mata njirimara xzqndx
- iii Ikowa ihe kpatara asxsx, nri, na ihe nd[mmadx na-eme jiri d[iche iche site n'obodo ruo obodo.

Nka atxrx anya ya: Ikwur[ta okwu, nkqwa onwe na irube isi nke otu

Ngwa Nkuzi:

- i. Foto nd[mmadx yi efe na-egosi ebed[iche iche ha si, ya bxxzqndx ha
- ii. Foto na-egosisxzq d[iche iche esi ekele ekele na ka esi eri nri
- iii. Ihe nd[na-egosi xzqndx nke ana-ahx anya
- iv. Ihe onyonyo na-egosisxd[xzqndx d[iche iche na ejiji ha.

Akwxkwqnd[a rxtxrx aka:

- i. Teachers' guide for the revised 9years Basic Education Curriculum (BEC) Religion and National Values Social studies by Nigerian Educational Research and Development Council (NERDC, 2014).
- ii. Religion and National Values: Primary Social Studies for Nigerian Schools (Akusu, F.O. and Isaba, K. 2014).

QnxQgx	Uso ro nkuzi ga- agbaso	Ihe onye nkuzi ga-eme	Ihe xmxakaga-eme
Otu	Uso ro nke Mbx	Onye nkuzi ga-amalite ikuziri xmxaka ihe.	Umuaka ga-ege nti nke oma n'ihe onye nkuzi na-akowa.
Abxq	Uso ro nke Abxq	Onye nkuzi ga-ajxxmxaka ajxjx site n'igbakwas[xkwx n'ihe q kuziri ha ma kpqpxta ha ka ha zaa ajxjx. Qmxmaatx ajxjxnd[ahx bx; G[n[bxxzqndx?Kedx ihe mejupxtara xzqndx? G[n[mere asxsx nd[Igbo na ejiji ha na ihe ha na-eri jiri d[iche na nke obodo nd[qzq.	Umuaka ga-aputa ma zaa ajuju ajuru ha.
Atq	Uso ro nke atq	Onye nkuzi ga-akqwa ebe xmxaka na-azatagh[nke qma	Xmxaka ga-ege nt[n'ihe onye nkuzi na-akuzi

IZU NKE ISII

Ihe aga-akuzi: Mmekqr[ta mmadx na ibe ya

Mbunuuche Nkuzi: Omenaala nd[qzq na ihe ha kwenyere na ya.

Ihe xmxaka mabu: Xmxaka nwere aha d[iche iche ma na-ejikekwa n'xd[d[iche iche na- amatagh[na ha na-egospita Omenaala ha.

Agwa atxrxanya ya: Na ngwucha ihe qmxmx a, xmxaka ga-enwe ike:

- i. Kqwaa xzq ihe d[iche iche ihe nd[qzq kwenyere si d[iche na nke ha
- ii. Wepxta xfqdx agwa nd[d[mma mkwalite ka mmadx na ibe ya wee na-ebi n'udo n'Omenaala any[di iche iche.

Nka atxrxanya ya: Ikwurita okwu, nkqwa onwe na irube isi nke otu

- i. **Ngwa nkuzi:** Ihe ndi ahxrx anya d[ka Akwxkwq nsq, Koran, kandulu, Efe na-egosi okpukperechi nke xka d[iche iche
- ii. Foto na chaat[nke obodo d[iche iche na nkwenye na mmekqr[ta nke mmadx na ibe ya
- iii. Onyonyo nke okpukperechi d[iche iche.

Akwxkwqnd[a rxtxrx aka

- i. Teachers' guide for the revised 9years Basic Education Curriculum (BEC) Religion and National Values Social Studies by Nigerian Educational Research and Development Council (NERDC, 2014).
- ii. Religion and National Values: Primary Social Studies for Nigerian Schools (Akusu, F.O. and Isaba, K. 2014).

QnxQgx	Usono nkuzi ga- agbaso	Ihe onye nkuzi ga-eme	Ihe xmxakaga-eme
Otu	Usono nke mbx	Onye nkuzi ga-amalite ikuziri xmxaka ihe.	Xmxaka ga-ege nt[nke qma n'ihe onye nkuzi na-akqwa.
Abxq	Usono nke abxq	Onye nkuzi ga-ajxxmxaka ajxjx site n'[gbakwas[xkwx n'ihe q kuziri ha ma kpqpxta ha ka ha zaa ajxjx. Qmxmaatx: Kpqpxta xzqd[iche iche nkwenye nd[qzq na omenaala ha si d[gas[iche iche. Kpqpxtas[a agwa d[mma kaakwado ha n'obodo ka mmadu na ibe ya wee biri n'udo.	Xmxaka ga- apxta ma zaa ajxjx
Atq	Usono nke atq	Onye nkuzi ga-akqwa ebe xmxaka azatagh[nke qma.	Xmxaka ga-ege nti n'ihe onye nkuzi na- akuzi.

APPENDIX II
TEACHERS' INSTRUCTIONAL GUIDE FOR THE BILINGUAL GROUP,
ENGLISH AND IGBO LANGUAGE EXPERIMENTAL GROUP II (TIGBEI)

WEEK 1

Izu Mbx

Subject: Social Studies

The aga-akuzi: mmekqr[ta mmadx na ibe ya.

Concept: Social Environment

Mbunuuche nkuzi: mbikqr[ta mmadx na gburugburu any[.

Entry Behaviour: Pupils live in different environments and they see people living around them speaking different languages and dressing differently.

The xmxaka mabu: Xmxaka bi na be ha d[iche iche ma na- ahx nd[bi gburugburu ha ka ha na-asx asxsx d[iche iche na ejiji d[iche iche.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

- i. Explain social environment
- ii. Describe the kind of food people that lives in a group eat
- iii. Identify the differences amongst the type of food they eat.

Agwa a na-atxanya ya: Na mgwxcha ihe qmxmx a, xmxaka ga-enwe ike:

- i. kqwaa ihe bx mbikqr[ta mmadx na ibe ya
- ii. kqwapxta xd[nri nd[mmadx bikqtara qnx na-eri
- iii. mata nd[iche d[n'xd[nri ha na-eri.

Targeted Social Skills: Selfexpression, communication and group loyalty.

Nka nkuzi: Nkqwa onwe, nkwur[ta okwu na nrube isi nke otu

Material to be used for the lesson

- i. Charts of people living in different environment
- ii. Charts of different types of food eating by people
- iii. Pupils textbooks

iv. Video clips.

Ngwa nkuzi: Chaat[mmadx nd[bi ebe d[iche iche

i. Akwxkwqmxaka

ii. Chaat[xd[nri d[iche iche mmadx na-eri

iii. Xd[ihe onyonyo d[iche iche.

References Materials

Akwxkwqnd[a rxtxrx aka:

- i. Teachers' guide for the revised 9years Basic Education Curriculum (BEC) Religion and National Values Social Studies by Nigerian Educational Research and Development Council (NERDC, 2014).
- ii. Religion and National Values: Primary Social Studies for Nigerian Schools (Akusu, F.O. and Isaba, K. 2014).

S/N QnxQgx	Presentation	Teachers Activities	Pupils' Activities
	Steps Usoro nkuzi ga-agbaso	Ihe Onye nkuzi ga-eme	The Xmxaka ga-eme
1 Out	Step 1 Usoro Nke Mbx	The teacher presents the lesson to the pupils. Onye nkuzi ga-amalite ikuziri xmxaka ihe	The pupils will listen to tothe teacher attentively. Xmxaka ga-ege nt[nke qma n'ihe onye nkuzi na-akqwa.
2 Abxq	Step 2 Usoro Nke Abxq	The teacher asks pupils questions based on the lesson presented and calls pupils out to answer. Examples of thequestion are: what is social environment? What type food do Igbo people eat? What type of dress do Igbo people wear? What language do Igbo people speak? Onyenkuzi, ga-ajxxmxaka ajxjx site n'[gbakwas[xkwx n'ihe q kuzirere ha. Qmxmaatx ajxjxnd[ahx bx; G[n[bx mbikqr[ta mmadx n'gburugburu any[? Kedxxd[nri nd[Igbo na- eri? Kedxxd[efe ha na- eyi? Kedx asxsx ha na-asx.	Pupils answer the questions as the teacher call them out. Xmxaka ga- Xmxaka gaaza ajxjx ajxrx ha ka onye nkuzi na-akpq ha.
3 Atq	Step 3 Usoro Nke Atq	The teacher clarifies if pupils do not answer well. Onye nkuzi ga-akqwa ebe	Pupils will listen to the teacher's

		xmxaka azatagh[nke qma.	explanations. Xmxaka ga-ege nt[n'ihe onye nkuzi na-akqwa.
--	--	--------------------------	---

WEEK 2-4

IZU ABXQ RUO ANQ

Subject: Social Studies

The aga-akuzi: mmekqr[ta mmadx na ibe ya

Concept: The Relationship of some members of the family

Mbunnuche Nkuzi: Ihe jikqtara xfqdx mmadx nq n'ezinaxlq.

Entry Behaviour: Pupils belong to different families but did not know what some of the family members are called and their benefits.

The xmxaka mabu: Nwatak[r[q bxta nwere ezinaxlq d[iche iche nke ha. Ma ha amatagh[ihe ana-akpq nd[bi n'ezinaxlq ha na uru ha bara.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

- i. Name members of a nuclear family
- ii. Identify and name members of the extended family
- iii. Describe the various kinds of relationship among family members as aunt, uncle, nephew, niece, cousin and ward
- iv. Draw the family tree (extended family)
- v. State the benefits of good relationship between family members.

Agwa ana-atxanya ya: Na ngwxcha ihe qmxmx a, xmxaka ga-enwe ike:

- i. [kpqpxta aha nd[mejupxtara ezinaxlqmkpuke
- ii. kqwapxta ma kpqpxta aha nd[mejupxtara ezinaxlq mbisa
- iii. kqwapxta xd[mmekqr[ta d[n'etiti nd[bi na ezinaxlq d[ka Nwanne nwaany[nne maqbx nna, Nwa Nwanne Nna n'afqnwanne nwoke maqbx nwaany[, nwa nwaany[nwanne nwoke maqbx nwaany[na onye ha na-elekqta anya
- iv. See eserese osisi ezinaxlx (ezinaxlq mbisa)
- v. Kqwapxta uru d[n'etiti ezigbo ezinaxlq.

Targeted Social Skills: self expression, communication and group loyalty.

Nka nkuzi: Nkqwa onwe, irube isi nke otu na nkwur[ta okwu

Material to be used for the lesson

A chart showing the nuclear and extended families, photographs of family members picture of an extended family showing its membership. Drawings/pictures showing members of the family carrying out duties.

Ngwa nkuzi: Chaat[na-egosi ezinaxlqmkpuke na nke xbara; foto ezinaxlq, foto ezinaxlq mbisa nke na-egosipxta nd[b[na ya. Eserese/foto na-egosipxta nd[bi n'ezinaxlq na-arx qrx d[iche iche.

Akwxkwqnd[a rxtxrx aka:

- i. Teachers' guide for the revised 9years Basic Education Curriculum (BEC) Religion and National Values Social Studies by Nigerian Educational Research and Development Council (NERDC, 2014).
- ii. Religion and National Values: Primary Social Studies for Nigerian Schools (Akusu, F.O. and Isaba, K. 2014).

S/N QnxQ gx	Presentat ion Step Uoro nkuzi ga- agbaso	Teacher Activities The onye nkuzi ga-eme	Pupils' Activities The xmxakaga- eme
1 Otu	Step 1 Uoro nke mbx	The teacher presents the lesson to the pupils. Onye nkuzi ga-amalite ikuziri xmxaka ihe.	Pupils listen to the teacher. Xmxaka ga-ege nt[nke qma n'ihe onyenkuzi na-akqwa.
2 Abxq	Step 2 Uoro nke Abxq	The teacher asks the pupils questions based on the lesson presented and calls pupils out to answer e.g. mention two members of a nuclear family and extended family. Who is your aunt, uncle, nephew, niece, cousin and ward to your parents? Onye nkuzi ga- ajxjx site n'[gbakwas[xkwx n'ihe o kuziere ha ma kppxtakwa xmxaka ka ha zaa ajxjx. Qmxmaatx ajxjxnd[ahx bx:[kppxta mmadx abx a na-ahx n'ezinaxlqm kpuke na ezinaxlq mbisa. G[n[kaa ga-akpq Nwanne nwaany[nne maqbx Nna gi, Nwanne Nne g[nwoke ma q bx Nna g[Nwaany[, Nwa nwanne nne g[ma q bx Nwa nwanne nna g[. Ma q bx	Pupils answer the questions as the teacher calls them out. Xmxaka ga-aza ajxjx ajxrx ha ka onye nkuzi na- akppxta ha.

		onye na-abxgh[nwanne g[ma nna g[na-elekqta ma na-azx ya.	
3 Atq	Step 3 Usoro nke Atq	The teacher clarifies if pupils do not answer well Onye nkuzi ga- akqwa ebe xmxaka azatagh[nke qma.	Pupils listen to teachers explanations Xmxaka ga- ege nt[n'ihe onye nkuzi na-akwwa.

WEEK 5

IZU ISE

Subject: Social Studies

The aga-akuzi: mmekqr[ta mmadx na ibe ya

Concept: Culture

Mbunuuche Nkuzi: Xzqndxd[iche iche.

Entry Behaviour: Pupils have heard many languages, ate different foods, wear different clothes, worship different religion without knowing that it depicts their culture.

The xmxaka mabu: Xmxaka anxla asxsx d[iche iche rie nri d[iche iche, yiekwa efe d[iche iche, ma kpeekwa okpukperechi d[iche iche na-amatagh[na nke a na-egosi xzqndx ha.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

- i. Give a simple meaning of culture
- ii. Identify the elements of culture
- iii. Explain why people's languages, dressings and eating habits differ from community to community e.g. in Igbo land.

Agwa atxxanya ya: Na ngwxcha

The qmxmx a, xmxaka ga-enwe ike:

- i. Kqwapxta n'xzq d[mfe ihe bxxzqndx
- ii. {mata njirimara xzqndx
- iii. {kqwa ihe kpatara asxsx, ekike na usoro erimeri jiri d[iche site n'obodo rue obodo d[ka n'ala Igbo.

Targeted Social Skills: self-expression, communication and group loyalty.

Nka atxx anya ya: Ikwur[ta okwu, Nkqwa onwe, na irube isi nke otu

Materials to be used for the lesson:

- i. Pictures of dressing from different cultural areas

- ii. Pictures showing different ways of greetings and eating.
- iii. Real cultural materials and objects
- iv. Video clips of different cultural material and dressing

Ngwa Nkuzi:

- i. Foto nd[mmadx yi efe na-egosi ebe d[iche iche ha si na ya bxxzqndx ha
- ii. Foto na-egosi xzq d[iche iche esi ekele ekele na ka esi eri nri
- iii. The nd[na-egosi xzqndxkpmkwem na ihe nd[a na-ahx anya.
- iv. The Onyonyo na-egosi xd[xzqndx d[iche iche na ejiji ha.

References Materials

Akwxkwqnd[a rxtxrx aka:

- i. Teachers' guide for the revised 9years Basic Education Curriculum (BEC) Religion and National Values Social Studies by Nigerian Educational Research and Development Council (NERDC, 2014).
- ii. Religion and National Values: Primary Social Studies for Nigerian Schools (Akusu, F.O. and Isaba, K. 2014).

S/N QnxQgx	Presentation Step Usoro nkuzi ga-agbaso	Teachers Activities Ihe onye nkuzi ga-eme	Pupils' Activities Ihe xmxakaga-eme
1 Otu	Step 1 Usoro nke Mbx	The teacher presents the lesson to the pupils. Onye nkuzi ga-amalite ikuziri xmxaka ihe.	The pupils listen to the teacher attentively. Xmxaka ga-ege nt[nke qma n'ihe onye nkuzi na-akqwa.
2 Abxq	Step 2 Usoro nke Abxq	The teacher asks the pupils question based on the lesson presented and calls pupils out to answer. Example of the questions are: What is culture, what are the elements of culture and why do peoples, language, food, dressing and eating habits differ from one community to another especially in Igbo land. Onye nkuzi ga-ajxxmxaka ajxjx site n'[gbakwas[xkwx n'ihe q kxziere ha ma kppppta ha ka ha zaa ajxjxQmxmaatx ajxjx nd[ahx bx; G[n[bxxzqndx, kedx ihe mejupxtara xzqndx, G[n[The pupils will answer the questions as the teacher calls them out. Xmxaka ga aza ajxjx ajrx ha ka onye nkuzi na-akpppta ha.

		mere asxnx nd[Igbo na ejiji ha na ihe ha na-eri jiri d[iche na nke obodo nd[qzq.	
4 Atq	Step 3 Uoro nke atq	The teacher clarifies if pupils do not answer well. Onye nkuzi ga-akqwa ebe xmxaka azatachagh[nke qma	Xmxaka ga-ege nt[na ihe onye nkuzi na-akqwa

WEEK 6

IZU NKE ISII

Subject: Social Studies

The aga-akuzi: mmekqr[ta mmadx n'ibe ya

Concept: Other Pupils beliefs and traditions

Mbunuuche Nkuzi: Omenaala nd[qzq na ihe ha kwenyere na ya.

Entry Behaviour: Pupils own different names and different styles of dressing and worship in different places without knowing that they are depicting their cultures and religion.

The xmxaka mabu: Xmxaka nwere aha d[iche iche na-ejikekwa n'xzq d[iche iche ma na-ekpekwerechi ha ebe d[iche iche na-amatagh[na ha na-egosipxta Omenaala ha na okpukperechi ha.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

- i. Explain way in which other people's beliefs and traditions differ from others
- ii. Mention some values that can be promoted with a better understanding of the differences among our cultures

Agwa atxrxanya ya: Na ngwxcha ihe qmxmx a,xmxaka ga-enwe ike:

- i. Kqwaa Omenaala na ihe nd[qzq kwenyere si d[iche na nke ha
- ii. Wepxta xfqdx agwa nd[d[mma ka kwalite ka mmadx na ibe ya wee na-ebi n'udo n'Omenaala any[d[iche iche.

Target Social Skills: Self expression, communication and group loyalty

Nka atxrxanya ya: Ikwur[ta okwu, Nkqwa onwe na irube isi otu

Materials to be used for the lesson:

- i. Real copies of Bible, Quran, Candle, dresses associated with different religious groups
- ii. Pictures and charts of people with different cultural backgrounds and beliefs in an interaction
- iii. Video clips of different religious groups

Ngwa nkuzi:

- i. Ihe ndi ahxrx anya d[ka Akwxkwq nsq, Koran, kandulu, efe na-egosi okpukperechi nke otu d[iche iche
- ii. Foto na Chaat[nke obodo d[iche iche na nkwenye na mmekqr[ta nke mmadx na ibe ya
- iii. Onyonyo nke otu okpukperechi d[iche iche.

References Materials**Akwxkwqnd[a rxtxrx aka:**

- i. Teachers' guide for the revised 9years Basic Education Curriculum (BEC) Religion and National Values Social Studies by Nigerian Educational Research and Development Council (NERDC, 2014).
- ii. Religion and National Values: Primary Social Studies for Nigerian Schools (Akusu, F.O. and Isaba, K. 2014).

S/N QnxQgx	Presentation Step Usoro nkuzi ga-agbaso	Teachers Activities Ihe onye nkuzi ga-eme	Pupils Activities Ihe xmxakaga- eme
1 Otu	Step 1 Usoro nke mbx	The teacher presents the lesson to the pupils. Onye nkuzi ga-amalite ikuziri xmxaka ihe.	The pupils listen to the teacher attentively. Umuaka ga-ege nti nke oma n'ihe onye nkuzi n'akowa.
2 Abxq	Step 2 Usoro nke Abxq	The teacher asks pupils questions based on the lesson presented and callspupils out to answer. Examples of the questions are: mention ways in which other peoples beliefs and traditions differ from others. Mention values that can be promoted for better understanding. Onye nkuzi ga-ajxxmxaka ajxjx site n'[gbakwas[xkwx n'ihe o kuziere ha ma kpqpxta xmxaka ka ha zaa ajxjx. Qmxmaatx, kpqpxta xzqd[iche iche nkwenye nd[qzq na omenaala ha si d[gas[iche iche. Kpqpxtas[a	The pupils will answer the questions as the teacher calls them out.

		agwa d[mma a ga-akwado n'obodo ka mmadx na ibe ya wee biri n'udo.	
3 Atq	Step 3 Uoro nke atq	The teacher clarifies if pupils do not answer well	Pupils will listen to the explanations. Xmxaka ga-ege nt[n'ihe onye nkuzi na-akqwa

APPENDIX III
TEACHERS' INSTRUCTIONAL GUIDE FOR THE CONTROL GROUP
ENGLISH LANGUAGE (TIGCG)
WEEK 1

Subject: Social Studies

Concept: Social Environment

Entry Behaviour: Pupils live in different environments and they see people living around them speaking different languages and dressing differently.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

- i. Explain Social Environment
- ii. Describe the kind of food that people lives in a group eat
- iii. Identify the differences amongst the type of food they eat.

Targeted SocialSkills: self-expression communication and group loyalty.

Material to be used for the lesson

- i. Charts of people living in different environment
- ii. Charts of different types of food eating by people
- iii. Pupils textbooks
- iv. Video clips.

References Materials

- i. Teachers' guide for the revised 9years Basic Education Curriculum (BEC) Religion and National Values Social Studies by Nigerian Educational Research and Development Council (NERDC, 2014).
- ii. Religion and National Values: Primary Social Studies for Nigerian Schools (Akusu, F.O. and Isaba, K. 2014).

S/N	Presentation	Teachers Activities	Pupils' Activities
	Steps		
1	Step 1	The teacher presents the lesson to the pupils.	Pupils will listen to the teacher attentively
2	Step 2	The teacher asked pupils questions based on the lesson presented and calls pupils out to answer. Examples of the questions are: what is social environment? What type of food do Igbo people eat? What type of dress do Igbo people wear? What language do Igbo people speak?	Pupils will answer the questions as the teacher calls them out.
3	Step 3	The teacher clarifies if pupils do not answer well.	Pupils listen to teacher's explanations

WEEK 2- 4

Subject: Social studies

Concept: The Relationship of some members of the family

Entry Behaviour: Pupils belong to different families but did not know what some of the family members are called and their benefits.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

- i. Name members of a nuclear family
- ii. Identify and name members of the extended family
- iii. Describe the various kinds of relationship among family members as aunt, uncle, nephew, niece, cousin and ward
- iv. Draw the family tree (extended family)
State the benefits of good relationship between family members.

Targeted Social Skills: self expression communication and group loyalty.

Material to be used for the lesson

A chart showing the nuclear and extended families, photographs of family members, pictures of an extended family showing its membership. Drawings/pictures showing members of the family carrying out duties.

References Materials

- i. Teachers' guide for the revised 9years Basic Education Curriculum (BEC) Religion and National Values Social Studies by Nigerian Educational Research and Development Council (NERDC, 2014).
- ii. Religion and National Values: Primary Social Studies for Nigerian Schools (Akusu, F.O. and Isaba, K. 2014).

S/N	Presentation	Teachers Activities	Pupils' Activities
	Steps		
1	Step 1	The teacher presents the lesson to the pupils.	Pupils listen to the teacher attentively.
2	Step 2	The teacher asked the pupils questions based on the lesson presented and calls pupils out to answer. e.g. mention two members of a nuclear family and extended family Who is your aunt, uncle, nephew, niece, cousin and guardians to your parents?	Pupils will answer the questions as the teacher calls them out.
3	Step 3	The teacher clarifies if pupils do not answer well.	Pupils listen to teachers, explanations

WEEK 5

Subject: Social Studies

Concept: Culture

Entry Behaviour: Pupils have heard many languages, eat different foods, wear different clothes, worship different religion without knowing that it depicts their culture.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

- i. Give a simple meaning of culture
- ii. Identify the elements of culture
- iii. Explain why people's languages, dressings and eating habits differ from community to community e.g. in Igbo land.

Targeted Social Skills: self-expression, communication and group loyalty.

Material to be used for the lesson

- i. Pictures of dressing from different cultural areas
- ii. Pictures showing different ways of greetings and eating
- iii. Real cultural materials and objects
- iv. Video clips of different cultural material and dressing.

References Materials

- i. Teachers' guide for the revised 9years Basic Education Curriculum (BEC) Religion and National Values Social Studies by Nigerian Educational Research and Development Council (NERDC, 2014).
- ii. Religion and National Values: Primary Social Studies for Nigerian Schools (Akusu, F.O. and Isaba, K. 2014,).

S/N	Presentation	Teachers Activities	Pupils' Activities
	Steps		
1	Step 1	The teacher presents the lesson to the pupils.	The pupils listen to the teacher attentively.
2	Step 2	After the presentation, the teacher asks the pupils question based on the lesson presented and calls out pupils randomly to answer. Example of the questions are: What is culture, what are the elements of culture and why do peoples, language, food, dressing and eating habits differ from one community to another especially in Igbo land.	Pupils will answer the questions as the teacher calls them out.
3	Step 3	The teacher clarifies if pupils do not answer well.	Pupils listen to teachers, explanations

WEEK 6

Subject: Social Studies

Concept: Other Peoples Beliefs and Traditions

Entry Behaviour: Pupils own different names and different styles of dressing, worship in different places without knowing that they are depicting their culture and Religion

Behavioural Objectives: By the end of the lesson, pupils should be able to:

- i. Explain way in which other people's beliefs and traditions differ from others
- ii. Mention some values that can be promoted with a better understanding of the differences among our culture.

Targeted Social Skills: Self Expression, Communication and Group Loyalty.

Material to be used for the lesson

- i. Real copies of Bible, Quran, candle, dresses associated with different religious groups
- ii. Pictures and charts of people with different cultural backgrounds and beliefs in an interaction
- iii. Video clips of different religious groups.

References Materials

- i. Teachers' guide for the revised 9years Basic Education Curriculum (BEC) Religion and National Values Social Studies by Nigerian Educational Research and Development Council (NERDC, 2014).
- ii. Religion and National Values: Primary Social Studies for Nigerian Schools (Akusu, F.O. and Isaba, K. 2014).

S/N	Presentation	Teachers Activities	Pupils' Activities
	Steps		
1	Step 1	The teacher presents the lesson to the pupils.	Pupils listen to the teacher attentively
2	Step 2	The teacher asks pupils questions based on the lesson presented and calls pupils out to answer. Examples of the questions are mention ways in which other peoples beliefs and traditions differ from others. Mention values that can be promoted for better understanding.	Pupils answer questions as teacher call them out.
3	Step 3	The teacher clarifies if pupils do not answer well.	Pupils listen to teacher's explanations

APPENDIX IV
CHILDREN COMMUNICATION SKILLS OBSERVATION SCHEDULE
(CCOS)

Instruction:

Answer as it applies to each of your child; there is no wrong or right answer:

S/N	Social Communication Skill Items	Yes	No
1	Does the child use socially acceptable statements?		
2	Does the child ask socially acceptable questions?		
3	Does the child's facial expression always appropriate for prevailing situations?		
4	Does the child engage in insulting words?		
5	Does the child exhibit mannerism or awkward gesticulations against others?		
6	Does the child talk friendly with others?		
7	Does the child nod his/her head to indicate yes?		
8	Does the child nod his/her head to indicate no?		
9	Does the child use gestures to communicate?		
10	Does the child look directly into the face of any person he/she communicates with?		
11	Does the child ask politely when in need?		
12	Does the child seek help from superiors?		
13	Does the child respond appropriately when approached by another child?		
14	Does the child cooperate with other children?		
15	Does the child respond in asocially acceptable manner when called?		

APPENDIX V
CHILDREN SELF-EXPRESSION SCALE (CSES)

Instruction:

Answer as it applies to you, there is no wrong or right answer:

S/N	Children Self-Expression Skill Items	Yes	No
1	Do you oppose your friends if they are doing something you do not like?		
2	Do you speak up when someone is against you?		
3	Do you easily say no to bad things?		
4	Do you say your mind every time even when people say you are wrong?		
5	Do you always say your mind concerning everything?		
6	Do you agree to every suggestion?		
7	Do you ask questions on things you do not understand?		
8	Do you say how you feel concerning everything?		
9	Do you tell your parents or teachers about what you feel they have done wrong?		
10	Do you say your mind without fear?		
11	Do you speak about things you want?		
12	Do you get angry at others every time?		
13	Do you fight people when they say the wrong thing?		
14	Do you ask for your items which have been borrowed?		
15	Do you stop people from saying their mind?		
16	Do you listen to what others have to say concerning a matter?		
17	Do you make people sad because they have made you sad?		
18	Do you look at anybody talking to you?		
19	Do you nod your head when you agree to a statement?		
20	Do you try to listen to others?		

APPENDIX VI

GROUP LOYALTY QUESTIONNAIRE (GLQ) Adapted from Misch, Over and Carpenter Group Loyalty Experimental Questionnaire (2014)



A



B

S/N	Group Loyalty Questionnaire	Yes	No
1	Would you like to leave your group for the winning group?		
2	Is it good to leave your group for the winning group?		
3	If you leave your group to the winning group are you a loyal person?		
4	If you leave your group to the winning group are you a nice person?		
5	I want to go on holiday if you leave your group to the winning group, can I leave my pet with you?		
6	If you leave your group to the winning group, are you doing the right thing?		
7	Do you think your group members will be happy with you if you leave your group for the winning group?		
8	I have biscuits and sweets (show the child) for you with me will I give it to you for leaving your group for the winning group?		

APPENDIX VII
SOCIAL STUDIES ACHIEVEMENT TEST (SSAT)

1. We are all born into families and this forms the first unit of our _____
(a) Church (b) Social Environment (c) Class (d) Car
2. A -----is a group of people related by blood or by marriage
(a) Mother (b) Family (c) Uncle (d) Father
3. Your father is related to your mother by _____
(a) Marriage (b) Birth (c) Blood (d) Water
4. My _____ is my father's or my mother's brother
(a) Cousin (b) Uncle (c) Nephew (d) Niece
5. A child's first school in life is _____
(a) Mosque (b) College (c) Home (d) Friend
6. Someone who is lawfully in charge of a young person is known as
(a) Leader (b) Controller (c) guardian (d) Overseer
7. Two types of families are _____ and _____ Family
(a) Nuclear and Extended (b) Nuclear and Nucleuss
(c) Father and Family (d) Families and Church
8. Ukwa and Ofe Onugwu is the traditional food of the _____
(a) Hausa (b) Igbo (c) Yoruba (d) Efik
9. _____ is the total way of peoples life
(a) Diversity (b) Culture (c) Unity (d) Custom
10. Holy book of Muslim is _____
(a) Quran (b) Bible (c)Textbook (d)Church
11. One example of your culture that should be retained is _____
(a) Cultism (b) Dressing (c) killing of twins (d) kidnapping
12. Another name for father is
(a) Husband (b) Son (c) Teacher (d) Mummy
13. _____ are those who believes in Christianity as a religion
(a) Christian (b) Muslim (c) Egungun (d) Traditional Worshipers
14. Holy book of Christians is _____
(a) Quran (b) Bible (c) Textbook (d) School Bag

15. We have _____ types of religion
(a) 4 (b) 5 (c) 3 (d) 2
16. Our culture requires us to _____ our parents
(a) Fight (b) Disobey (c) Obey (d) Leave our Parents
17. One of the benefits of family relationship is _____
(a) Giving poison to one another (b) Fighting one another
(c) Gossiping with one another (d) Helping and caring for one another
18. Several families make up a _____
(a) Society (b) School (c) Church (d) Compound
19. We must listen to other peoples views to _____
(a) To make them happy (b) Make them sad
(b) To make them eat (d) To make them rich
20. Despite our cultural diversity, we are the same people as _____
(a) Home (b) Nigerians (c) School (d) Church

APPENDIX VIII (a)
PRIMARY SCHOOL TEACHERS' AND RESEARCH ASSISTANTS'
TRAINING GUIDE I

Steps	Activity	Researcher's Activity	Teachers' and Research Assistants' Activity
1	Introduction	The researcher will introduce herself and tell the participating teachers/research assistants to introduce themselves.	They will introduce themselves
2	Short explanation to the study	The researcher will tell them the need for the development of social skills in the three languages.	They will listen and ask questions if they have
3	Giving out of the three instructional guides	The researcher presented copies of the instructional guide to teachers and research assistant in Experimental group I, they will be given a copy of the instructional guide in Igbo on social studies for teachers and research assistants in Experimental group II, they will be given a copy of the instructional guide in English and Igbo on social studies, for teachers and research assistants in Control group, they will be given the instructional guide in English on social studies.	Accepted the guides and examines them properly
4.	Educating them on the use of the guide	The researcher describes how to use the guide. The researcher will tell teachers the objectives, materials to used, steps, teacher/	Watch the researcher and make their own comment

		researcher assistant activities and pupils activities. And the researcher will show them how to use it for pre-test.	
5.	Throwing light on how the lesson will go	Using the guide the researcher will intimate them on what to do.	Listen attentively
6.	Micro-teaching	The researcher will evaluate teachers/researcher assistant using the teacher/research assistant assessment guide	Demonstrate their own lesson.

APPENDIX VIII (b)

TEACHERS' AND RESEARCH ASSISTANTS' TRAINING GUIDE II

Steps	Activity	Researcher's Activity	Teachers and research Assistants' Activity
1	Introduction	The researcher will introduce herself and tell all participating teachers and research assistants to do their own.	They will be watching the researcher and do their own introduction
2	Short explanation to the study	The researcher will tell them the need for development of social skills in the three languages.	Watch and ask questions if they have
3	Giving out of the instruments.	Presentation of copies of the instrument to them: Children Communication Skills Observation Schedule (CCOS), Children Self-Expression Scale (CSES) Group Loyalty Questionnaire (GLQ)	Teachers and researcher assistant will accept the copies of the instrument
4.	Teaching on how to implement the instruments for pre-test	The researcher describes how to use the instruments for pre-test: Children Communication Skills Observation Schedule (CCOS), Children Self-Expression Scale (CES), GroupLoyaltyQuestionnaire (GLQ)	Teacher/researcher assistant will be attentive and ask questions if need be.
5.	Educating them on how to implement the post-test	The researcher describes how to use the instrument for post-test: Children Communication Skills Observation Schedule (CCOS), Children Self-Expression Scale (CES), GroupLoyaltyQuestionnaire (GLQ)	They will be attentive and respond were they did not understand and make suggestions if need be.

APPENDIX IX

TEACHERS/RESEARCH ASSISTANTSEVALUATION GUIDE (TRAEG)

Instruction: Please Tick (√) under the Appropriate Column

S/N	Item/Lesson features	Not implemented	Partially implemented	Highly implemented
1	Does the teacher use the language of instruction specified in the guide throughout the lesson?			
2	Does the teacher use the steps indicated in the guide?			
3	Does the teacher lead pupils to carry out activities related to the concept?			
4	Are the instructional materials such as charts, pictures made in the appropriate language?			
5	Does the teacher ask pupils questions to know whether they understand the lesson?			

APPENDIX X
FOCUS GROUP DISCUSSION GUIDE WITH PARTICIPATING PRIMARY
SCHOOL TEACHERS

Activity	Moderator's Activity	Assistant Moderator's Activity	Other Research Assistants' Activity	Primary School Teachers' Activity	Duration
Welcoming	Welcomes participants introduces herself, the assistant moderator and other research assistants. Asks teachers to introduce themselves.	Stands for recognition	Records the activity using a video recording device	Introduce themselves one after the other	5minutes
Overview of the topic to be discussed	Gives reason for the focus group discussion encourages teachers to participate and give honest answers	Takes note	Records activity using video recording device	Listen attentively	3minutes
Ground rules given	Articulate rules for the discussion to ensure orderliness. The rules are: <ol style="list-style-type: none"> 1. One persons should speak at a time 2. Cell phones should be switched off 3. Listen respectfully as others share their views 	Takes notes	Records activity using video recording device	Listen attentively	3minutes

	4. All answers are right difference is only on differing points				
Question	Begins with an ice breaker to make teachers comfortable. Then begins the interview. Uses probes such as “can you talk more about it”, “can you give me more examples” to help teachers express their views better.	Takes notes	Records activity	Answer questions one after the other	50minutes
Conclusion	<p>Gives a summary of the activity.</p> <p>Reviews the purpose of discussion and asks if anything has been missed.</p> <p>Vote of thanks, Refreshment and Dismissal</p>	<p>Takes notes</p> <p>Takes note</p> <p>Helps with the refreshment</p>	<p>Record activity</p> <p>Record activity</p> <p>Record activity</p>	<p>Listen attentively</p> <p>Give answers if there is any</p> <p>Listen attentively. Enjoy their refreshment Go home</p>	10minutes

APPENDIX X(a)

Unstructured Interview Questions for Children in Experimental Group I

This instrument was developed by the researcher to serve as guide for eliciting responses from children in experimental group I during the intervention phase of the study. Children in the experimental group I will be interviewed by the researcher/research assistants on the challenges they encountered when Igbo Language is used to teach social studies concepts.

1. Do you think your teacher should teach social studies in Igbo Language?
2. What are the difficulties you encountered when you are taught social studies in Igbo Language?
3. Are you happy when you are taught Social Studies in Igbo Language? How can these problems be solved?

APPENDIX X (b)

Unstructured Interview Questions for Children in Experimental Group II

This instrument was developed by the researcher to serve as guide for eliciting responses from children in experimental group II during the intervention phase of the study. Children in the experimental group II English and Igbo will be interviewed by the researcher/research assistants on the challenges they encountered when English and Igbo Language is used to teach social studies concepts.

1. Do you think your teacher should teach social studies in English and Igbo Language?
2. What are the difficulties you encountered when you are taught social studies in English and Igbo Language?
3. Are you happy when you are taught Social Studies in English and Igbo Language?

APPENDIX X (c)

Unstructured Interview Questions for Children in Control Group

This instrument was developed by the researcher to serve as guide for eliciting responses from children in the control group English during the intervention phase of the study. Children in the control group will be interviewed by the researcher/research assistants on the challenges they encountered when English Language is used to teach social studies concepts.

1. Do you think your teacher should teach social studies in English Language?
2. What are the difficulties you encountered when you are taught social studies in English Language?
3. Are you happy when you are taught Social Studies in English Language?

APPENDIX XI (a)

Unstructured Interview Questions on Focus Group Discussion with Participating Primary School Teachers in Experimental Group I

This instrument was developed by the researcher to serve as guide for eliciting responses from the participating teachers in experimental group I during the Focus Group Discussion that will take place during the intervention phase of the study. It will involve the researcher who will serve as the moderator, research assistants who will serve as assistant moderator and handlers of recording equipment and primary school teachers who will answer the following questions:

1. What do you think about teaching children social studies in Igbo Language?
2. What are the difficulties you encountered teaching children social studies in Igbo Language?
3. What are the difficulties children experienced with learning social studies in Igbo Language?
4. How can these problems be solved?
5. Do you think parents would want their children to be taught social studies in Igbo Language?

APPENDIX XI (b)

Unstructured Interview Questions on Focus Group Discussion with Participating Primary School Teachers in Experimental Group II

This instrument was developed by the researcher to serve as guide for eliciting responses from the participating teachers in experimental group II during the Focus Group Discussion that will take place during the intervention phase of the study. It will involve the researcher who will serve as the moderator, research assistants who will serve as assistant moderator and handlers of recording equipment and primary school teachers who will answer the following questions:

1. What do you think about teaching children social studies in English and Igbo Language?
2. What are the difficulties you encountered teaching children social studies in English and Igbo Language?
3. What are the difficulties children experienced with learning social studies in English and Igbo Language?
4. How can these problems be solved?
5. Do you think parents would want their children to be taught social studies in English and Igbo Language?

APPENDIX XI(c)

Unstructured Interview Questions on Focus Group Discussion with Participating Primary School Teachers in Control Group

This instrument was developed by the researcher to serve as guide for eliciting responses from the participating teachers in the control group during the Focus Group Discussion that will take place during the intervention phase of the study. It will involve the researcher who will serve as the moderator, research assistants who will serve as assistant moderator and handlers of recording equipment and primary school teachers who will answer the following questions:

1. What do you think about teaching children social studies in English Language?
2. What are the difficulties you encountered teaching children social studies in English Language?
3. What are the difficulties children experienced with learning social studies in English Language?
4. How can these problems be solved?
5. Do you think parents would want their children to be taught social studies in English Language?

**DEPARTMENT OF EARLY CHILDHOOD AND EDUCATIONAL FOUNDATIONS,
FACULTY OF EDUCATION, UNIVERSITY OF IBADAN, IBADAN, NIGERIA**

This consent form was for primary schools parents that were involved in the study. Titled Two Media of Instruction and Learning Outcomes in Social studies Among Primary Four Pupils in Imo State, Nigeria

Researcher's Information

Name: Virginia Nkechi EPUCHIE. Phone: 08035086166

E-mail: nkechi.virginia@yahoo.com

This informed consent form has two parts:

1. Information sheet (to share knowledge about the study with you)
2. Certificate of consent (for signature if you agreed that your child will participate)

Part 1: Information Sheet

Introduction

I am a Ph.D student in the Department of Early Childhood and Educational Foundations, University of Ibadan, Ibadan. My research is based on improving Primary Four pupils' social skills and this will expose your ward to social skills training such as communication, self-expression, and group loyalty. Your child will be examined by me and other research assistants. You and your child will agree separately whether to accept your children's participation. You have the right to agree or not your child to participate in the training. You can consult anybody you can really on for advice. If you have any problem, consult me.

Purpose of the Research

It has been observed that many primary four pupils in schools in Imo State are not taught the values of our society using Igbo Language, English and Igbo Language and English Language only to teach children social skills that are needed in our society.

Type of Research Intervention

Children within the age of nine years will be trained through the use of Igbo Language, English and Igbo Language and English Language only for six weeks.

Selection of Participants

Children within the age of nine years will be used in this research and your child happens to be one of them. This research will be carried out in six Local Government Areas (three rural and three urban in Imo State).

Voluntary Participation

You are free to say no to all this information and this will not deprive you anything from the school.

Procedures

Your ward will participate in the following:

- (i) Social skill training in Igbo, English and Igbo, and English.
- (ii) The researcher and research assistants will teach your children through the use of stories, songs, Pictures, Charts and rhymes both in English and Igbo.

Duration

This training will hold three times in a week for about forty minutes when they have free period.

Risks

This requires that your child will be provided anytime her attention is needed for her/him to participate.

Benefits

This research will help your child to learn good morals and values in the society.

Reward:

No reward will be giving to your child. But the researcher will provide snacks to your child during the training.

Confidentiality:

Any information about your child will not be revealed outside. All information will be kept secret.

Sharing of Research Findings

By the end of research, the researcher and all teachers/research assistants will meet with the community and the researcher will intimate them on the results and way forward.

Rejection/ Discard:

You have the right to reject, or agree in permitting your child from participating and this will not attract your child any setback from the school.

Who to Contact:

Any information call the researcher's supervisor

Name: Professor Esther Oduolowu

**Address: Department of Early Childhood and Educational Foundations,
University of Ibadan,
Ibadan.**

Phone: 08023250915

PART II: Certificate of Consent

(This section is mandatory)

I have read the consent form and all that is in the form was well understood. I hereby approved my child's participation in the research.

Print Name of Parent or Guardian _____

Signature of Parents or Guardian _____

Date _____

Day/month/year

If illiterate

This form was read out to parents and they accepted and asked questions where they do not understand and approved their children's participation.

**Print name of witness _____
participant**

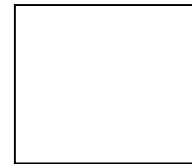
AND

Thumb print of

Signature of witness _____

Date _____

Day/month/year



Statement by the researcher/person taking consent

I hereby confirm that reading out the consent form to parents of the participant, I assured you that the individual was allowed to make necessary enquiries about the research before giving consent. And the consent form was given willingly.

Each parent or guardian of the participant will collect an Informed Consent Form _____

Print Name of Researcher: _____

Signature of Researcher: _____

An Informed Assent Form will _____ OR will not _____ be filled.

APPENDIX XII



Training of Teachers in Exp. Group1 Igbo (Urban)



Training of Teachers in Exp.Group 11 English and Igbo (Urban)



Training of Teachers in Control Group(Rural)



Intimating Teachers on pupils' choice of Medium of Instruction and way forward.



Training of Reseach Assistants



Pre-Test for Exp. Group 1 Igbo (Urban)



Pre-Test for Control Group (Rural)



Pre-Test for Exp. Group 11 English and Igbo(Rural)



Post-Test for Exp.1 Igbo(Rural)



Post-Test for Control Group (Urban)



Post-Test for Control Group (Rural)



Treatment of Control Group



Interview of children in Exp1 Igbo (Rural)



Interview of Exp 1 Igbo Group (Rural)



Interview of children in Control Group (Urban)



Interview of children in Exp1 Igbo (Rural)



Interview of children in Exp 11 English and Igbo (Rural)



Interview of children in Exp.11 English and Igbo (Urban)



Focus Group Discussion with Teachers in Exp 1 Igbo (Urban)



Teacher from Exp 11 expressing the difficulties encountered during Treatment (Urban)



Teacher from Control Goup Rural sharing her difficulties with other Teachers



Teacher from Control Group (Urban) sharing difficulties encountered during treatment with other Teachers



Researcher and Research Assistants in Focus Group Discussion With Participating Teachers



Refreshment with Researcher, teachers and Research Assistants during Focus Group Discussion with Participating Teachers