



NIGERIAN JOURNAL OF SOCIAL STUDIES

VOL. XXI (II) OCTOBER, 2019

***A Journal of the Social Studies
Association of Nigeria***

NIGERIAN JOURNAL OF SOCIAL STUDIES

**A JOURNAL OF THE SOCIAL STUDIES
ASSOCIATION OF NIGERIA**

**VOL. XXI (II) OCTOBER, 2019
ISSN 0795 – 7262**

NIGERIAN JOURNAL OF SOCIAL STUDIES EDITORIAL BOARD

Editor

Prof. Samuel F. Ogundare

Department of Sociological Studies,
College of Social Management Science,
Tai Solarin University of Education
Ijagun, Ogun State, Nigeria.

Prof. Josiah Olusegun Ajiboye

Department of Arts and Social Science
Education, Faculty of Education,
University of Ibadan, Ibadan

Managing Editors

Dr. Olalekan E. Ojedokun

Institute of Education,
Obafemi Awolowo University,
Ile-Ife, Nigeria

Prof. Alice A. Jekayinfa

Department of Science Education,
Faculty of Education,
University of Ilorin, Ilorin.

Prof. C.C. Okam

Department of Education
Umar Musa Yar'adua University
Katsina, Nigeria

Prof. H. Mehlinger

Indiana University,
Bloomington, Indiana,
United States.

Prof. Ede O. S. Iyamu

Faculty of Education
University of Benin,
Benin City, Nigeria

SUBSCRIPTION RATE (ONE VOLUME OF TWO NUMBERS)

Subscription within Nigeria

Institution N 750

Individual N600

Subscription outside Nigeria

Institution \$ 40

Individual \$30

Postage Institution N 300 per volume (or number extra) or N2000 by speed post from within and outside Nigeria remittance is requested in bank draft/cheques payable to Prof. S.F. Ogunlade, Editor, Nigerian Journal of Social Studies, Department of Sociological Studies, Tai Solarin University of Education Ijagun, Ijebu-Ode, Ogun State, Nigeria.

Nigerian Journal of Social Studies (ISSN 0795-7262) is published biannually by the Social Studies Association of Nigeria.

Website: www.sosan.org.ng

Objective of Journal

The objective of the Journal is to provide a medium for the dissemination of educational research and exchange of experience among academics, scholars, teachers and others, which explore new directions and approaches in the teaching of social studies.

Notes on contributors

1. The Nigerian Journal of Social Studies will consider for publication articles that deal with:
 - (a) The nature of Social Studies
 - (b) Curriculum organization in Social Studies
 - (c) Methods and techniques for teaching and learning social studies
 - (d) Analysis of physical and social issues that can be used by classroom teachers of Social Studies
 - (e) Research reports and studies in Social Studies
 - (f) Innovative programmes and practices in Social Studies
 - (g) Evaluation in Social Studies
 - (h) Special interest areas, such as citizenship, global and international education, cultural awareness, human rights education, environmental education, peace/conflict resolution education, drug education, HIV/AIDS education, population education, sustainable development education, civic education etc.
2. All articles are received on the understanding that they have not been sent elsewhere for publication consideration or have already been printed elsewhere.
3. Articles are to be typed on A4 size double spaced on one side of the paper and should contain wide margins. Three (3) copies of each article must be submitted. The length of an article should be a maximum of 3000 words or 12 to 14 pages. Authors are not to include electronic copy at this stage.
4. Layout and Headings **Title**: This must be short and concise (no longer than 10 words), followed by the authors names, institutional affiliation and address (including e-mail

address), **Abstract:** this should consists of a maximum of 200 words and should capture the important features of the paper. **Headings and sub-headings:** Please do not use more than 3levels of heading: HEADING LEVEL 1: CAPITAL (12 POINT FONT) Heading level 2: lower case (12point font): Heading level 3: italics (12 point font). Quotations of more than three lines are to be indented and typed single-spaced.

5. **References:** literature cited must be arranged alphabetically. Reference in the context are given as Ogundare (1996) or (Ogundare, 1996) depending on context. Where two authors are involved, both names should be cited (Ogundare and Ogunyemi, 2006). Where more than two authors are involved, the citation should be written as (Ogundare, et al., 2002). When citing several papers by the same author published in the same year, a,b,c etc, should be placed after the year of publication. Each citation in the reference list should include the names of the authors, the year of publication, publisher, volume number, issue number in brackets should not appear in the list of reference and vice versa. Website reference in the text should contain authors full name, date, title of article, website number and date of access. Unpublished data and verbal communications should not appear in the list of references, but should appear in brackets in text, e.g. (Danladi, personal communication, 20/5/2006).
6. Photographs and images are to be submitted in Jpg format. For tables, heading are inserted above. For figures, headings are inserted below the figure. numbering: In the text all number below 10 should be written in full words and numbers greater than nine in digits. Paragraphs in the text should not be numbered.
7. A short biographical note (30 words) on the author should be submitted along with the manuscript.
8. A vetting fee of two thousand naira only is to accompany the article, payable in cash to the account of Social Studies Educationist Association of Nigeria, United Bank of Africa

9. Articles and other enquiries should be addressed to Prof. S.F. Ogundare, Editor, Department of Sociological Studies, Tai Solarin University of Education Ijagun, Ijebu-Ode, Ogun State, Nigeria

Examples of References

(i) Journal

Ogunlade, S.F. (1991), How Social Studies educators see the essentiality of their discipline for social mobilization of youth in Nigeria. *Social Education* 55 (5): 375-378

(ii) Book

Barr. R., Barth, J. and Sharmis, S. (1978). *The Nature of the Social Studies*. Palm Spring California: ETC Publication

(iii) Chapter in book

Adaralegbe, A. (1980). The Nigerian Social Studies programme: retrospect and prospects. In Nigeria Educational Research Council (Ed.) *Social Studies Teaching Issues and Problems*. Benin City: Ethiope Publishing Corporation.

CONTENTS

vi

Undergraduate Social Behaviour in Nigeria: A Correlational Analysis of Self-esteem and Social Media AKINWANDE E. A.	1
Assessing the Goals of the Nigerian Social Studies: Implications for Improvement ADEYEMI, B. A. & ONIGIOBI, O.	22
Contextual Variables Predicting In-school Adolescents' Commitment to Civic Participation in Southwest, Nigeria M. O ADEYI & A. A. ONIPEDE	36
Effect of Drama Instructional Strategy on Primary School Pupils' Achievement in Social Studies in Ibadan, Nigeria D. O. JIMOH & E. ODULOWU	50
Expanding Nigerian Civil Ideas for Positive Political Participation through Citizenship Education K. A. OLAYODE	69
National Value and the Adequacy of Social Studies Curriculum in Combating Social Crime MURITALA, R. A., ISIAKA A. A, BELLO, M. B. & YUSUF A.	79
Peer Group and Family Background as Correlates of Indiscipline amongst Adolescent Students in Ovia North East LGA, Edo State J. EGHAREVBA & F. O. AHANOR	92
Assessment of In-Service Teachers' Civic Competencies: Implication for Civic Education Classroom P. J. BABATUNDE	104
Comparative Effect of Contract Activity Instructional Strategy and Inquiry Method in Academic Performance and Retention of Students in Social Studies M. O. SALAWUDEEN	116

- Faculty of Education, University of Ilorin, Ilorin, Nigeria
- Odewumi, M. O. (2008). *Effect of a computer assisted instructional package on the performance of junior secondary schools Fine Art students in Ogbomoso*. An unpublished M.Ed. project, University of Ilorin, Ilorin.
- Ogundare, S. F. (2010). *Invitation to fundamentals of teaching Social Studies*. Ibadan: Franco-Ola Publishers.
- Olokooba, I. N., Okunloye, R. W., Abdulsalam, A. A. & Balogun, I. N. (2017). Teachers' perceived challenges of using ICT in teaching secondary school social science subjects in Ilorin, Nigeria. *Kampala International University Journal of Humanities*, 2(2B): 157-166.
- Olumorin, C. O., Yusuf, M. O. & Soetan, A. K. (2009). An assessment of use computers for instructional purposes in Kwara State tertiary institutions, Nigeria. *Ilorin Journal of Education*, 28, 19-27.
- Tukur, A.K., Abubakar, Y.A. & Isiyaku, A. (2014). Impact of computer-assisted instruction (CAI) and school type on students' academic performance in Basic Technology in Sokoto State, Nigeria. Paper presented at the 35th Annual Workshop and conference of Nigerian Association of Educational Media and Technology (NAEMT) at University of Port Harcourt, Nigeria
- Yusuf, M. O. & Afolabi, A. O. (2010). Effects of Computer Assisted Instruction (CAI) on secondary school students' performance in Biology in Oyo State. In *The Turkish Online Journal of Educational Technology*. 9 (1), 62-69. Retrieved from: <http://www.tojet.net/volumes/v9i1.pdf>.

EFFECT OF COMPUTER ASSISTED INSTRUCTIONAL STRATEGY ON UPPER BASIC STUDENTS' PERFORMANCE IN SOCIAL STUDIES IN KWARA STATE, NIGERIA

I. N. OLOKOBA, R. W. OKUNLOYE & A. A. ABDULSALAM

Social Sciences Education Department
University of Ilorin, Ilorin

Abstract

Computer Assisted Instructional Strategy (CAIS) is an innovative and interactive instructional technique of using computers in carrying out teaching and learning activities in the classroom situations. Many innovative instructional methods were recommended to improve students' performance. It becomes imperative to investigate how effective is CAIS for effect teaching and learning of Social Studies. This study therefore examined the effect of computer assisted instructional strategy on Upper Basic students' performance in Social Studies in Kwara State, Nigeria. Quasi-experimental study involving 2x2x2 non-randomized and non-equivalent pretest-posttest control groups research design was adopted. The population of the study was all upper basic students. A simple random sampling technique was used to select two intact classes of upper basic II students, one was an experimental group, the other was a control group. The instruments used were Computer Assisted Instructional Package and Social Studies Performance Tests (SSPT). The test-retest method was used to determine the reliability of the instruments (CAIS and SSPT), and 0.78 and 0.76 were obtained respectively. The findings of the study revealed that there was a significant effect of CAIS on upper basic students' performance in Social Studies. $F=18.920$, $P>0.000$; there was no significant interaction effect of gender, school mode on performance of students exposed to CAIS in Social Studies. Based on the findings, it was recommended that CAIS should be used in teaching Social Studies to enhance students' performance in schools, and that the gender friendliness of Social Studies and CAIS should be sustained.

Keywords: Computer Assisted Instructional Strategy, Students' performance, Upper basic schools, Gender and School mode

Introduction

Basic education in Nigeria is the education given to children within the range of 0-15 years. It is compulsory for children within this age bracket. The goals of Basic Education thus include the provision of opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limit of the child's capacity. To fully realise the potential contributions of education to the achievement of these goals, the federal government takes various measures in the formulation and implementation of the National Policy on Education. These measures include learner centered educational activities for maximum self-development and fulfillment, activity-based practical teaching, supported experimental and Information Technology and relatedness of education to overall community needs. To implement the policies and achieve the set goals, National Values was made a core subject in all levels of basic education. It comprises Social Studies, Civic Education and Security Education.

Social studies is a social science subject taught at all basic level, NCE, and tertiary institutions in Nigeria. The subject cultivates in learners the right attitudes, values and morals that will make them effective citizens and help them contribute positively to the development of the country. Social Studies exposes children to the total experience within their environment which they need in order to live actively and successfully in the world (Ogundare, 2010). The subject develops appropriate skills and attitudes in learners that will make them to become patriots and contributors to the community. Recent socio-economic and political changes in the world and within nations have brought about changes in the implementation of education curriculum. The teachers are not only to equip the learners with the basic knowledge of Social Studies content but also acquaint them with higher cognitive skills such as problem solving and thinking skills that allow for self-development, continuous learning and Information and Communication Technology (ICT) skills. To meet up with these changes, there is therefore a shift from direct

teaching like the lecture method, note copying and dictations, in which the learners are given some content to memorize and regurgitate to constructive instructional approaches like Computer Assisted Instruction (CAI) and how it could be constructively used for effective teaching and learning of Social Studies. The new approach is pupil or learner-centered. The learners are not treated as empty vessels. Rather they are credited with knowledge, skills and attitudes from the day they are born which requires development, encouragement and motivation.

Social Studies is designed to develop in students skills, knowledge and attitude necessary for the overall development of an individual and instill in them a sense of patriotism. Students' academic performance determines the success of an educational programme. The performance of students is continually examined to determine the progress in the attainment of educational goals and objectives. The upper basic students' performance in Kwara State has been fluctuating in the last five years in which it may not be acceptable in an important subject that teaches citizenship education.

Teaching of Social Studies in Nigerian secondary schools has been dominated with the use of the traditional or conventional method of instruction where learners are taught using textbooks that give abstract information about global and national contemporary issues, Information and Communication Technology, family life education and environmental studies among others in the subject curriculum (Abdulsalam, 2016). As important and core subject that teaches citizenship education, traditional method does not help in the internalisation of the values and contents of the subject in learners in the schools. The subject cultivates in learners the economic, social and technological values, that bring to them the reality of everyday societal living and help them to acquire the knowledge, attitude, values and skills required to be responsible and disciplined members of the society (Jekayinfa, 2014). Since the traditional method brings about a decline in the performance of the students, this study was therefore conducted to improve the effective teaching and learning of Social Studies and students' performance using innovative instructional strategies.

Computer is a modern technological tool designed to make

life easier due to its speed, accuracy, ability to store large quantities of information and to carry out large and complex operations (Ayoko, 2002). The use of computer is not new in education. It has been used in different areas as Computer Assisted Instruction (CAI), Computer Based Instruction (CBE), Computer Managed Instruction (CMI) and Computer Supported Learning Aid (CSLA) (Olorin, Yusuf & Soetan, 2009).

Computer Based Instruction Strategy (CAIS) is an innovative and interactive instructional techniques of using computer system directly as a medium of instruction and information delivery system in the classroom under the facilitation of a teacher. It is the technique of using the computer to carry out the teaching and learning activities with the assistance of the teacher (Odewumi, 2008). CAIS is an interactive instructional strategy used through computers to convey and teach a lesson by a teacher as well as monitor the learning activities. One of merit of CAIS is to foster a comparative group atmosphere. When two or more students are working together on a single computer, there is more collaboration and cooperation in problem solving. CAIS tends to motivate the spirit of cooperation in an extremely powerful academic mix. It also provides simulation of activities that the students will not have ordinarily experienced in a traditional situation.

Many teachers had been trained over the recent years on how to use computers. Many secondary schools in the country were supplied with computers and software to enable teachers to apply technology in the classrooms. Many new schools also have computer laboratory equipped with computers for students to facilitate and enhance teaching and learning while some schools have been offering ICT training. However, many of social science subject teachers did not make use of the opportunity of ICT to facilitate and enhance the effective teaching and learning of the subjects as a result of several challenges associated with the use of ICT. The challenges included teachers' lack of interest in the use of ICT facilities and inadequate teachers' technical know-how on preparing ICT-based instructional materials (Olokooba, Okunloye, Abdulsalam & Balogun, 2017).

Adedamola (2015) examined the effects of Computer Assisted Instruction on students' academic performance and attitude in Biology in Osun State, Nigeria. The finding of the study revealed

that the use of CAI improved the understanding of the content of the subject and improved students' academic performance. However, Adeyemi (2012) also conducted a study on the Effects of CAI on students' achievement in Social Studies in Osun State. The findings of the study showed that students that were exposed to CAI were not significantly better in their performance in Social Studies than their counterparts that were exposed to the conventional method. Again Tukur, Abubakar & Isiyaku (2014) researched on the impact of CAI and school type on students' academic performance in Basic Technology in Sokoto State and discovered that CAI has no significant effect on the students' performance in the sampled schools.

Gender and school mode are among the factors that influence the performance of students in schools. Gender difference among the students affect their participation in the classroom activities. Studies such as Adedamola (2015); Fagbemi, Gambari, Oyekum and Gbodi (2011); Yusuf and Afolabi, (2010) showed the disparity between male and female students in different subjects including Social Studies. The findings of Yusuf and Afolabi (2010) on the effect of gender on students' performance showed that there is no significant difference between male and female students that were taught Biology using CAI as a medium of instruction. While Fagbemi, et al. (2011) discovered that the younger students performed better than older ones in the using CAI to teach Social Studies in Minna Niger State.

School mode refers to day and boarding system. It is a factor that help students to organize and strategize for effective learning in the schools. Day students attend school from home. They may also have the opportunities of engaging in vocational training like computer training or others as a result of their interaction within the environment. Boarding students stay in the school hostel. They enjoy their studies and utilize both human and materials resources in the schools to improve their academic performance (Bahadar, Mahnaz & Jadoon, 2014). It is necessary to examine the effect of day and boarding on students' performance as it affect may affect their performance in a school where day and boarding system exist. For instance, Tukur, Abubakar and Isiyaku, (2014) discovered that boarding students performed better than their counterpart day

students in Basic Technology when exposed to CAI. However, the use of CAI is relatively new in Social Studies in which students of basic schools are predominantly exposed to teacher-centred and conventional methods in the conventional classrooms. Therefore, in a world that is increasingly witnessing the use of CAI, it is germane to examine its effectiveness in Social Studies classroom situations.

Hypotheses

The following hypotheses were postulated to be tested in the study.

- Ho₁: There is no significant effect of CAIS on upper basic students' performance in Social Studies.
- Ho₂: There is no significant interaction effect of gender on performance of upper basic students exposed to CAIS in Social Studies.
- Ho₃: There is no significant interaction effect of school mode on performance of upper basic students exposed to CAIS in Social Studies.

Methodology

This study adopted quasi-experimental study involving 2x2x2 non-randomized and non-equivalent pretest-posttest control group research design. The population for this study consisted basic students in Kwara State. The target population was Upper Basic students in schools in the state. The sampling procedure used for this study was multi-stage. Firstly, a Local Government Area (LGA) was selected in each Senatorial District using the simple random sampling technique. Accordingly, Ilorin-west from Kwara-Central and Offa from Kwara-South were selected. An upper basic school was selected from the selected Local Government Areas using the purposive sampling technique based on availability of Information and Communication Technology (ICT) facilities in the schools and adequate number of computer for instructional purposes. Secondly, in the selected schools an upper basic II (Junior Secondary School II) class was selected using the simple random technique where there was more than one arm. Intact upper basic class II in the selected schools was randomly assigned to the experimental and control groups for the quasi-experiment.

The first instrument was the Computer Assisted Instructional

Strategy (CAIS) used to teach Experimental Group involving the use of computers as media of instruction. The package was a self-instructional, and interactive package that lasted for 40 minutes. They contained four lessons structured into modules. The topics covered in the packages were Drug Abuse, Drug Trafficking, Harmful Substances and Accidents in School, all of which were drawn from the Upper Basic II Social Studies Curriculum contents. The researcher-developed CAIS was aided by a professional software developer using an Integrated Development Environment (IDE) called Microsoft Visual Studio and it was written in C# programming language and Dot Net Framework 4.5. The CAIS developed involved four interrelated methodological processes namely, analysis, design, implementation and validation.

An intrinsic programming sequence in which a single alternative window (frame) exists to reinforce concepts that appear difficult to some students was adopted. At a consistent portion of each window (frame) a search box was included that enabled students to quickly search for a sub-topic on each topic. The CAIS was face and content validated by two Educational Technology experts for usability and practicability. The CAIS was further subjected to reliability test using test-retest of three-week interval involving Pearson's Product Moment Correlation (PPMC). Which yielded 0.78 coefficient, it was therefore adjudged reliable.

The second instrument was the Social Studies Performance Test (SSPT). It is a set of multiple-choice questions used for evaluation. It was used to pre-test and post-test the participants. A set of 30 item multiple-choice questions was selected from Kwara State Basic Education Certificate Examination (BECE) based on the selected topics for this study. The test items were selected by the researcher based on Upper Basic II Social Studies curriculum contents and Bloom taxonomy of Educational Objectives was used in the selection of the question items. The topics include: **Drug Abuse; Drug Trafficking; Harmful Substances; and Accidents in school.** These were presented in Table 1.

Table 1: Table of Specification for Social Studies Performance Test

Topic	Remembering	Understanding	Thinking	Total
Drug Abuse				
2, 4, 9, 11, 12, 18, 23, 27, 30	5 (16.67%)	3 (10%)	1 (3.33%)	9 (30%)
Drug Trafficking				
3, 5, 8, 15, 20, 25	4 (13.33%)	2 (6.67%)	-	6 (20%)
Harmful Substances				
1, 6, 7, 10, 14, 16, 17, 21, 29	4 (13.33%)	3 (3.33%)	2 (6.67%)	9 (30%)
Accidents in School				
13, 19, 22, 24, 26, 28	3 (16.67%)	2 (6.67%)	1 (3.33%)	6 (20%)
Total	16	10	4	30

The SSPT was face and content validated by three Social Studies Education experts. The final version of the SSPT was tested for reliability among 20 upper basic class II students and using test-retest within three-week interval. The data generated were subjected to PPMC statics which yielded 0.76 coefficient. Therefore, the SSPT was considered reliable.

Results

Ho₁: There is no significant effect of CAIS on upper basic students' performance in Social Studies.

In order to test hypothesis 1, the scores of the students in the pre-test and post-test in Social Studies Performance Test (SSPT) on CAIS and control group were analysed using the Analysis of Covariance (ANCOVA) at 0.05 level of significance and the result is as shown in Table 2.

Table 2: Analysis of Covariance showing Effect of CAIS on Upper Basic Students' Performance in Social Studies

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Remarks
Corrected Model	29663.18 ^a	2	14831.59	411.32	.00	
Intercept	443.30	1	443.30	12.29	.00	
Pretest	4378.11	1	4378.11	121.41	.00	
Groups	110.44	1	110.44	3.06	.00	S
Error	2199.54	61	36.05			
Total	171085.00	64				
Corrected Total	31862.73	63				

P < 0.05

Table 2 revealed an $F(1, 63) 3.06$ with a significant value of 0.00 at 0.05 alpha level. Therefore, H_{01} was not accepted, given the significant value .00 which is less than 0.05 alpha level ($0.00 < 0.05$). Hence, CAIS has a significant effect on upper basic students' performance in Social Studies. This implies CAIS is effective in improving upper basic students' performance in Social Studies.

H_{02} : There is no significant interaction effect of gender on performance of upper basic students exposed to CAIS in Social Studies.

In order to test hypothesis 2, the scores of the students in the post-test in Social Studies Performance Test (SSPT) on CAIS and control group on the basis of gender were analysed using the Analysis of Covariance (ANCOVA) at 0.05 level of significance and the result was shown in Table 3.

Table 3: Analysis of Covariance showing the Interaction Effect of Gender and CAIS on Upper Basic Students' Performance in Social Studies

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Remarks
Corrected Model	29703.79 ^a	4	7425.94	202.93	.00	
Intercept	458.53	1	458.53	12.53	.00	
Pretest	4257.01	1	4257.01	116.33	.00	
Groups	121.38	1	121.38	3.31	.07	
Gender	14.46	1	14.46	.39	.53	XX
Groups * Gender	21.08	1	21.08	.57	.45	XX
Error	2158.94	59	36.59			
Total	171085.00	64				
Corrected Total	31862.73	63				

P > 0.05

Table 3 revealed an $F(1, 63) 0.57$ with a significant value of 0.45 at 0.05 alpha level. Based on this result, H_{02} was not rejected since the significant value .45 is greater than 0.05 alpha level ($.45 > 0.05$). This means that there was no significant interaction effect of gender on performance of upper basic students exposed to CAIS in Social Studies.

H_{03} : There is no significant interaction effect of school mode on performance of upper basic students exposed to CAIS in Social Studies.

In order to test hypothesis 3, the scores of the students in the pre-test and post-test in Social Studies Performance Test (SSPT) on CAIS and control group on the basis of school mode were analysed using ANCOVA at 0.05 level of significance and the result was shown in Table 4.

Table 4: Analysis of Covariance showing the Interaction Effect of School mode and CAIS on Upper Basic Students' Performance in Social Studies

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Remarks
Corrected Model	29790.31 ^a	5	5958.06	166.74	.00	
Intercept	284.78	1	284.78	7.97	.00	
Pretest	3990.00	1	3990.00	111.66	.00	
Groups	88.53	1	88.53	2.47	.12	
School mode	12.44	2	6.22	.17	.84	XX
Groups * School mode	118.00	1	118.00	3.30	.07	XX
Error	2072.42	58	35.73			
Total	171085.00	64				
Corrected Total	31862.73	63				

P > 0.05

Table 4 revealed an F (1, 63) 0.3.30 with a significant value of 0.07 at 0.05 alpha level. Based on this result, the null hypothesis three was not rejected since the significant value .07 is greater than 0.05 alpha level (.07 > 0.05). This means that there was no significant interaction effect of school mode on performance of upper basic students exposed to CAIS in Social Studies.

Discussion of Findings

The findings of this study revealed that the upper basic students that were exposed to CAIS performed better than their counterpart who were taught using conventional instruction. This implies that there was a significant effect of CAIS on upper basic students' performance in Social Studies. This finding of the study supported the findings of Fagbemi et al. (2011) and Adedamola (2015) who found out that students that were exposed to CAI performed better than their counterpart who were taught using conventional instruction in selected academic subjects in the sampled schools. The supported findings may be as a result of the effectiveness, interaction and innovation nature of the CAIS. This finding was in contrary to finding of Adeyemi (2012) who reported that students that were exposed to CAI were not significantly better in their performance in Social Studies than their counterparts that were exposed to the conventional method. The contrary may be as a result of geographical location and the nature of the instructional package involved in the studies.

Furthermore, the result of this study showed that there was no significant interaction effect of gender on performance of upper basic

students exposed to CAIS in Social Studies. This means that gender has no significant interaction effect on the performance of upper basic students taught with CAIS in Social Studies. CAIS was thus gender friendly as a teaching strategy. This finding was in line with that of Yusuf and Afolabi (2010) and Adedamola (2015) who reported no significant interaction effect of gender on students exposed to CAI in Biology in Oyo State and Biology in Osun State respectively. The finding was in contrary with the findings of Fagbemi et al. (2011) who discovered that female secondary school students who were taught using CAI obtained higher mean scores than male students in Social Studies in Junior Secondary Schools in Minna, Niger State, Nigeria.

The study further revealed that there was no significant interaction effect of school mode on performance of upper basic students exposed to CAIS in Social Studies. This means that the performance of upper basic students taught with CAIS does not in any way depend on the whether the students stay in school hostel or come from home. Students of different locations could perform better in schools. CAIS enhances and facilitates effective learning among the students regardless of the school mode. This finding of the study was contrary to Tukur et al. (2014) who discovered that boarding students performed better than their counterpart day students in Basic Technology when exposed to CAIS. This contrary may be as a result of geographical location of the two studies and the subjects involved.

Conclusion and Recommendations

Based on the foregoing discussions, it was concluded that CAIS was found to be inherently effective in enhancing students' performance in schools. It is more effective than the conventional teaching strategy in improving Social Studies students' performance. Gender and school mode were not statistically significant on students' performance. Therefore, the following recommendations were made:

1. Teachers should use Computer Assisted Instructional Strategy to enhance students' performance in schools as it effectively improved the performance of students in the study

2. School administrators should make provision for computer system in schools for instructional purpose and to improve students' performance
3. Gender friendliness of Social Studies and CAIS should be sustained to enable all learners to be effectively taught or learnt in upper basic schools regarded of gender streaming and school mode.

References

- Abdulsalam, A. A. (2016). Effects of guided-discovery and concept-mapping on Social Studies students' performance in colleges of education in Kwara State, Nigeria. Ph.D. dissertation, Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin.
- Adedamola, A. K. (2015). Effects of computer assisted instruction on students' academic achievement and attitude in Biology in Osun State, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 6(1), 69-73. Retrieved from: jeteraps.scholarlinkresearch.com.
- Adeyemi, B. A. (2012). Effects of computer assisted instruction on students' achievement in Social Studies in Osun State, Nigeria. In *Mediterranean Journal of Social Sciences* 3 (2), 269-277.
- Ayoko, A. K. (2002). The importance of the multi-media device in a multi-media resource centre, *Journal of Arts and Social Sciences*, 2 (2), 46-55.
- Bahadar, N., Mahnaz, W. & Jadoon, S. (2014). A comparative analysis of the behaviours and performance of day scholar and boarder students at secondary school level. *American Journal of Educational Research* 2(8), 600-608.
- Fagbemi, P. O., Gambari, A. I., Oyekum, N. A. & Gbodi, E. B. (2011). Effects of self instructional computer-based package on Social Studies achievement among senior primary school pupils in Niger State, Nigeria. *Journal of Science, Technology, Mathematics and Education (JOSTMED)* 7(2), 3-13.
- Jekayinfa, A. A. (2014). Essential Education beyond Relegation. 148th Inaugural Lecture, Social Sciences Education Department,

Effect of Computer Assisted Instructional Strategy on Upper Basic Students' Performance in Social Studies in Kwara State, Nigeria
I. N. OLOKOBA, R. W. OKUNLOYE & A. A. ABDULSALAM 130

A Breadth and Depth Analyses of Religion and National Values Education Curriculum of The Universal Basic Education (UBE) Programme in Osun State
O. ONIGIOBI & O. E. OJEDOKUN 143

Teachers' Competency on The Integration of Information and Communication Technology in The Teaching and Learning of Social Studies at The Upper Basic School in Kwara State, Nigeria
AYUB A. & ALABI, B. M. 161

Community Resources and Effective Teaching of Upper Basic Social Studies in Delta State
ATUBI, O. F. 172

Climate Change as Predictor of Disease Outbreak, Flooding and Environmental Hazards among Urban Dwellers in South-West Nigeria
I. M. OJEDOKUN & O. E. OJEDOKUN 181