

Impacts of Behaviour Change Communication as Teacher's Method, on Academic Performance of Selected Junior Secondary Schools Students in Bida Metropolis of Niger State, Nigeria

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Abstract

The study accessed the impacts of Behaviour Change Communication as a Teaching Method, on academic performance of selected secondary schools students in Bida Metropolis of Niger state. The main objective of the study is to analyse, the effect of behaviour change communication during teaching and learning in a class room situation and how it can influenced academic performance of the students. A Quasi-Experimental method research (post test only group) design is employed. With a study population of three thousand (3000) students selected from Umaru Sanda Junior Day Secondary School, Bida, College of Arts and Islamic Junior Day Secondary School, Bida, and Kuchita Junior Day Secondary School, Bida, Darachita Junior Day Secondary School, Bida. The Study sample comprises of three hundred and fourth one (341) respondents (163 males and 178 females) students using Purposive and stratified random sampling Techniques in drawing from three (4) schools. Data were collected through the administrations of a Self developed Questionnaire by the researcher known as Test of Effectiveness of Behavioural Change Communication Teacher's method Questionnaire (TEBCCTMQ), The instrument was validated by experts and reliability coefficient of 0.70 is obtained using Split-half method. Two research Questions and corresponding Hypotheses formulated and tested at a significant level of 0.05. The finding of the study accept hypothesis that there is significance effective on the use of BCC as a teacher's method of teaching ($t_{cal} = 1.291 < t_{crit} = 1.9679$; $df = 329$; $p > 0.05$). It also accepts the hypothesis that there is no any significant improvement in the academic performance of students taught using BCC as a teacher's method of

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teaching ($t_{cal} = 0.148 < t_{crit} 3.01$; $df = 328$; $p < 0.05$). Recommendations were profound that BCC as a teacher's method is to determine the quality and effective use of IM as the best means of adding value and impacting relatively change in behaviour among students in teaching of Behavioral related problems and improving the academic performance of Secondary school Students.

Introduction

Quality learning begets quality testing. Learning is said to take place when there is a relatively or permanent change in behaviour of the learner over a time. Many a times teachers thought students lessons, aimed at impacting knowledge but yet when the students were subjected to standardized achievement test you find out such students could not measure up to the expectations. Same is applicable to teacher made test where students are subjected to periodic evaluations based on the lessons thought. The end products of any learning exercise in an educational setting denote changes in behaviour which is symbolically measured in long run or short run. There is a strong need for us to understand that, for any teaching to be successful, the need for method of impacting change in behaviour cannot be over emphasized. Reasons being that Behaviour change communication is the systematical and sequential order of dissemination of desired behaviour to students in an organized school setting by teachers using the most appropriate and simple medium of communication for easy application and demonstration.

The dwindling nature of student's academic performances this day is alarming and this is a pointer to the fact that, there is something wrong with our medium of teaching i.e the methodology which is not amendable to the understanding of the students. In any learning situation, there is always a need for a suitable method of teaching that can broaden the students understanding of the information being disseminated, such that makes learning simple and user friendly. Looking at some nations especially those educationally, successful ones who had achieved their desired goals and objectives through education will enhance our understanding of the concept of Behaviour Change Communication (BCC).

Before any nation achieved its goals and objectives; there must be an effective educational system with the right requisite strategies that brought about the desirable improvement in the academic performance of its students. Using this as a teaching method will go a long way in bring about behaviour that will improve educational status and the related long term outcomes. According to Measure Evaluation, (2017) it is a strategic and

group oriented form of communication to perceive a desired change in behaviour of the target group. If these are therefore, nature of behaviour change communication school setting is a perfect ground to experiment it, partly because of the specific attributes it depicted that matches those of a present day school setting.

It is of importance to note, that the successes or failure of any educational system is attributed partly to the efforts and hard work of the teachers and other stake holders who worked tirelessly despite the uncommensurable reinforcement by the concerned authorities, will be obliged to contribute to the success of the system through openly adopting any innovations that will lead to the immediate turnaround of the educational system for the common good of all and accept it as the best practices. The development of any nation depends on the education and wealth of its people. Therefore it is incumbent on her to pay much attention on the proper and adequate education of its citizenry. The importance of applying suitable teaching method in teaching at the post primary levels cannot be over emphasized, because a teaching method comprises the principles and method used by teachers to enable students learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner.

The important role played by instructional materials in the teaching, learning and academic performance of the students cannot be over emphasized. Using suitable instructional materials in the class by teachers to explain, demonstrate, practicalise and illustrate new knowledge, update skills, values, relevant information and attitude is quite understood by students than just discussion. The teacher is required to use instructional materials in teaching to improve the academic performance of students. Ibitayo and Inonayo, (1988) observed that “even when a teacher has sufficient academic and professional qualification, he can still find various forms of media useful in presenting basic facts and information, concepts, ideas, principles, Procedures about the subject that he teaches in order to improve the academic performance of his student.

Statement of Problem

In education, there has been a growing movement towards infusion of 21st century skills to teaching and learning. Thus, the 21st century ideas about knowledge and learning demand shifts from the traditional methods of teaching to collaborative approach to meet the demand of 21st century Bandhana (2012). The traditional educational environment does not seem to be suitable for preparing learners to function optimally or be productive

in work place of today's society. That is to say, there is something hampering the system of educational delivery. Largely affecting learner's understanding generally and leading to poor delivery of instructions. It is already known that, at the end of every lesson, teachers are enjoined to evaluate the students based on the just concluded lesson. This is to ascertain the level of student's grasping the lesson and to set the ball running for the next lesson. Teaching method can be said to be the strategy, technique, or system employed by instructors or teachers in piloting learning. Behavioural Change Communication (BCC) is most suitable medium for effective educational delivery. The application of inappropriate teaching method can seriously affect the effective delivery and understanding of lesson by the concerned students, as well as their general performance on such lesson. By and large, may lead to poor academic performance of the students in their achievement examinations in the long run.

Significance of the study

Having effective delivery of learning has many positive effects and benefits, especially among JSS learners. Behavioural Change Communication teaching method is one of the building blocks of academic achievement; it provides a firm structure for learning, suitable for all levels of learner and most pertinent to this study is that, students performed better academically.

Objective of the study

- To ascertain the effectiveness of Behaviour Change Communication as teacher's method of teaching in selected senior secondary schools in Bida Metropolis of Niger State.
- To find out the relationship between Behavioural Change Communication as teaching method and using of Instructional Materials in selected senior secondary schools in Bida Metropolis of Niger State.

Research Questions

The following research questions were raised to address the problems of the study;

- I. How effective is Behaviour Change Communication as a Teacher's Method of teaching Behavioural challenge lessons in selected junior secondary schools in Bida Metropolis of Niger State.?
- II. Is there any relationship between Behavioural Change Communication as a teaching method and use of instructional materials on the academic performance of students in selected junior secondary schools in Bida Metropolis of Niger State?

Research Hypotheses

- H:0¹ There is no any significant effect in using Behavioural Change Communication as a teacher's method of teaching Behavioural Problems lesson in selected junior secondary schools in Bida Metropolis of Niger State.
- H:0² There is no any significant relationship between the academic performance of students taught using BCC as a teaching method and Instructional materials in selected junior secondary schools in Bida Metropolis of Niger state.

Theoretical Frame Work

Social Cognitive Theory

Bandura, A. (1986) Social Cognitive Theory proposes that people are driven not by inner forces, but by external factors. This model suggests that human functioning can be explained by a triadic interaction of behavior, personal and environmental factors.

This is often known as *reciprocal determinism*. Environmental factors represent situational influences and environment in which behavior is performed while personal factors include instincts, drives, traits, and other individual motivational forces. Several constructs underlie the process of human learning and behavior change. According to Perry, Barnowski, & Parcel, (1990) these variables may also intervene in the process of behavior change

- *Self-efficacy* — A judgment of one's ability to perform the behavior.
- *Outcome Expectations* — a judgment of the likely consequences a behavior will produce. The importance of these expectations (i.e., *expectancies*) may also drive behavior.
- *Self-Control* — the ability of an individual to control their behaviors.
- *Reinforcements* — something that increases or decreases the likelihood a behavior will continue.

Behavioural change theories can be used as guides in developing effective teaching methods. Since the goal of much education is behavioural change, the understanding of behaviour afforded by behavioural change theories provides insight into the formulation of effective teaching methods that tap into the mechanisms of behavioural change. In an era when education programs strive to reach large audiences with varying socioeconomic statuses, the designers of such programs increasingly strive to understand the reasons behind behavioural change in order to understand universal characteristics that may be crucial to program design. Wikipedia,

In fact, some of the theories, like the social learning theory and theory of planned behaviour, were developed as attempts to improve health education. Because these theories address the interaction between individuals and their environments, they can provide insight into the effectiveness of education programs given a specific set of predetermined conditions, like the social context in which a program will be initiated. Although health education is still the area in which behavioural change theories are most often applied, theories like the stages of change model have begun to be applied in other areas like employee training and developing systems of higher education. Wikipedia.

Literature Review

BCC is a participatory process for encouraging positive health behavior change in individuals and communities through the strategic application of targeted messages, and the provision of a supportive environment (Briscoe and Aboud, 2012). BCC encompasses social and community mobilization as well as health communication approaches, being a product of information, education and communication (IEC) strategies (Koenker et al., 2014). This type of communication goes beyond the mere dissemination of perceived necessary health information (Portsmouth, Trede, and Olsen, 2012). It is rather a two-way process that involves three cyclical stages – listening, dialoguing and actioning (Portsmouth et al., 2012). Listening enables health professionals (communicators) to learn about their target audience while dialoguing aims at developing culturally appropriate and easy to understand strategies (Portsmouth et al., 2012). Actioning on the other hand, deals with implementing and maintaining changes often in partnership with other professionals (Portsmouth et al., 2012). The need for constant evaluation and, hence, adjustment of strategies means these three steps are cyclical and continuous (Portsmouth et al., 2012). BCC occupies a strategic position in health promotion, as research has shown that theory-driven and evidence-based BCC interventions are the hallmarks of successful health promotion programs (Korda and Itani, 2013). Also, the understanding that health behavior / status is an interplay of biological, social and environmental factors supports the need for BCC

Interventions (Koenker et al., 2014). Using the most fundamental and powerful human interaction – communication – BCC can positively influence the social components of health and wellbeing (Wakefield, Loken, and Hornik, 2010). BCC has been noted to be effective in areas such as nutrition (Ruel et al., 2008), hygiene and sanitation (Curtis et al., 2001), family planning and HIV prevention (Wakefield et al., 2010) and in many other diseases

(Snyder, 2007). In order to reach the target audience, communication channels are often employed in BCC. These channels range from 'one-on-one' (interpersonal) to multi-level mass media communication channels (Ogata Jones, Denham, & Springston, 2006). For example, communication on behavior change between a health practitioner and a client would go for interpersonal communication, and there is evidence that such could be highly effective, depending on the goal of the communication (Ogata Jones et al., 2006). Conversely, a communication objective might, for instance, be for an expansive reach of audience. In such a case, channels with potential for a large audience

From the above review, it is important to note that BCC is a veritable tool at the disposal of health practitioners particularly the public and community health experts. They make best use of it as a medium of advocating for positive behavioural change in patients. Similarly, educational practitioners can adopt the same as a teaching method for effective delivery of knowledge across all levels of education.

Conceptual Framework

Teaching Method

This is a term that connotes the general principles, pedagogy and management of strategies used for classroom instruction. An individual's choice of teaching methods depends on what fits him. The educational philosophy, classroom demographic, subject area(s) and school mission statement. To achieve the goal of teaching, the teacher must adopt an effective teaching method. For this to be successful, the teaching method should be on the basis of certain criteria like the prior knowledge of students, environment and the set of learning goals decided in the academic curriculum. Aggarwal (2007) in Ajileye, (2012: 82) describe method as a formal structure of the sequential acts commonly denoted by instruction. The term method involves the choice of what is to be taught as well as strategy and tactics of teaching. No method of instruction is superior or inferior to others. "The choice of an instructional method surface on the instructional objectives, subject matter, the target population, the instructional staff, and physical facilities, cost and time of instruction. Ajileye", (2012: 82)

Criteria for Selecting a Teacher Method

An instructional method could be regarded as the basic approach to instruction. Ingawa, (1999) opined eight (8) criteria for selecting a teaching method. The choice of a method needs to be based on nature of content

to be taught, students' ability level, objectives, teacher's abilities, interest and knowledge of subject matter, time and place of the teaching, time available for the lesson, available resources and the number of students in a class.

Rational for Adapting Behaviour Change Communication as a Teacher's Method

Behaviour Change Communication programs are skills designed to bring about behaviours that will improve health status and related long term outcomes. Previously, known as Information- Education- Communication (IEC). The change in name implies a switch from materials promotion to strategically designed programs that influence behaviour. Adapting these skills will enhance the better understanding of lessons particularly health related and behaviour change problems among students and improved academic performances of students through effective demonstration and practical application of BCC. Some subjects/ courses this method will be good for include Basic and health education, Home economics, Social studies, Biology, Educational psychology, Guidance and counseling to mention but a few.

According to Measure Evaluation, (2007), the program includes a wide range of intervention that fall into three broad categories.

- Mass media (radio, television, billboards, print materials and the internet);
- Interpersonal communication (client provider interaction, group presentations and teacher- students); and
- Community mobilization.

Any of these three types of communication can generate the results measured by these core indicators, including changes in knowledge, attitudes, intentions, and behaviours. In addition, some scholars regard these as learning resources which are the things or materials that help students in learning. In fact, any material, however small or big that can be used for making learning meaningful and understood is referred as learning resources. The use of BCC as teaching method entails effective use and application of learning resources as teaching or learning aids.

Advantages of Learning Resources

Methodology is seen as the study of different methods and systematic means of presenting subject matter and learning experience using the learning resources. Therefore, the following are some of its advantages over time:

1. Mass teaching: the use of audio-visual has made it possible for a teacher to handle large students during teaching.
2. Learning resources capture the mind of the students by make learning very interesting.
3. Concepts and skills are easily and clearly explained to students.
4. They appeal to student's different sense organs.
5. It makes it possible for students to easily store and recall any behaviour which makes learning easier pleasurable.
6. Demonstrations are presented to students without the teacher physically present through audio-visual.
7. It also enables students to carry out projects at their own time and pace.
8. Students are privileged to view live and real events through videos and films.
9. Students are exposed not only to class room teaching but also filed demonstrations.

Behavioural Challenge Lessons

These are science (Psychological) issues that degenerated to health challenges taught as lesson in secondary schools that depict correctional and attitudinal change in behaviour of some individuals or group of students towards some related psychological issues or problems in the community. According to Mangal, (2014:496) The term behavioural problem or problematic behaviour stand for the type of serious abnormality in the behaviour of an individual (child or adult) which, while causing a problem for his proper adjustment to self and the environment proves quite detrimental to his own welfare along with that of the society. These behavioural problems can be managed effective through behavioural change lessons from teachers in the schools. Other behaviour problems are Personal hygiene, Environmental cleanliness, Uses of toilet, Smoking, addictions (alcohols and drugs), Sexual abuse and child abuse, molestation, Bully, Truancy, Bad relationship, Peer problems and youthful exuberance etc.

Research Study Design

This study has Quasi-Experimental research (post test only group) design. This design is commonly used in educational research Auwal, A.M. (2005:9) the design is symbolized as follows: X O= Experimental group, - O= Control group. Two groups (experimental and control) are obtained through random "R" assignment. No initial observations were conducted on the two groups. However, experimental treatment "X" was administered to the experimental

group only with no such treatment “—” to control group. The two groups were later observed “O”. This design has advantages. It does not require pre-test yet its provides dependable and valid responses, It’s also Economical.

Methodology

This study is carried out in a normal school setting using Quasi-experimental design. The experiment and control groups were involved in a treatment where the experiment group was thought lesson on behavioural problems such challenges of peer influences, truancy and good study habits using learning resources including Posters, motion pictures, audio-visual and Specimens to illustrate the lesson while the control group was only thought same lessons using conventional method presenting lecture notes. That lasted for three weeks.

Population of the Study

The selected secondary schools in Bida metropolis have JSS population of three thousand (3000) students.

Sample Technique and Size of the Study

Using Research advisors (2009) Sample size Table, three hundred and fourth one (341) respondents were simple randomly drawn as sample size with 5.0 margin error. The sample size was further divided using stratified random sampling according to gender. One hundred and sixty three (163) males and One hundred and seventy (178) females respondents respectively.

Research Instrument

The instrument used was constructed by the researcher, named The Test of Effectiveness of Behavioural Change Communication as a Teacher’s Method Questionnaire (TEBCCTMQ). The questionnaire consists of two sections. Section A consist of 5 items is on respondent’s bio data: Name of School, Gender, Qualification, Subject thought, and Years of experience. Section B consists of 10 Questions item on the impacts of Learning Resources. Section C consists of 10 items, 5 on the Effectiveness of BCC and 5 items on influence of Learning Materials (LM). All in a four likert form of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The internal consistency of the items was estimated at 85 reliability coefficient established through test re-test conducted JSS II students.

Validity and Reliability of the Instrument

The instrument was presented to experts in test and measurement, educational psychology and counseling psychology to validate the face and

content as well as construct validity of the test instrument. Their suggestions, critics and observations were noted and incorporated into the main study. To test the reliability of the instrument, a pilot study was conducted using 50 respondents Gov't Day Sec. School Minna, from where the Questionnaire was administered and results obtained were fed into SPSS to find the reliability coefficient that gives 0.59. This proved that the instrument is reliable and can be further used for the main study.

Data Collection and Treatment Process

The Pre-Treatment Stage

Prior to the study, the researcher contacted the selected school authorities through a letter expressed his willingness to carry out a research study on the impacts of Behaviour Change Communication as teacher's method, on academic performance of selected junior secondary schools students in Bida Metropolis of Niger State, involving these schools and students. The Principals accepted and granted the permission. These include Umaru Sanda Day Secondary School, Bida, Kuchita Junior Day Secondary School, Bida and College of Arts and Islamic Studies, (Junior Secondary School) Bida.

Treatment stage

Being a Quasi-Experimental research study, the respondents were sampled based on their willingness. Interested respondents were divided into two groups' i.e Group A and Group B then each group was further divided into Experiment and Control groups. Those in group A are the experimental and those in group B are the control groups. The researcher had two contact periods of teaching and learning with each groups for two weeks. The experiment group received all their presentations on Challenges of peer influence, truancy and good study habits using Behaviour Change Communication method of teaching with learning resources as treatment while the control group had theirs using Conventional method without any form of learning resources as treatment. The study was concluded at the third week with a post test.

Method of Data Analysis

Data collected were analyzed using descriptive statistics. Mean and standard deviation, simple frequency counts and Percentage were also employed. A score of exactly mean 2.5 and above is accepted as agreed with the decision while any score below mean 2.5 is accepted to disagree with decision. ANOVA and t-test was used to test the formulated hypotheses..

Descriptive Data

Table: 1 Sample Distribution of Respondents according to Schools and Gender

S/N	Name(s) of Schools	N	Male	Female
1	Umaru Sanda Day Sec. Sch. Bida	145	62	83
2	Kuchita Junior Day Sec. Sch. Bida	62	25	37
3	CAIS Junior Day Sec. Sch. Bida	27	17	10
4	Daracita Junior Day Sec. Sch. Bida	107	59	48
Total		341	163	178

Source: Field work, 2018.

Table: 2 Distribution of Respondents according to Gender

S/N	Gender		Percentage
1	Male	163	47.80%
2	Female	178	52.20%
Total		341	100%

Source: Field work, 2018.

Table 2 above illustrates the distribution of respondents by gender. From the table 163 (47.80%) were males while 178 (52.20%).

Table:3 Distribution of Questionnaire according to Schools and Percentage.

S/N	Name (s) of Schools	No of Questionnaire	Percentage
1	Umaru Sanda Day Sec. sch. Bida	145	42.52
2	Kucita Junior Day Sec. Sch. Bida	62	18.18
3	CAIS Junior Day Sec. Sch. Bida	27	7.92
4	Daracita Junior Day Sec. Sch. Bida	107	31.38
Total		341	100

Source: Field work, 2018.

Table:4 Distribution of Respondents according to Groups

S/N	Groups	N	Percentage
1	Experimental Group	172	50.44
2	Control Group	169	49.56
Total		341	100

Source: Field work, 2018.

Table 4 above depicts the distribution of respondents according groups. From the table 172 (50.44) of the respondents represent the experimental group while, 169 (49.56) of the respondents represent control group.

Table:4 Distribution of Respondents groups according to Gender

S/N	Groups	Males	Females
1	Experimental Group	78	92
2	Control Group	84	85
Total		163	179

Source: Field work, 2018.

1. **Research Question One:** How effective is Behaviour Change Communication a Teacher's Method of teaching Behavioural challenge lessons in selected secondary schools in Bida Metropolis of Niger State.

Table:5 Descriptive Statistics of Respondents on Effectiveness of BCC as a Teacher's Method.

S/N	Name (s) of Schools	No of Sample	Mean	STD Division
1	Umaru Sanda Day Sec. sch. Bida	145	296.6637	4.2418
2	Kuchita Junior Day Sec. Sch. Bida	62	20.4107	2.4261
3	CAIS Junior Day Sec. Sch. Bida	27	12.3521	1.3452
4	Daracita Junior Day Sec. Sch. Bida	107	27.5849	3.6412

Source: Field work, 2018.

Table: 5 above depict the descriptive statistics on the effectiveness of Behaviour Change Communication a Teacher’s Method of teaching Behavioural challenge lessons in selected secondary schools in Bida Metropolis of Niger State. Umaru Sanda DSS had a mean response of 296.6637 and standard deviation of 4.2418. Kuchita JDSS had a mean response of 20.4107 and standard deviation of 2.4261. CAIS-JDSS had a mean response of 12.3521 and standard deviation of 1.3452 while Daracita JDSS had a mean response of 27.5849 and standard deviation of 3.6412.

2. **Research Question Two:** Is there any relationship between Behavioural Change Communication as a teaching method and use of instructional materials on the academic performance of students in selected junior secondary schools in Bida Metropolis of Niger State?

Table: 6 Descriptive Statistics of the Respondents on the relationship between BCC as a Method of Teaching and use of instructional materials on Academic performance of students.

S/N	Name(s) of Schools	No of Sample	Mean	STD Division
1	Umaru Sanda Day Sec. sch. Bida	145	34.6224	4.3561
2	Kuchita Junior Day Sec. Sch. Bida	62	13.4231	2.6245
3	CAIS Junior Day Sec. Sch. Bida	27	10.5221	2.4132
4	Daracita Junior Day Sec. Sch. Bida	107	34.4327	4.2365

Source: Field work, 2018.

Table: 6 above depict the descriptive statistics on how the relationship between Behaviour Change Communication as Teacher’s Method and using instructional material has improved academic performance of students of selected secondary schools in Bida Metropolis of Niger State. Umaru Sanda DSS had a mean response of 34.6224 and standard deviation of 4.3561. Kuchita JDSS had a mean response of 13.4231 and standard deviation of 2.6245. CAIS-JDSS had a mean response of 10.5221 and standard deviation of 2.4132 while Daracita JDSS had a mean response of 34.4327 and standard deviation of 4.2365

1. **Research Hypotheses one:** There is no any significant effect in using Behavioural Change Communication as a teacher’s method of teaching Behavioural Problems lesson in selected secondary schools in Bida Metropolis of Niger State.

Table: 7 T-test Comparison of mean of Respondents on the Effectiveness of BCC as a Teacher's Method of Teaching.

Variables	No of Samples	Df	Mean	Std	t_{cal}	t_{cri}	Sign. Level (p)
Experiment	163	329	26.1703	4.2346	1.291	1.967	0.198
Control	178		28.5570	4.3781			

ns –Not significant at 0.05 level.

Table 7 above depicts the t-test comparison of the mean responses of students on effectiveness of Behavioural Change Communication as a teacher's method of teaching. From the table it is shown that there is no significant difference between mean of responses of students on the effectiveness of BCC on the basis of group at 0.05 level of significant ($t_{cal} = 1.291 < t_{cri} = 1.9679$; $df = 329$; $p > 0.05$). Therefore Hypothesis one that state there is no any significant difference on effective in using BCC as a teacher's method of teaching Behavioural Problems lesson in selected secondary schools in Bida Metropolis of Niger State is accepted.

2. **Research Hypotheses Two:** There is no any significant relationship between the academic performance of students taught using BCC as a teaching method and Instructional materials in selected junior secondary schools in Bida Metropolis of Niger state.

Table: 8 ANOVA Comparison of mean of Respondents on the Relationship between Academic Performance of Students Taught using BCC as a Teaching method and instructional Material.

Variables (p)	Sum of Square	Df	Mean of Square	t_{cal}	t_{cri}	Sign. Level
Between Group	7.797	2	3.898	0.148	3.01	0.862
Within Group	8620.680	328				
Total	8628.477	330				

ns –Not significant at 0.05 level.

Table 7 depict the ANOVA comparison of mean responses on relationship between using BCC as a teaching method and instructional materials on academic performance of students based on gender. From the table it is shown that there is no significant difference between the mean responses on the improvement in the academic performances of student's taught using BCC as a teacher's method on the basis of gender at

0.05 levels of significant ($t_{cal} = 0.148 < t_{cri} 3.01$; $df = 328$; $p < 0.05$). Therefore, Hypothesis two that states there is no any significant improvement in the academic performance of students taught using Behaviour Change Communication as teaching method of teaching in selected secondary schools in Bida Metropolis of Niger state is accepted.

Summary of Findings

The major findings of this study are as follows:

1. The students that participated in the Experiment group using BCC as a teacher's method of teaching perceive the effectiveness by responding better than those from the control group. ($t_{cal} = 1.291 < t_{cri} = 1.9679$; $df = 329$; $p > 0.05$).
2. The respondents those in the Experimental group on the relationship between using BCC as a teacher's and instructional material perform better in the test than those in control group. ($t_{cal} = 0.148 < t_{cri} 3.01$; $df = 328$; $p < 0.05$).

Discussion of Findings

From the first finding, it shows that students who participated in the experiment group of this study perceive the lesson definitely because of their exposure to various instructional and learning materials that arrest their attention and focus it on the lesson. This learning materials ranging from audio visual, audio, motion pictures, posters flip charts, maps and diagrams. This is not so compared to the responses of the students in the control group. This can be attributed to the doses of treatments that was introduced the experiment group i.e the use instructional to teach at the experiment group. This study finding corroborate the work of Babbie, (1986), Tate, (1990) and Ibrahim, (2008) are due to the treatment effect on the experiment group which received lesson using different instructional materials. The Experimental group during the pre test were avail the opportunity to learning with rap attention and focused. Their sense organs were alerted at the same time to acquire response to new stimulus, learn through cognitive, observation or imitation. Another notable difference observed in the first finding is the lack of motivation among the control group students during the post test. This can be attributed to the use of traditional teaching method.

Meanwhile, on the second finding, it shows that there is increase in the level of student's academic performance. Considering the length of times the study lasted, the respondent is experimental group still having retentive

memory of what they learned during the pre test. This can be attributed to flexibility and suitability of these instructional materials. According to Mansur, (2014: 105 -106) the materials must be suitable for the subject and topic to be taught, as well as learners' ability, age, and interest. This is necessary in order to make learning easy, small in size if they are to make appreciable impact on the students' learning.

Conclusion

In view of the importance of teaching method in learning and the decreasing rate of students attention to their studies. There is an urgent need for introduction of new but flexible methods of teaching that are student friendly and resourceful. Such that will make teaching learning attractive and high performance driven and result oriented in line with the global practice. Education inspectors should as a matter of fact ensure that all schools have instructional material lab where these instructional materials can be kept and be made available when necessary.

Recommendations

From the findings, the following recommendations were profound:

1. The stakeholders should intensify effort to enhance the Psycho motor domain of their students through exposing them to teaching learning using tangible resource materials under effective supervision by the teacher.
2. Live is dynamic, so education is continuing. Teachers should be motivated by government to give out their best in terms of teaching by encouraging them to acquire new teaching and learning skills and methods through training and retraining.
3. Teachers should see the success of their students as theirs by teaching the students the right things and use the appropriate instructional materials that will make the students internalized whatever they learnt for better and effective performance.
4. Teachers should be well informed on the best world teaching practice by accepting and internalizing new 21st skills and innovations that will promote effective teaching and learning

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