
AVAILABILITY AND UTILIZATION OF INSTRUCTIONAL MATERIALS FOR TEACHING SOCIAL STUDIES IN PUBLIC PRIMARY SCHOOLS IN KWARE LOCAL GOVERNMENT AREA, SOKOTO STATE, NIGERIA.**GUMBI SAMBO UMAR**E-Mail: gumbisambo@gmail.com**BASHAR MARYAM**E-Mail: maryam01bashar@gmail.com

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Abstract

The study examined the availability and utilization of instructional materials for teaching Social Studies in primary schools in Sokoto South. The study employed a descriptive survey design. Therefore three objectives, three research questions were generated for the study. The population of the study was made up of all the Social Studies teachers in 80 public primary schools in Kware, all the population will be taken as the sample, therefore 80 respondents were taken from 80 public primary schools, through purposive random sampling technique while questionnaire and checklist were used in collecting data after validation by an expert in the area of study. Data was analyzed using frequency count and percentages. The findings of the study revealed among others that, available instructional materials for teaching Social Studies in Primary Schools in Kware Local Government Area are pictures, charts, and chalkboard, while audio and audiovisual materials were found to be absent, in schools where these materials are available, they were not sufficient for teaching Social Studies. Problems associated with the utilization of instructional materials in teaching Social Studies in Primary schools include non-availability, non-adequacy, lack of accessibility and lack of cooperation by the headteachers. The study recommended that Government, Schools, PTA, NGOs, and other stakeholders provide adequate and relevant instructional materials to facilitate the teaching and learning of Social Studies..

Keywords: Availability, Utilization, Instructional materials.**DOI:** <https://doi.org/10.35386/ser.v20i1&2.443>**Introduction**

The National Policy on Education enunciates the guidelines, objectives, standards, structures, strategies, and management for achieving the national education goals in Nigeria. The policy must be operated within the framework of the overall philosophy of nature FG (2013). Among the ways of achieving the above target is through Social Studies which is one of the core subjects in the curriculum for primary education which, if taught properly, would help in reaching the stated goals. To teach Social Studies well, instructional materials are very important. According to Abdullahi (2012) Social Studies is a unique and versatile subject in that, it comprises several subjects that are taught interactively. Its importance cannot be over-emphasized since it forms the basis of subjects like History, Geography, Political Science and

Sociology. Because it is meant to serve as the foundation, it needs to be taught properly and meaningfully so that pupils would acquire lasting and permanent experience. For learning to be permanent, therefore, relevant and appropriate instructional materials have to be employed. Teachers should take the pain of providing instructional materials using available resources in their locality to enhance the quality of teaching and learning. Uyoata (2006), stated that instructional materials play a major role in giving the ideals to the primary school children and at the same time leads to the stated educational objectives.

Availability and proper utilization of instructional materials are quite necessary for a successful implementation of the Social Study curriculum. The primary school pupils are at a concrete operational level of cognitive development by their nature, they need a large number and variety of instructional materials to interact with. In recognition of this fact, the Federal Government (Federal Government of Nigeria, 2013) in the National Policy on Education (NPE) has spelt out certain educational services which further emphasize the importance of instructional materials for effective teaching and learning in primary schools. The services include the provision of a school library, educational resource centre, and specialist teachers of particular subjects, such as Social Studies, Mathematics, Science, Physical Education, Sign Language, Music, Fine Art and Home Economics. Base on this provision adequate, effective and qualified teachers with skills and know-how of teaching should be employed and provide all possible ways of improving their ability through organizing workshops, seminars and teacher training for them to update their knowledge.

Uyoata (2006) stated that teaching and learning involve a dynamic interaction of human and material resources. Children at the primary school level like to explore, experiment, create and interact intensively with the environment. A successful social studies lesson would therefore require the use of instructional materials to provide children with enabling environment to learn the subject meaningfully. Social Study's instructional materials as information repositories from the society sourced to transfer the desired information to the learners during classroom instruction. Agwu (2007) views instructional materials as those apparatus of teaching which may include textbooks, workbooks, charts, audiovisual aids, chemicals, specimens and other relevant equipment that will attract students' attention, and which should only be introduced at the appropriate time by the teacher. Simply put, instructional materials are materials which a teacher puts into use to promote the effectiveness of instruction and which also help him/her to communicate more effectively to the learners.

According to Abdullahi (2012) instructional materials are all the resources a teacher uses to help him/her explain or elucidate the topic/content/subject to the learners so that the learner will be able to comprehend the topic fully. It is agreed that instructional materials may include printed or recorded materials such as books, pictures, tapes and concrete materials with the mind that teaching can be designed to enhance good learning in primary schools. Before the teacher decides on the form of instructional materials to select, he/she must ascertain its availability and accessibility. It will not be reasonable for the teacher to decide on what to use in his lesson before knowing whether it is available and accessible and where and how to obtain it (Abdullahi, 2012).

However, instructional materials do not achieve any of the attributed values on their own; their usefulness depends on what the teacher use out of them. Therefore,

intelligent handling of these materials in the classroom is necessary. For effective utilization of instructional materials, teachers must understand how to use and control them judiciously. Effective utilization of the materials improvised and selected for use in teaching Social Studies requires that the teachers prepare adequately and ahead of the actual period of the lesson. This complies with the provision of the National Policy on Education that teaching shall be participatory, exploratory, experimental and child-centred. This could only be possible if qualified and effective teachers are employed in public primary schools.

Meaningful learning requires the use of a multi-sensory approach where appropriate instructional materials are selected and utilized. In such a situation, the pupils would make use of more than one sense modality in learning. Ugwu (2007), stressing the problems of effective utilization of instructional materials, stated that in our present educational system, untrained teachers are employed to teach in our primary schools and colleges. Due to insufficient training, many teachers do not recognize the potential of many teaching aids available at little cost or how to use them. Therefore, it becomes necessary to find out the availability and use of human and materials resources for teaching and learning Social Studies in primary schools.

Many educationists and government officials have made several comments on how to develop appropriate teaching-learning materials to enhance educational programmes. For example, Eya and Onuor (2004) opined that the educational programme currently in operation must have as part of its curriculum, designing and production of learning and instructional materials to make teaching and learning easy and interesting. Effective utilization of instructional materials will make the learners employ most of their senses to make learning easier and a worthy experience.

It is within this the present study on the availability, selection and utilization of instructional materials for teaching Social Studies in public primary schools in Kware Local Government Area is undertaken with the view to help improve teaching and learning situation

Statement of the Problem

The activity-based nature of Social Studies makes it difficult for the subject to be taught effectively without instructional materials. At present instructional materials in primary schools in Sokoto State seems to be inadequate. The extent of the situation is not ascertained. The attitude of teachers going to class offhand is a sign that there is a need for the intervention of all the stakeholders to ensure the availability and utilization of learning materials of social studies in primary schools. A situation where a lesson is going on but pupils are making noise, teachers are losing class control, pupils' attention and concentration is a clear indication that something is wrong. Teachers' attitude towards the usability of instructional materials is worrisome, the fact that the substantial number of primary schools has inadequate instructional materials such as standard or locally made that engage pupils in an activity that will lead to knowledge discovery. Teacher's inability to improvise in the absence of the real object is another issue of concern and this is a result of laxity, take away attitudes and overreliance on the government to provide all for the system. Stakeholders are yet to recognize the importance of instructional materials in teaching and learning yet they only partake in other areas of concern and interest.

Purpose of the Study

The purpose of this study includes;

To find out the available instructional materials for teaching Social Studies in primary schools in Kware Local Government Area

To examine the extent to which teachers use instructional materials in teaching Social Studies in Primary school in Kware Local Government Area

To determine if there are problems that hinder the utilization of instructional materials for teaching Social Studies in Primary Schools in Kware Local Government Area.

Research Questions

The following research questions were raised to guide the study:

What are the available instructional materials for teaching Social Studies in primary schools in Kware Local Government Area?

To what extent do teachers use Instructional Materials in Teaching Social Studies in Kware Local Government Area?

What problems do teachers encounter in selecting and utilizing instructional materials for teaching Social Studies in Primary Schools in Kware Local Government Area?

Research Methodology

A descriptive survey research design was used in this study, the population of the study was made up of all the Social Studies teachers in 80 public primary schools in Kware Local Education Area, the researchers deemed it possible to take the whole population as the sample. Therefore, 80 Social Studies teachers were taken from lower and upper primary classes in each of the 80 primary schools. The purposive sampling technique was used to select the participating teachers. Two instruments were adopted by the researcher. A questionnaire for teachers was adapted to check the availability and utilization of instructional materials and a checklist to check the utilization of instructional materials in social studies lessons. The instruments were previously used by Uyoata (2006) , Ekele (2016) and Patric and Chinwe (2011). Data collected through questionnaire was analyzed using percentages and frequency counts. The decision rule on the checklist was that a percentage of 50% or above was considered available and adequate while a percentage below 50 was considered not available not adequate. Other decisions of the responses on the questionnaire were based on which of the options Agree and Disagree has the highest percentage.

Results

Research Question One:

What are the available instructional materials for teaching Social Studies in Primary Schools in Kware Local Government Area?

Table 1: Frequency and Percentage Ratings of the Availability of Instructional Materials for Teaching Social Studies in Primary Schools in Kware Local Government Area.

S/N	Items	Availability F (%)	Non-Availability F (%)	Total
Visual Materials				
1	Posters	26 (33)	54 (67)	80
2	Pictures	41 (51)	39 (49)	80
3	Charts	42 (52)	38 (48)	80
4	Diagrams	26 (33)	54 (67)	80
5	Magazines	26 (33)	54 (67)	80
6	Journals	28 (35)	52 (65)	80
7	Newspapers	20 (25)	60 (75)	80
8	Maps	30 (38)	50 (62)	80
9	Chalkboards	30 (100)	0(0)	80
10	Flannel boards	26 (33)	54 (67)	80
11	Magnetic boards	14 (18)	66 (82)	80
12	Flashcards	18 (23)	62(67)	80
13	Cartoons	9 (11)	71 (89)	80
14	Drawing boards	18 (23)	62 (67)	80
15	Stopwatches	12 (15)	68(85)	80
Audio Materials				
16	Tape recorders	16 (20)	64 (80)	80
17	Cassettes	18 (23)	62(67)	80
18	Radios	16 (20)	64(80)	80
19	MP3 Players	6 (8)	74 (92)	80
20	Motion pictures	16 (20)	64 (80)	80
21	Drums	14(18)	66 (82)	80
Audio-Visual Materials				
22	Videotapes	7 (9)	73 (7)	80
23	Video recorders	6 (8)	74 (92)	80
24	Televisions	4 (5)	76(95)	80
25	Computers	14 (18)	66 (82)	80
26	Slides	15 (19)	65 (81)	80
27	Film	0	80 (100)	80
28	Film strip	0	80 (100)	80

Source: Fieldwork 2021

Table 1 shows the availability of instructional materials in teaching Social Studies in Primary Schools in Kware Local Government Area. Instructional materials were categorized as Visual, Audio and Audio-Visual materials. From the first category, the result indicates that the following instructional materials were available: 41 (51%) had pictures, 41 (51%) had charts, 80 (100%) had chalkboard and 30 (38%) had Maps. However, non-available Visual materials according to the result were: poster 54 (67%) were not available, Diagram 38 (48%) were not available, Magazines 54 (67%) were not available, Journals 52 (65%) were not available, Newspapers 60 (75%) were not available, Magnetic boards 66 (82%) were not available, Flashcards 62 (67%) were not available, Cartoons 71 (89%) were not available, Drawing boards 62(77%) were not available, and Stopwatch 68(85%) were not available.

From the second category, no Audio materials were available based on the participant's response. Non-available instructional materials from this category include Tape Recorders 64 (80%) were not available, Cassettes 62 (67%) were not available, Radio 74 (92%) were not available, MP3 Players 64 (80%) were not available, Motion Picture 74 (92%) were not available and Drums 66 (82%) were not available.

From the third category, no Audio-Visual materials were available based on the participant's response. However, non-available instructional materials from this category include Video Tapes 73 (91%) were not available, Video Recorders 74 (92%) were not available, Televisions 76 (95%) were not available, Computers 66 (82%) were not available, Slide 65 (81%) were not available, Film 80 (100%) were not available, and Film Strip 80 (100%) were not available.

In general, to address the research question, it can be concluded that the available instructional materials for teaching Social Studies in Primary Schools in Kware Local Government Area are Pictures, Charts, Chalkboards and Maps.

Research Question two:

To what extent do teachers use instructional materials in teaching Social Studies in Primary schools in Kware Local Government Area?

Table 2: Frequency and Percentage Ratings of the Extent of Utilization of Instructional Materials

S/N	Items	Utilized F (%)	Not Utilized F (%)	Total
Visual Materials				
1	Poster	26 (33)	5(67)	80
2	Picture	70(88)	10 (12)	80
3	Charts	20 (25)	60 (75)	80
4	Diagram	20(25)	60(75)	80
5	Magazines	0	80 (100.0)	80
6	Journals	0	80 (100.0)	80
7	Newspaper	22 (28)	58 (72)	80
8	Maps	24 (30)	66 (70)	80
9	Chalkboard	80 (100)	0 (0)	80
10	Flannel boards	12 (15)	88(85)	80
11	Magnetic board	0	80 (100)	80
12	Flashcard	13(16)	87(84)	80
13	Cartoons	0	80 (100)	80
14	Drawing boards	0	80 (100)	80
15	Stopwatches	0	80 (100)	80
Audio Materials				
16	Tape recorder	6(8)	74 (92.)	80
17	Cassettes	6(8)	74 (92)	80

18	Radio	4(5)	76 (95)	80
19	MP3 Player	4(5)	76 (95)	80
20	Motion picture	10(10)	70 (90)	80
21	Drum	5(6)	75(94)	
Audio-Visual Materials				
22	Videotape	5(6)	75(94)	80
23	Video recorder	4 (5)	76 (95)	80
24	Television	0(0)	80 (100)	80
25	Computer	3(4)	76 (96)	80
26	Slide	0(0)	80 (100)	80
27	Film	0	80 (100.0)	80
28	Film strip	0	80 (100.0)	80

Source: Fieldwork 2021

Table 2 shows the extent to which teachers use instructional materials in teaching Social Studies in Primary school in Kware Local Government Area. From the response of the participant's, only two instructional materials were utilized by Social Studies teachers; Picture (70%), and Chalkboard (100%). However, the rest of the instructional materials as presented in the table are not utilized by the teachers. To address the above research question, the respondents indicate that instructional materials are not utilized by teachers in teaching Social Studies in Primary schools in Kware Local Government Area. A part of the section which indicates the visual materials for teaching Social Studies in public primary Schools in Kware Local Government Area, chalkboards, and posters are always utilized by teachers other instructional materials were less utilized and also magazines, journals magnetic boards, cartoons, drawing boards and stopwatch were not utilized at all with 100%.

In section B, which indicate the teachers' percentage responses in audio materials for teaching Socials Studies in public Primary schools were tape recorders utilize in 6(8%), not utilize in 74(92%). Cassettes utilize in 6(8%), not utilize in 74(92%). Radio utilize in 4(5%), not utilize in 76(95%). MP3 players utilize in 4(5%), not utilize in 76(95%). Motion pictures utilize in 10(10%), not utilize in 70(90%). The drum was not utilized by any teacher which represents 80(100%).

Research Question three:

What problems do teachers encounter in selecting and utilizing instructional materials for teaching Social Studies in Primary Schools in Kware Local Government Area?

Table 3: Frequency and Percentage Ratings of the Problems Encountered by Teachers in Selecting and Utilizing Instructional Materials

S/N	Items	Agree F (%)	Disagree F (%)
1	No availability of instructional materials	70 (87)	10 (13)
2	Instructional materials are not adequate	72(90)	8 (10)
3	Instructional materials are available but no accessible	75 (94)	5(6)

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4	No proper storage	73(91)	7 (9)
5	Lack of knowledge of selection and utilization	30 (38)	50 (62)
6	Lack of cooperation of headteacher	65 (81)	15 (19)
7	Irrelevance to content and curriculum	72 (90)	8(10)
8	Lack of incentives and motivation for teachers	73 (91)	7 (9)
9	Fear of damaging the materials during practical work	10 (13)	70 (87)
10	Lack of interest from teachers	5 (6)	75 (94)

Source: Fieldwork 2021

Table 3 shows the problems encountered by teachers in the selection and utilization of instructional materials in teaching Social Studies in Primary schools in Kware Local Government Area. Item one of the results indicates that 87% of the respondents agreed that there is no availability of instructional materials while 13% disagreed. In item two, 90% of the respondents were of the view that instructional materials are not adequate, yet 10% disagreed. In item three, 94% of the respondents were of the agreement that instructional materials are available but not accessible. However, 7% objected to the claim. Item four indicates that only 7% of the respondents claimed that proper storage is one of the problems of selecting and utilizing instructional materials. Contrary to this, a high percentage of 93% of the respondents disagreed with this.

Item five shows that only 38% of the respondents submitted their response upon agreement that lack of knowledge of selection and utilization by the teachers contributed to the problems. However, a high percentage of 62% disagreed with the claim. Item six shows that 81% of the respondents were of the view that headteachers show no cooperation in the selection and utilization of instructional materials, although 19% objected to the claim.

In item seven, 90% of the respondents agreed that available instructional materials for teaching Social Studies are irrelevant to content and curriculum, although 10% disagreed. Item eight shows that only 91% of the respondents agreed that lack of incentives is one of the problems of selection and utilization of instructional materials. Contrary to this, a very high percentage of 9% of the respondents disagreed with the claim. In item nine, 13% agreed that fear of damaging the materials during practical work is also another problem. However, 70% objected to the claim. Lastly, 6% of the respondents agreed that lack of interest from teachers contributes to the problems, although 94% of the respondents disagreed. Based on the result, it could be inferred that problems associated in the selection and utilization of instructional materials in teaching Social Studies in Primary schools include non-availability, lack of adequacy, lack of accessibility, lack of cooperation of the headteachers, irrelevance to content and curriculum and lack of interest in utilization.

Discussion of Findings

This study investigated the availability, adequacy and utilization of instructional materials in teaching Social Studies in Primary schools in Kware Local Government Area. Results were analyzed, presented and discussed by the research questions.

Research question one shows that available instructional materials for teaching Social Studies in Primary Schools in Kware Local Government Area are Pictures, Charts, Maps, chalkboards and Flannel boards. Audio- and Audio-Visual materials were found to be absent. The absence of these materials could create a barrier in the concept formation and information processing capabilities of a child. The findings of the study were consistent with the findings of Comport (2016) who found that the majority of audio-visual instructional materials are not available and the available ones are rarely utilized for teaching and learning in public primary schools in FCT, Abuja. The findings of the study are discussed. Instructional materials for social studies instructions were available to a low extent in junior secondary schools in Enugu State. The study revealed that books are more available than other non-book materials. This is in line with earlier findings who postulated that basic instructional materials like textbooks, maps, workbooks and globes were not available while the electronic media were almost nonexistent in the schools. According to Onyejemezi (1991) using the multimedia approach in teaching makes for longer retention of what has been learnt.

Ekele (2006) found that there is an acute shortage of resources in the teaching of public schools. In support of this, also found little or no availability of instructional materials in the teaching of Chemistry in public secondary schools in Akwa Ibom state. Based on their findings, since 2006, it would imply that the availability of instructional materials in public schools in Nigeria is still an issue of concern. It could be also deduced that the availability of instructional materials cut across all subjects offered in Nigerian public schools, not just Social Studies.

Research question two revealed that despite lack of availability and adequacy of the instructional materials, the teachers are not prepared for utilization and selection of these materials as measured by the attendance of seminars and conferences and training. The study also found out that instructional materials for social studies instruction were not effectively utilized. It was discovered that even the few available ones such as newspapers, maps, fiction are not fully utilized. This Finding supports the views of Uyoata (1985) that based on this finding, it could be implied that public primary schools are paying attention to teacher training and development. This could be government initiatives, International Partners or Non-Governmental organizations to improve the quality of teaching in the state. This finding concurs with the findings of Yusuf and Bello (2017) who found that the Sokoto State government, International Development Partners and Non-Governmental Organizations are putting much effort through improving teacher welfare to ensure that quality education is achieved particularly in State-owned Primary schools, but teachers do not utilize the material to improve teaching and learning.

Research question three revealed that the problems encountered by teachers in the utilization of instructional materials for teaching Social Studies in Primary schools in Kware Local Government Area. Findings of the study revealed that the problems

include non-availability, lack of adequacy, lack of accessibility, lack of cooperation of the headteachers, irrelevance to content and curriculum and lack of interest. This finding slightly concurred with the findings of Yusuf and Bello (2017) who found that teachers' attitudes and interests present a barrier in the integration of material resources in teaching. In addition to this, Umeh (2006) found other problems hindering the effective selection and utilization of instructional material. These include lack of cooperation for teachers, poor attitude to work, large class size and poor presentation and organization. The findings of the study further concur with the findings of William (2004) who reported that that lack of funds resulted in the inability of Social Studies teachers to produce learning materials for classroom instruction.

In general, the literature pointed out many problems which can be categorized into technical and human factors. Technical factor includes lack of availability, adequacy and accessibility of materials while human factor includes lack of interest from the teachers and the headteacher.

Conclusion

Based on the findings of the study, the following could be deduced:

This investigation has made it clear that most schools have a reasonable percentage of instructional materials/equipment available but most of these items are inadequate for instruction in terms of quantity and quality. Pupils are denied full exposure to the available materials due to a lack of knowledge of the existence of such items, skills for operating them, electricity supply among others. Based on the results of this study, the researcher concluded that the issue of availability adequacy and utilization of instructional materials for social studies instruction in Kware Local Government Area has not been properly addressed. The needed improvement in the quality of teaching and learning in our schools can be achieved greatly if teaching strategy is enhanced through the utilization of instructional materials. All stakeholders in education must therefore rise to the challenge of making sure that social studies instructional materials are available adequate and utilized in Primary Schools in Sokoto State. Integration of instructional material is affected by non-availability, lack of adequacy, lack of accessibility, lack of cooperation of the headteachers, irrelevance to content and curriculum and lack of interest. Oriented discipline that requires the use of relevant instructional materials, it's the teacher's task to utilize instructional materials appropriately with the pupils so that the objective of Social Studies may be realized.

Recommendations

Base on the researches finding of this study, the following recommendations could help in promoting instructional materials for teaching Social Studies.

Government, Schools, PTA, NGOs and other affected stakeholders should provide audio and audio-visual instructional materials to facilitate the teaching of social studies.

Government should organize workshops and seminars for social studies teachers regularly on the use of social studies – teaching materials for the teachers to effectively use them during instructions.

Teachers should be trained on how to improvise relevant instructional materials on their own without depending on the schools or the government.

Schools should change their integration and implementation policy on instructional materials by making it mandatory for Social Studies teachers to use relevant and varieties of resource materials in their classroom instruction.

Social Studies teachers should ensure that instructional materials are sufficiently utilized in the teaching-learning situation. Frantic efforts should be made to report the lack of any item or damaged equipment to the school administrators for immediate repairs or replacement.

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