

**EXTENT OF USE OF INSTRUCTIONAL MATERIALS IN TEACHING SOCIAL
STUDIES IN NSUKKA EDUCATIONAL ZONE**

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Abstract

This paper examined the extent of the use of instructional materials in teaching and learning of social studies in Nsukka Educational Zone. Four research questions guided the study. A sample of thirty-two (32) social studies teachers in the twenty (20) sampled Junior Secondary Schools in Nsukka Educational Zone was used. A researcher - made questionnaire was used to collect data for this study. The data collected were analyzed through the use of percentage, frequency counts, mean and standard deviation. Result shows that there were inadequate instructional materials. Teachers scarcely use the few available instructional materials. Government do not provide fund for procuring of instructional materials needed. Based on findings, the researchers made some useful recommendations.

Instruction

Education is a powerful instrument in the advancement of individual and national goal. No wonder, the Federal Republic of Nigeria in her national policy on Education (FRN), 2004 recognized education as an instrument par excellence for effecting national development". In other words, to develop, Nigeria must use education as an instrument.

To overall educational objective is to attain and establish an ideal society, free from poverty, ignorance, hunger, war, violence and disease. This can only be achieved if educational system possesses the instruments and elements which are very essentials in the realization of these objectives, and one of these instruments which is the most vital one is social studies education.

Mezieobi, Fubara, and Mezieobi, (2008) defined social studies as an integrative field of study which probes man's symbiotic relationship with his environments, endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society. The National Policy on Education (2004) posited that social studies is an interdisciplinary content that attempt to unity knowledge that cut across the various disciplines of the social sciences in dealing with societal problems of family relations, civic affairs, community life, health, production, consumption, recreation and so on.

Social studies teaches the learner societal cherished values and morals such as respect for constituted authority, obedience to leaders, cooperation and hard work amongst others. It tries to condemn values whether internal or external, which are against national development, such as rape, robbery, fraud, drug abuse etc. Social studies instills in learner skills attitudes and values essential for his harmonious and effective co-existence, interdependence and functionally. (Mezieobi, 1992:7).

The term instructional material is used in this context to mean all the resources within the reach of the teacher and the learner, which are employed to facilitate teaching and learning. Mezieobi (1993) and Nwanyanwu (2003) have described the society as the laboratory of Social Studies instruction,

meaning that the learning of social studies is not strictly a classroom affair. The learner is exposed to regalia or real object, which stimulates learning.

Instructional materials are teaching facilities which facilitate teaching and learning. They are vital components of teaching which provides the vehicles for enhanced teaching and learning. Instructional material are teaching pillars or teaching infrastructure without which effective teaching and learning may be thwarted. Instructional materials may be both human and non-human provided they facilitate the acquisition and evaluation knowledge, skills, attitudes morals and values (Inyang-Abia, 2004). Instructional materials are anything or anybody the learner turns to for help in his learning process (ESU, Enufoha and Umoreen, 1998).

Instructional materials bring learning to the cognition of learner. Instructional materials are regarded as teaching aids or educational resources; 'in social studies education instructional materials includes community resources as markets, traditional ground, historical sites, industrials and all places of human activities and interaction.

Schools Councils (1972) in Achinine (1998:21). Defines resources as: Anything which may be object of study or news papers, press cutting, pictures, diagrams, maps, charts, photocopies and microfilms, film loops, records, audio tape and film strip-records combinations, multimedia kits, programmed materials, models, specimens as well as individuals and objects in the community. This definition emphasis among other things that human beings are also resources. Onyejemezi, (1990). Achinine, (1998) is of the view that; resources are anything in the environment that may be of value in forwarding the thinking and understanding of learner, they are in form of artifacts, a person or an experience and account, an explanation of a piece of information. Therefore anything that stimulates a learner and results in the understanding of the curricular content is a leaning resources, supporting this, Akinsola (2000) see resources as the sum total of everything used directly or indirectly, for the purpose of educational training to support, facilitates or encourage that acquisition of knowledge, competence, skills and know how. To Mkpa, (1987:3). Who sees resources as curriculum materials, defines it as "all

materials or teaching aids or resources which the teacher and infact the entire class utilize for the purpose of making teaching and learning more effective”.

Odu and Ogbuoka (2005). In their research work designed to investigate the extent of improvisation and utilization of instructional materials in teaching social studies found out that the extent of improvisation of instructional materials by teachers are so poor, great number of teacher do not improvise. In addition, the available resources are rarely used by the teachers and the teachers use of instructional materials in Udenu Local Government Area is extremely poor.

Statement of the Problem

Effective interactive process demands appropriate utilization of instructions materials and resources. From all indications, the records show that students' performance in social studies classrooms in Nsukka Educational Zone is poor. Accusing fingers are being pointed at teachers' poor utilization of instructional materials. Specifically, the study addressed the following problems.

- To what extent do teachers use instructional materials in teaching social studies in Nsukka Educational Zone?
- Are there sufficient instructional materials for teaching social studies?
- Are there ways through which instructional materials can be provided for effective teaching and learning of social studies?
- Are there some factors militating against the effective use of instructional materials?

Research Questions

The following research questions guided the study;

1. How adequate are the instructional materials for teaching of social studies?
2. To what extent do teachers use instructional materials in teaching social studies?
3. What are the factors militating against the use of instructional materials for teaching Social Studies in Secondary School in Nsukka Educational Zone?

4. What are the ways through which instructional materials can be provided for effective teaching and learning of Social Studies?

Research Design

The design adopted in this study is basically, a descriptive survey type of research which sought to determine the extent of use of instructional materials in Secondary Schools in Nsukka Educational Zone.

Area of the Study

The study was conducted in Nsukka Education Zone. Nsukka Education Zone is made up of three Local Government Areas namely: Nsukka local government with thirty (30) Secondary Schools, Igbo-Etiti Local Government with sixteen (16) secondary schools and Uzouwani local government with fourteen (14) secondary schools.

Population of the Study

The population of the study consists of all the social studies teachers in junior secondary schools in Nsukka Education Zone.

Instrument for Data Collection

The instrument used for the collection of data for the study was a questionnaire which was developed and administered by the researchers. The questionnaire items rated on a four point scale of Strongly Agree SA (4), Agree (3) Disagree D (2) and Strongly Disagree SD (1).

Validation of Instrument for Data Collection

The instrument developed was assessed by two experts in educational research and two experts in social studies. After which the researchers modified the items on the validators comments.

Reliability of Instrument for Data Collection

The test-retest reliability was used to establish the level of consistency of the instrument by administering the instrument on two schools and after two weeks the instrument were re-administered, Scores of the first and second administration were collated. The reliability Co-efficient of 0.69 was obtained indicating that the reliability of the instrument is high.

Method of Data Collection

The questionnaires were distributed by the researchers personally to the social studies teachers in the selected schools after which all the completed copies of the questionnaire were collected by the researchers.

Method of Data Analysis

In this study, tables were used in resending data collected from the respondents through the questionnaire. The data were analyzed using percentage, mean and standard deviation.

Presentation of Results

The primary aim of this study is to find out the extent of use of instructional materials in teaching social studies in Nsukka Education Zone.

Research Question 1

What are the instructional materials available for teaching of social studies in secondary schools in Nsukka Education Zone?

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Table 1: Responses on Availability of Instructional Materials

S/N	Instructional Materials	Availability (frequency)	Percentage %	USED	PERCENTAGE %
1	Textbooks	16	50	16	50
2	Charts	20	63	20	60
3	Pictures	16	50	16	50
4	Chalkboard	32	100	32	100
5	Maps	18	56	18	56
6	Field trips	-	-	-	-
7	Television	-	-	-	-
8	Resource persons	-	-	-	-
9	Graphs	2	6	-	-
10	Radio	-	-	-	-

11	Computer	-	-	-	-
12	Real Objects	-	-	-	-
13	News paper	8	25	8	25
14	Film Slides	-	-	-	-

From the above table, it could be seen that 50% of the sampled schools have and used pictures in teaching social studies, 56% have maps and used them in teaching. It was also observed that 6% teachers have graphs but they did not make use of them, 25% have news paper cutting and used them in teaching social studies, while 50% have chart and used them in teaching. The result also showed that such instructional materials like radio, television, film slides, computer, resource persons, real objects' and field trips were lacking in the school. The predominant resources used were chalkboard and charts.

Research Question 2

To what extent do teachers use instructional materials in teaching social studies?

Table 2: Responses on Extent of use of Instructional Materials in Social Studies Instruction

S/N	Instructional Materials	Always F %	Occupationally F %	Never F %	N.O. of Respondents E %
1	Textbooks	32 100	- -	- -	32
2	Charts	15 47	10 3.12	7 22	32
3	Pictures	4 13	10 3.12	18 56.2	32
4	Chalkboard	32 100	- -	- -	32
5	Maps	3 9.3	21 66	8 25	32
6	Field trips	-	-	-	32
7	Television	-	-	-	32
8	Resource persons	-	-	-	32
9	Graphs	-	-	-	32

10	Radio	-	-	-	32
11	Computer	-	-	-	32
12	Real Objects	-	-	-	32
13	News paper	-	-	-	32
14	Film Slides	-	-	-	32

Table 2 examines the extent the teachers used instructional materials in teaching social studies in secondary schools. It was observed that 13% of teachers always used pictures in teaching, 31.2% occasionally used it, while 56.2% of teachers never used in their teaching 9.3% of teachers always used maps, 66% occasionally used it, while 25% never used maps for teaching and learning of social studies.

Moreso, 17% of teachers always used newspaper cutting, 41% occasionally used it and 44% indicated that they never used it. The table also showed that 47% of teachers never used it. Instructional materials like radio, television, graphs, film slides, computer, real objects and field trips were never used at all.

Research Questions 3

What are the factors militating against the use of instructional materials for teaching and learning of social studies in secondary schools?

Table 3: Mean rating of teachers' responses on the factor militating against the use of instructional materials for teaching and learning of social studies.

S/ N	Factors Militating against the use of Instructional Materials	Mean (X)	Standard Deviation (S.D)	Decision/remarks
1	Inability of schools to provide funds.	3.34	0.5	Factors
2	Laziness on the part of teachers.	2.72	0.76	Factors
3	Lack of incentives from the government to teachers to encourage them uses instructional materials.	3.5	0.5	Factors
4	Teachers don't visit resource centers.	2.22	0.76	Not factor

5	Lack of packing rooms in the schools	2.53	0.09	Not factors
6	Irregularity of teachers salary	2.78	1.39	Factor
7	Inadequate training on the parts of teachers	1.44	0.66	Not factors
8	Diversion on money meant for its provision by teachers.	1.84	1.03	Not factor
9	Lack of cooperation from the community.	2.47	2.05	Factor
10	Government inability to provide fund.	3.53	2.05	Factor
11	Embezzlement of money meant for its provision by the principal.	1.5	0.87	Not factor
12	Students don't visit resource centres.	3	0.16	Factor
13	Grand mean	30.87	11.19	
14	Average	2.58	0.93	

The data presented in table three shows that, items with mean rating of 2.58 and above are factors militating against the use of instructional materials in teaching social studies.

Research Question 4

What are the ways to provide instructional material for effective teaching and learning of social studies?

Table 4: Mean rating of teachers' response on the ways to provide instructional materials for effective teaching and learning and social studies in secondary schools.

S/ N	Factors Militating against the use of Instructional Materials	Mean (X)	Standard Deviation (S.D)	Decision/ remarks
1	Involvement of teacher and students in the provision of instructional materials.	3.7	1.90	Positive
2	Allocation of periods in the school time table for the reparation of instructional materials.	3.5	2.03	Positive
3	Increment of school fees by the government	1.1	0.53	Negative
4	Provision of adequate fund by the government	4	0	Positive
5	Building of resource center in the school for the	3.5	0.67	Positive

	teachers to borrow.			
6	Introduction of levies in schools by the government	1.0	0.2	Negative
7	Given enough projects to students.	3.5	0.74	Positive
8	Involvement of communities in its provision	3.2	1	Positive
9	Cooperation between the teachers and principal	3.5	0.95	Positive
10	Provision of instructional materials by the government	3.3	0.01	Positive
11	Grand mean	30.3	0.916	
12	Average	3.03	0.916	

From table 4, it is observed that the respondents perceived that the ways of providing instructional materials for effective teaching and learning of social studies in secondary schools were – involvement of teachers and students in the provision of instructional materials, allocation of periods in the school time for preparation of instructional materials provisions of adequate fund by the government and building of resource centres in the schools for the teacher to borrow.

Other ways include: Given enough projects to the students, involvement of communities in its provision, co-operation between the teachers and principal and provision of instructional materials by the government.

Discussions

The result of research question one shows that most instructional were lacking, out of the 14 instructional materials listed only chalkboard was rated 100%. According to table 1, the major instructional materials available in school as indicated by the teachers were chalkboard. Such instructional materials like Computer, Radio, Television, Models and so on were lacking. Moreso, teachers do not utilize fully the few available instructional materials. This finding is in line with Odu and Ogbuka (2005) who stated that social studies materials are grossly inadequate and extent of improvisation by teachers are very poor. In addition, the available resources are rarely used by

teachers. Based on the findings, it is obvious that most teachers do not use instructional materials in teaching social studies.

Findings on the extent of use of instructional materials for teaching social studies showed that 100% teachers always use chalkboard and textbooks only for teaching social studies, other materials like computer, television, radio, film slides were lacking in most of the schools and the teachers never used them as all in teaching social studies.

From the result analysis in table 4, about 80% of teachers indicated in the questionnaire that most of the ways to provide instructional materials for effective teaching of social studies were positive. They include: involvement of teachers and students in the provision of instructional materials, allocation of periods in the school time table for the preparation of instructional materials etc.

Factors militating against the use of instructional materials in teaching and learning of social studies in Nsukka Educational Zone were identified thus inability of the school to provide funds, embezzlement of money meant for the provision of instructional materials.

Educational Implications

The findings of this study have some relevant educational implications. They are as follows; instructional materials are inadequate, poor utilized thus the educational implications are;

- Teachers teaching without instructional materials make the lesson to be boring to learners.
- Abstract concepts when taught without instructional material becoming more complex.
- Retention span is very short when teaching and learning is not accompany with instructional materials because instructional materials act as lubricant that makes the wheel go round.

Learners participation is very minimal when teaching is not accompanied with instructional materials., thus to make teaching and learning of social studies more effective, and efficient teachers must teach with instructional materials.

Conclusion

Having X-rayed the numerous advantages that go with the use of instructional materials in teaching social studies in secondary schools. It has become imperative for social studies teachers to teach with instructional materials.

Recommendations

In consideration of the findings of this research, researchers make the following recommendations.

- i) Workshops, seminars, conferences and induction course should be organized by schools authority and other stakeholders in education at a regular interval to enlighten teachers on the importance of using instructional materials for teaching of social studies.
- ii) Social studies teachers should avail themselves the opportunity of utilizing the available instructional materials, for teaching of social studies.
- iii) Teachers should make frantic effort to improvise instructional materials especially if the cost of procuring ready made is so high.
- iv) There should be constant supervision by the school authorities to ensure teachers teach with instructional materials.
- v) Teachers and learners should embark on excursion/field trips to places of social studies interest.

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