**TITLE PAGE**

**THE INFLUENCE OF INSTRUCTIONAL MATERIAL IN TEACHING AND LEARNING OF SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOL IN ISI-UZO LOCAL GOVERNMENT AREA**

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**U16/EDU/SSE/009**

**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF ARTS AND SOCIAL SCIENCES, FACULTY OF EDUCATION GODFREY OKOYE UNIVERSITY UGWU-OMU NIKE, ENUGU STATE**

**IN PARTIAL FULFILLMENT FOR THE AWARD OF BACHELOR OF SCIENCE IN EDUCATION (B.ED) IN SOCIAL STUDIES**

**EDUCATION**

**JULY, 2018.**

**APPROVE PAGE**

This project has been approved for the Department of Arts and Social Sciences, faculty of Education Godfrey Okoye University Ugwu-Omu Nike, Enugu State.

BY

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**CERTIFICATION**

This is to certify that I am responsible for the work submitted in this project. The original work is mine except as specified in the acknowledgement and references, and that neither the project nor the original work contained therein has been submitted to this college of Godfrey Okoye University Ugwu-Omu Nike, Enugu State for the award of Bachelor of Education (B.Ed) or any other university or institution for the award of degrees.

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**U16/EDU/SSE/009**

**DEDICATION**

This research project is dedicated to God the Father, God the Son and God the Holy Ghost for his mercy which saw me through in this difficulty time.

**ACKNOWLEDGEMENTS**

My gratitude goes to God Almighty, for his love, protection and guidance throughout my stay in the university.

A research of this nature could not have been possible but for the immense assistance received from many sources during the various stages of the work. I therefore, wish to express my profound gratitude to my supervisor Mrs. Anastasia Eze for her motherly advice to me and for her criticisms and thorough supervision in my research work and also I equally want to express my thanks to my HOD Dr. Mrs. F.N. Ene, for her support and encouragement and to all my lecturers who contributed to my success.

I appreciate my most loving husband Engineer Godwin Odera this would have not been possible without your financial supports, caring, understanding etc. You are the best ever and my little angle Momu. This project can’t be complete without recognize my beautiful children Kamusiyochukwu, Chiemerie, Ifechukwu, Chidubem, Chinemeze and Munachimusoga Odera for their support and love throughout my program my wonderful friend can’t be left out in this miss Nwachukwu veronica I say a very big thank you. I thank all the secondary school i visited during the course of the study.

In a unique way I must appreciate the beautiful, large heart and tireless hands and heart of Henry the Goodman who took time to do all the computer work and typing of the entire research work, words can never be enough to express my heart gratitude. To God Be the Glory.

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**Abstract**

*The main aim of this study is to find out the Influence Of Instructional Material In Teaching And Learning Of Social Studies In Junior Secondary School In Isi-Uzo Local Government Area. Three specific purposes and three corresponding research questions were raised to guide the study. The literatures related to this study were reviewed under conceptual framework, theoretical and empirical studies. The research design adopted for this study was survey design. The population of the study comprised secondary school student in Isi Uzo Local Government Area with the population of 5,366 students in 11 secondary schools in the area. Simple random sampling technique was used to select 388 secondary school students were selected from the selected five schools for the sampling. The instrument used to obtain information was structured questionnaire. The instrument used was validated by three lecturers in the school of Education Godfrey Okoye University Enugu. The test-retest reliability procedure of 0.75 reliability index was adopted. The data collected were analyzed using mean. Therefore, the findings of the study showed that poor management and maintenance of the facilities. Based on the findings, the researcher recommended that Teachers sees instructional materials as tools that motivates students interest, Teachers use instructional materials to improve students’ learning ability, Teachers sees instructional materials as tools that helps them to manage their classroom. Based on these, the study recommended that . Government should make funds available and sponsor the teachers’ attendance at conferences, seminars and workshops on social studies material resource production utilization and management. Creative and resourceful teachers who improvise equipment’s and materials should be rewarded and motivated adequately.*

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**CHAPTER ONE**

**INTRODUCTION**

**Background of the Study**

Education enhances comfortable and dignified life. It is responsible for the holistic development of individual and society. Education is an activity which helps students in obtaining needed information, ability, attitude, perception (Mirunalini and Anandan, 2012). The quality of a nation depends upon the quality of its citizens. The quality of the citizens depends upon the quality of education planners. However, the most significant factor is the quality of the teachers. It means that excellent and efficient teachers can change the fate of the nation. It is in the schools, colleges and universities that the development of the attitudes and dispositions necessary for the progressive life in a society takes place. Education is imparted by teachers. If the teacher is capable, energetic, mentally healthy and having positive attitude, it is well and good for the school. Federal republic of Nigeria ministry of education 2002) report stated. “we are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community.

Social studies are a study connected with all aspects of human beings to enable them due a fulfilled, comfortable life. It study people in relation to the social, academic, economic cultural, physical and psychological lives. It has to do with all round development of human beings to enable them become useful citizens in the society. Wesley in Kochhaar (2012) said social studies as those presentations of social sciences selected for instructional purposes applied to include anything pertinent to the immediate purpose of learning and adapted to the level of comprehension of the student. Abdu- Raheen (2011) observed that the objectives of social studies is yet to be achieved as a result of peer teaching and lack of or inadequacy of instructional materials to motivate students. Ofuani (2014) also attested to inadequacy of instructional materials and resources in all the schools sampled in his study.

Instructional materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers efficiency and improve students’ performance. They make learning more interesting, practical, realistic and appealing. They also enable both teachers and students to participate actively and effectively in lesson sessions. They give room for acquisition for skills and knowledge and development of self confidence and self actualization. Therema (2010) defined teaching aids as those materials used in practical and demonstration in the class situation by students and teachers. Ikerionwu (2012) defined instructional materials as neither objects nor devices that assist the teacher to preset a lesson to the learner in a logical manner.

In his own perspective Fudege (2015) saw instructional materials as visual, audio- visual aids, concrete or non- concrete, used by teachers to improve the quality of teaching and learning activities in social studies. Agina-obue (2015) submitted that instructional materials of all kinds appeal to the sense organs during teaching and learning Isola (2010) also described instructional materials as objects or devices that assist the teacher to present their lessons logically and sequentially to the learners. Ohwagh Hunnu Abdu–Racherem (2014) acknowledged that instructional materials we such used by teachers to aid explanations and make learning of two subject matter understandable to the students during teaching and learning process.

**Statement of the Problem**

One of the major problems facing education sector in Nigeria is the low performance of secondary school students in both internal and external examinations. It has become a great concern for researchers, educators and all educational stake holders over the years. It was observed that students usually fail in examinations owning to improper teaching methods and lack of essential teaching aids for instructional delivery (Afolubi, 2009). This study therefore deems it necessary to look specifically into the influence of instructional materials in the teaching of social studies in the junior secondary schools in Isi uzo Local Government Area Enugu. The problem of this study therefore, what are the influences of using instructional materials in teaching of social studies in junior secondary school in Isi uzo Local Government Area Enugu.

**Purpose of the Study**

The main purpose of this study is to ascertain the influence of using instructional materials in the teaching and learning of social studies in junior secondary schools in Isi-uzo Local Government Area of Enugu State. Specifically, the study seeks to determine:

1. the perception of secondary school teachers on the use of instructional materials in the teaching of social studies in Isi-uzo Local Government Area of Enugu State.
2. the attitude of teachers towards utilization of instructional material in the teaching of social studies in Isi-uzo Local Government Area of Enugu State
3. to ascertain the ways to improve positive attitude of teachers towards the use of instructional material in Isi-uzo Local Government Area of Enugu State.

**Significance of the Study**

The following will benefit from this work: teachers, Curriculum Planners, Researchers and Educational Administrators.

Teachers: It will motivate Social studies teachers to develop interest towards utilizing suitable teaching materials that will be a possible means towards reducing failure in the teaching and learning of social studies. Findings of this study will help clarify among the teachers the need for continuous and regular improvisation of suitable instructional materials for teaching and learning of social studies.

Curriculum Planners: Moreover, the results of this study will be of great significance to the Social studies curriculum planners. The curriculum developers will find the work useful in reviewing the Social studies curriculum by seriously laying emphasis on utilization of instructional materials so as to meet up with emerging needs of the society.

Researchers: This study will be of immense benefit to researchers in the field of Social studies by forming a basis for further studies on the usage of instructional materials and teachers’ quality in order learning aspects of Social studies as a subject.

Educational Administrators: The study will also equip our educational administrators in the Ministry of Education, Science and Technology (MOEST), educational test and measurement experts on the need to provide instructional materials for teaching Social studies in our secondary schools setting particularly in selected secondary schools and the Isi-uzo Local Government Area of Enugu State as a whole. The study will also be useful in educational policy making. The research will arouse instructional educational funding agencies such as Federal Ministry of Education, Faculties or Schools of Education, National Teachers’ Institutes as well as professional bodies such as Science Teachers Association of Nigeria (STAN) to formulate educational polices which may be useful in implementation of Social studies curriculum.

**Scope of the Study**

The focus of this study is on influence of using instructional materials in the teaching and learning of social studies in junior secondary schools in Isi-uzo Local Government Area of Enugu State.

**Research Questions**

In order to achieve the objectives of this study, the following research questions were formulated to guide this study.

1. What are the perception of secondary school teachers on the use of instructional materials in the teaching of social studies in Isi-uzo Local Government Area of Enugu State?
2. What are the attitude of teachers towards utilization of instructional material in the teaching of social studies in Isi-uzo Local Government Area of Enugu State?
3. What are the ways to improve the attitude of social studies teachers towards the use of instructional material in Isi-uzo Local Government Area of Enugu State?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

The review of relevant literature to the present study was carried out under the following sub-headings

**Conceptual Framework**

Meaning of instructional material

Social studies

Social studies objectives

Instructional materials and academic performance

The importance of instructional materials in educational sector

Factors affecting the production and uses of instructional materials

**Theoretical Framework**

System theory

**Empirical Studies**

The study by James (2009)

The study by Henry (2007)

Te study by Williams (2005)

The study by Ifeanyi (2006)

**Summary**

**Conceptual Framework**

**Meaning of Instructional Materials**

Instructional materials have been defined by various authors. For example, Obanya (2009) viewed them as didactic materials thing which are supposed to make learning and teaching possible. According to Abdullahi (2012), instructional materials are materials or tools locally made or imported that could made tremendous enhancement of lesson impact if intelligently used. Ikerionwu (Isola, 2010) referred to them as objects or devices, which help the teacher to make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching (Agina-obu, 2005). Instructional materials are in various classes, such as audio, visual or audiovisual. Thus, audio instructional materials refer to those devices that make use of the sense of hearing only, like radio, audio tape recording and Visual. Visual instructional materials on the other hand, are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip. An audio-visual instructional material however, is a combination of devices which appeal to the sense of both hearing and seeing such as television, motion picture and the computer. Among the instructional materials the classroom teacher uses, the visuals out-numbered the combination of the audio and audio-visual.

**Social Studies**

In 1992, the Board of Directors of National Council for the Social Studies, the primary membership organization for social studies educators, adopted the following definition: Social studies are the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences James (2011).. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Social studies are taught in kindergarten through grade 12 in schools across the nation. As a field of study, social studies may be more difficult to define than is a single discipline such as history or geography, precisely because it is multidisciplinary and interdisciplinary and because it is sometimes taught in one class and sometimes in separate discipline-based classes within a department of social studies. However, two main characteristics distinguish social studies as a field of study: i) it is designed to promote civic competence; and ii) it is integrative.

According to James (2010) Social studies as one of the core subjects in junior secondary school curriculum in Nigeria represents one of the modern curricular arrangements which focus on interdisciplinary study that seeks to solve the complex problems of man in totality. The idea of introducing social studies as a subject in Nigeria came up before the civil war, when the social development of Nigerians could no longer cope with the level of colonial destructions Okonkwo (2015). This situation led to indiscipline among youths and adults.

Social studies deal with the study of man and his relationship with other men and with the environment. They call upon many fields of knowledge for subject matter content. Social studies concern itself with human beings, those most fascinating of all creatures who, in a variety of ingenious ways, can device means of meeting their basic needs and developing a social system in a wide range of different environment. Social science has traditionally been regarded as the parent discipline of social studies. Instruction in social studies is drawn from the following disciplines Ifeanyi (2015).

**Social Studies Objectives**

1. Social studies programs have major purposes the promotion of civic competence-which is the knowledge, skills, and attitudes that are required from students.
2. Social studies should promote the acceptance of cultural diversity (national survey of elementary and middle school teachers reported by Leming, Ellington, & Schug, 2006).
3. Social studies should focus on the major events and important individuals in American history and seek to transmit to young people the American concepts of liberty and equality (Leming, Ellington, & Porter-Magee, 2003).
4. Social studies should be issues centered, as students search for answers to problems and dilemmas confronted by people today and in the past (Evans, 2002).
5. Social studies should develop democratic citizens who are more than loyal and patriotic; good citizens are also critics of, and participants in, their government (Engle & Ochoa, 2008).
6. Social studies should focus on the big ideas of the social science disciplines, and the essential activity for children is problem solving (Fenton, 2007).
7. Social studies should be child centered and permit students to pursue topics of personal interest (Kilpatrick, 2008).

**Instructional Materials and Academic Performance**

There have been several studies on instructional materials and academic performance. For instance, Momoh (Isola, 2010), conducted a research on the effects of instructional resources on students’ performance in West Africa School Certificate Examinations (WASCE). He correlated material resources with academic performance s of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching. The performances of students in WASCE for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on student’s performance in each of the subjects. In the same manner, Moronfola (2012) carried out a research in Ilorin Local Government Area of Kwara State. She used questionnaires to collect data on the material resources available for the teaching of some selected subjects in ten secondary schools and related these to students’ performance s in each of the selected subjects and to the amount of resources available for the teaching of the subjects. Finding showed a significant effect of material resources on the students’ academic performance in these subjects.

In the same vein, Popoola (2010) investigated the effect of instructional resources on the academic performance of students in Ogun State. Five secondary schools in Abeokuta were used for this study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected WASC examination results for five years and compared performance s of students in schools with adequate material resources and performance of students in schools with inadequate material resources. He found a significant difference in the performances of the two sets of students. The schools with adequate instructional materials performed better than those with inadequate instructional materials.

**The Importance of Instructional Materials in Educational Sector**

Teaching aids are the things or materials used in teaching-learning process to supplement the normal process of listening, learning, seeing, reading and writing. They are things or objects brought into play to emphasize clarify or visualize the real life situation during the teaching/learning process. According to James (2006) teaching aids are important for the following reasons:

1) They help the students to discover their mistakes and correct their misconceptions.

2) They help the students to see for themselves what they have been taught.

3) They help the teacher to promote maximum learning through discussion.

4) They help put life into teaching and

5) They make teaching effective.

Every teacher and students, in every part of the world, is familiar, with such tradition like the chalkboard, charts maps, and others in the classroom. With modern technology, many of these instructional tools have been greatly improved, and new ones have been developed and introduced into the classroom. Many of these that we called teaching aids or audio visual aids, we now call them educational media because they serve as resources both for teaching and learning. Specifically, they serve as tools for teaching or the teacher-extending teacher effectiveness of facilitating instruction, but also many of them can teach on their own. All those suggest that for effective teaching and learning, teacher must go beyond chalk and talk. We need to provide, wherever possible, visual and /or concrete experiences of the things we teach. Things like objects, specimens, tools, apparatus and equipment that can be seen, handled and felt provide concrete and direct experience of what we are learning. On the other hand, diagrams, pictures and films provide pictorial or vicarious experiences of what we learn.

The effectiveness of teaching depends on the resourcefulness of teachers” (Edamaxs 2013). It is usually good for devoted teachers of every subject to involve themselves in the use of teaching aids in the day to day class activities to make teaching and learning more effective. This means that teaching aids should always be used while teaching. The use of teaching aids help to ease the process of imparting practical knowledge to the learner. However, it is to be noted that audio-visual aids alone cannot adequately present knowledge but positive effect can be obtained through the combination of the spoken words and the display of the aids. The uses of aids in teaching/learning process are therefore many. When considering their roles in the classroom situations according to Williams and Ibe (2014) they include:

1. The use of aids is valuable for various age groups and for those with varied learning abilities. Aids provide integrated experiences, which may vary from concrete to the abstract and have the characteristics of holding the attention of almost all students.
2. The use of teaching aids help to reduce vibration or the repetition of words that might not be understood by the students. They help to add variety into teaching methods.
3. Teaching aids reinforce verbal information by providing multi-media approach to materials that will in turn help to provide better understanding and intellectual curiosity among students.
4. Aids give all members of a group the opportunity to share an experience together, which will lead to the development of skill and the formation of attitude, opinion and values about what was observed.
5. They give new concepts of things outside the range of ordinary experience. For example, the motion picture of Benue Cement Company in Benue State will enable the students to have a fair idea of what the company looks like (the idea of division of labour, processes involved in the cement production, etc). Even when they have not visited the site.

In view of the unique contribution of teaching aids to teaching and learning, teachers should ensure that they use them in their teaching encounter. They are needed in almost all subjects’ areas.

The use of teaching aids however, is a guarantee to effective teaching. It is their careful selection and skilful handling by the teacher that renders them useful in expediting learning. Teaching aids help the leaner’s in understanding fully what is being taught. Uka (2014) in his contribution to the development of education stress, the use of charts, graphs, pictures and other teaching aids. All these help to bring about meaningful learning. Effecting learning occur when learning materials are themselves effectively organized and presented, so that individual is able to see the relationship between one element and another in the learning situation. According to Okorie (2016), teachers’ effectiveness rested on his knowledge of the subject matter. At present, there is much emphasis concerning the use of materials. This has developed through a recognition that people learn through materials, through interaction with mass media and people. Moreover, the children of today are growing up in a world of mass media and, as a result of that, a good teacher should effectively employ such resources as picture, illustrations, television or radio where available and many other audio-visual aids in daily teaching. According to Offorma (2015), it is important that teachers should be able to produce simple and inexpensive instructional resources such as charts, posters, pictures, flannel board, models, etc using local raw materials at his disposal. Offorma (2015) observed further that where teachers are encouraged to acquire and develop basic skills and knowledge in planning, designing and producing materials, and are also motivated to produce the materials as a regular part of their teaching, they will really appreciate the need to use materials as a necessary and integral part of their instructional tasks. The fact still remains that positive attitude and favourable disposition will be developed towards using instructional materials creatively in the teaching and learning process if teachers posses the ability to produce instructional materials.

**The Factors Affecting the Production and Uses of Instructional Materials.**

1. **Student Factors**: Abdullahi (2015) stressed the contribution of students as one of the factors that affect the effective use of teaching aids by biology teachers. Students cannot be left out in their individual differences. Students have different understanding problems those who cannot control themselves will give teachers problems in effectively using his teaching aids. Even, an attempt to restrict these aggressive students may worsen the situation. Furthermore, he stated that students with physical deformities create problems for teachers in their use of teaching aids. Teacher has to attend to individual student in order to satisfy his wants. We know that there are various forms of deformities in students. These deformities ranging from visual impairment, hearing impairment, mental retardation, physical deformities and so on, need to be taken care of individually. Moreover, Abubakar (2014) said, if one use one type of materials, it will pose problem because the condition under which a student with visual impairment will learn is different from the condition under which a student with learning impairment will learn. Teacher will not effectively use teaching aids if he puts a student that is not physically all right with a physically fit student. Moreover, students are of different character. Some students are not disciplined, restless or troublesome. They will never stay at where they were asked to stay. These students actually give teacher concern since the teacher could not display his teaching aids properly as he wishes.
2. **Lack of funds:** This factor seems to be the handicap why most educational institutions are unable to acquire relevant teaching equipment’s and materials. It was revealed by Adeyanju (2015) in his investigation in universities in Nigeria “teacher perception of the effects and use of learning aids in teaching”, that the essence of involving the students teachers in teaching exercise called on-campus teaching practice and schools attachment programme (SAP) is to sufficiently help develop require teaching skills and to expose them on how to handle instructional materials. There are sophisticated instructional materials that can make learning easier and faster such as computer-aided programme but lack of funds has effects on its importation and use in secondary schools.

The unsatisfactory funding for teacher education programs stands as one of the major factors working against effective implementation of the programs. The consequences of the under-funding of this sector are immediate; for example, it results in the inability to purchase instructional materials to effectively prepare pre-service teachers like computers, text books, laboratory equipment, audio visual aids, slides, video clips, electronic white boards, electronic conferencing materials, enough chairs and desks in classrooms to keep students from having to stand to receive lectures to mention a few. The decay that characterizes Nigerian schools is very serious (Ololube, 2016).

1. **Teachers’ Professional knowledge and technical know- how:** Since educational communication and technology is a fairly new area of importance in education especially in developing communities like Nigeria. It is a lightly technical field, and to understand how it can affect the teaching and learning situation in computer science, one first has to understand the operational functionality of the materials. As much as materials differ in terms of technical components, design and set-up, they also differ in terms of functionality. Same are multi-dimensional; capable of various functions such as giving logical out comes, manipulating information etc.

In developing countries today, the whole idea and its implementation is still strange to a larger percentage of the population, even those who know about it know very little of its capabilities and operational functionalities. However, this is light at the end of the tunnel with more people becoming aware of the contributions and methods of applying instructional materials has come to mean so much to biology classroom and other educational context. Without, the teacher who is knowledgeable enough, instructional materials cannot create change and progress. Teachers knowledge have a great impact on the effective application of instructional materials, this is because the teacher uses to understand the sequential presentation of the instructional gadgets so as to suit the interests of the learners and its appropriateness with the instructional tasks. Amedeker (2015) cited by Ololube (2017) Inadequate teacher preparation programs cause the majority of teachers’ inability to demonstrate adequate knowledge and understanding of the structure, function and development of their disciplines. Therefore, an effective teacher education program is a prerequisite for a reliable education system which lends confidence to both teachers and students when learning is coordinated effectively and professionally. For instance, a teacher who is not computer literate would find it difficult to apply its operation even when and where found necessary, or even if the teacher has a partial knowledge of the operational function of the materials. The materials might be wrongly used thereby creating a wrong impression for the audience or the students.

1. **Unavailability of the materials:** Another pressed issue about instructional materials for use is that, the materials are grossly lacking in the schools. This is true if the few researches conducted in this country are anything to go by. For a reference, a study conducted by Adewoye (2007) of the department of education, Ahmadu Bello university Zaria, revealed that teaching materials are grossly lacking in this country she reported that on the type of resources materials teachers had in schools 89% of the respondents claimed that they had to improvise while 57% indicated that they had no access to resource materials at all. This indicates lack of teaching materials in our schools. Similar study conducted by M.ED students of the university of Jos, pointed to the same direction of lack of resources materials in our schools in reference to Ismailia (2006 ) reported that, out of 144 subjects involved in the study, 124 (86:1%) indicated that their schools were in short supply of teaching materials only 8 (5.6%) of the respondents indicated that their schools were adequately supplied with instructional materials.

Akafa (2006 in Buba 2008) undertook a study of biology teaching materials in taraba state and reported thus; the findings from this study revealed that there was scarcity of both printed and audio-visual materials in most of the instructional neither printed nor audio-visual materials were available in sufficient quantity or quality. The few institutions which indicated the availability of these materials indicated also that materials were rather in poor condition. However, creativity and improvisation are the watchwords in any successful application of instructional materials. Reading out is different from subject content and quality and the latter is more important in any teaching and learning situation, so some teachers still fail in improvising for materials that are not available.

**5. Environmental factors:** Part of the application of instructional materials process is the target population for whom the materials are to be used and the setting or vicinity where the learning should take place, the degree of satisfaction derived by children in respect to comfort ability of environment of that learning situation. For instance teaching biology content in a very remote area where there is no availability of electricity and the content requires projected materials, it will be very difficult for learning to be accomplished.

1. **Time constraints::** Time, is also a serious problem or factor that impede the effective use of instructional materials in biology instructions because sometime the time that is allotted for a subject might not be enough for the teachers to present his contents alongside with effective use of the materials which will affect the wholesome delivery of the content.
2. **Poor maintenance culture:** Materials available for the teaching of biology are poorly mishandled by both the teachers and school authority. Biology especially, is affected by non-available resource room for the proper keep of both the locally manufactured and the commercially purchased ones thereby limiting it use as the time needed. Very many of the teachers use materials occasionally without the proper upkeep of the materials after used for the future reference.

**Types of Instructional Materials**

According to Blankenship (2009) social studies instructional materials can be classified into two classes. They are:

a. Visual aids

b. Audio-visual aids

The visual aids are those instructional materials that can be clearly seen with our eyes vividly. Examples of visual aids are: chalkboard, social studies textbooks, charts, model, and specimen. While audio-visual aids are those that we can hear and see, by producing sound that the sound are expressed in thought. They appeal to our senses of hear and eyes. Audio visual aids include: tapes, video, television, projectors and motion pictures. Yusuf (2008) said that one can classify learning materials in several ways. For instance, one can distinguish between auditory, visual and reading materials. However, for the purpose of classification, learning materials for teaching social studies can be classified as follows:

(i) Printed and reference materials: Textbooks, newspapers, magazines, government documents, teachers’ guide, duplicated materials, journals, hand book, bulletins, pictures, work books, pamphlets, leaflets.

(ii) Graphic materials: Graphs, charts, diagrams, maps, globes.

(iii) Display materials: Chalkboard, bulletin boards, flat pictures, magnet boards and flannel board.

(iv) Projected materials – television, video tape, overhead projector, slides and slide projector and transparencies.

(v) Audio and other visual materials: Radio, model, computer, tape recording etc.

(vi) Community resources: Zoos, civic centres, market place, parks, industrial establishments.

**Models and Specimens**

According to Balogun (2006) it is part of the duty of any social studies teacher to make models, charts and diagrams. Among the most continuously useful visual aids for the teaching purposes are those the social studies teachers made for himself. Specimens are real things. As general rules, living specimens are better than dead ones. Obtaining specimens takes time, if then, the social studies teacher makes poor use of them, his/her time will have been largely wasted. If rightly used, specimens should not only add interest to the lesson, they should also help the social studies students to understand and to remember the subject (Imogie, 2009).

**Maps, Atlases and Textbooks**

Maps and atlases are important instructional materials for the teaching and learning of social studies. According to Anyawu & Anyanwu (2007) textbooks are the most common instructional materials that teachers used to disseminate knowledge. Textbooks add variety values, but are too costly for an average Nigerian student to afford. Some ways by which to ameliorate this problem is for a group of teacher to write jointly and for the school authority to ensure that copies of relevant textbooks are put into the school library to enable social studies students who cannot afford these textbooks to get access to read them. In studying fishing equipment, fishing methods vary with the various types of equipment in use in fishing. In fishing, special types of nets, hooks and lines are used. The fishing equipment includes:

i. Nets

ii. Traps

The nets include the following types: set net, drag nets, cast nets, trawl net and hand net. The traps used in fishing vary. They include the baskets, the hook and line, the spears and the fish poison (Anyanwu, et al, 2007).

**Use of Journals, Magazines and Handbooks**

These are printed materials that can be effectively used to teach social studies to them:

1. Obtain information which cannot be readily obtained from textbooks.

b. Help bring the teacher up to date in his/her field. When the above are achieved by the social studies teacher, he/she will be able to disseminate the instruction or knowledge gained to the students. This aid effective teaching and learning in social studies

**Theoretical Framework**

The theory adapted for this study was derived from the System’s theory input-output model developed by Ludwig Von Bertalanffy in 2006. The theory, according to Koontz and Weihrich, (2008) postulates that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. They add that the inputs from the environment are received by the organization, which then transforms them into outputs. As adapted in this study, the students (Inputs) are admitted into the university, with different admission points, from different social economic backgrounds and are from various school backgrounds, when they get into the university system, the management of the university transforms them through the process of teaching and learning and the students output is seen through their academic performance.

Robbins (2008) argued that organizations were increasingly described as absorbers, processors and generators and that the organizational system could be envisioned as made up of several interdependent factors. System advocates, according to Robbins (2009) have recognized that a change in any factor within the organization has an impact on all other organizational or subsystem components. Thus the inputs, the processors and the generators should function well in order to achieve the desired outcome. Saleemi (2007) in agreement with Robbins (2009) argued that all systems must work in harmony in order to achieve the overall goals. According to the input-output model, it is assumed that the students with high admission points, high social economic background and good school background will perform well if the university facilities are good, the lecturers and the management of the university is good which may not always be the case and this is the shortcoming of this theory. According to Oso and Onen (2005), the interrelationships among parts of a system have to be understood by all parties involved. This theory requires a shared vision so that all people in the university have an idea of what they are trying to achieve from all parties involved, a task that is not easy to achieve.

**Empirical Studies**

The study by James (2009) sought to determine the impact of instructional materials in teaching and learning biology among the students in senior secondary schools in Isi-Uzo Government Area. These research questions were reviewed and answered. The literature related to this study was reviewed under following topics. There are; uses of instructional materials, importance of instructional material in teaching and learning, the availability of instructional materials, the extent of usage of these materials, the extent of students show interest in biology lessons using instructional materials and review of empirical study. The research design is survey. The population of the study was 2,700 senior students. The sample was 252 senior students. The instrument used was questionnaire. The instrument was validated by 2 expects in the school of Science Education. The reliability of the instrument was obtained using test re-test method. Data were collected using the instrument. Data was analyzed using mean and percentage. The result showed that proper use of instructional materials enhances teachers and students learning ability. The available once in the schools are not frequently used. The extents of usage of these instructional materials are very poor. Finally the extent of students’ interest in biology lesson using instructional materials was very high in some secondary schools.

The study by Williams (2005) investigated instructional materials as correlates of students’ academic performance in Senior Secondary Schools in Osun State. The sample used for the study consisted of 40 students who were randomly selected from two different secondary schools in Ilesa East Local Government area in Osun State. 20 Students were used for experimental group while the other 20 students were under the control group. Quantitative method was used to collect data by using the research questions and hypotheses formulated for the study. Research instrument used for the study consisted of Biology Performance Test (BAT). This BAT contained a 50 multiple choice items. A reliability coefficient of 0.82 was obtained for BAT, using Test-retest method. Data collected were analysed by using mean score, standard deviation and *T*-test distribution. Findings revealed that students taught with instructional materials performed better than those taught without instructional materials. That is the experimental group performed better than the control group (*t*-calculated value, 3.94 > *t*-critical value 2.02). It was further revealed that there is no significant difference between pre-test scores and post- test scores of experimental group (*t*-critical value, 2.02 > *t*-calvalue-2.79).The post test scores of male and female students taught with instructional materials showed no significant difference between their scores (*t*-critical value, 2.10 > *t*-calculated value, 1.33). Based on these findings appropriate recommendations were made.

The study by Henry (2007) determined the impact of instructional materials in teaching and learning biology among the students in senior secondary schools in Isi-Uzo Government Area. These research questions were reviewed and answered. The literature related to this study was reviewed under following topics. There are; uses of instructional materials, importance of instructional material in teaching and learning, the availability of instructional materials, the extent of usage of these materials, the extent of students show interest in biology lessons using instructional materials and review of empirical study. The research design is survey. The population of the study was 2,700 senior students. The sample was 252 senior students. The instrument used was questionnaire. The instrument was validated by 2 expects in the school of Science Education. The reliability of the instrument was obtained using test re-test method. Data were collected using the instrument. Data was analyzed using mean and percentage. The result showed that some schools lack the basic learning tools. The available once in the schools are not frequently used. The extents of usage of these instructional materials are very poor. Finally the extent of students’ interest in biology lesson using instructional materials was very high in some secondary schools.

The study by Ifeanyi (2006) reveals the effects of use of instructional material on students’ cognitive performance in social studies in secondary schools of Orumba South Local Government Area. Quasi experimental design was used. The sample comprised of 256 JS II students randomly sampled from 5 schools drawn from 5 towns in the local Government Area. The students were divided into two groups (experimental and control, group). An Agricultural Performance Test (AAT) of reliability 0.82 was used for the study. The experimental group was taught using instructional materials while the control group was taught without instructional materials. Data collected was analyzed using mean, standard deviation and z-test statistics. The findings revealed that students taught with instructional materials performed better than those taught without instructional materials. Also there is no significant difference in the mean performance scores of male and female students. The null hypothesis tested at 0.05 level of significance indicated that there is significant difference between the performance scores of those taught with instructional materials and those taught without instructional materials. It was therefore recommended that instructional materials be used in teaching in secondary schools because it has positive impact on student’s performance.

**Summary of Literature Reviews**

In summary, the study reviews the Meaning of Instructional Materials have been defined by various authors. For example, Obanya (2009) viewed them as didactic materials thing which are supposed to make learning and teaching possible. According to Abdullahi (2012), instructional materials are materials or tools locally made or imported that could made tremendous enhancement of lesson impact if intelligently used. Ikerionwu (Isola, 2010) referred to them as objects or devices, which help the teacher to make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching (Agina-obu, 2005).  Concept of Social Studies as one of the core subjects in junior secondary school curriculum in Nigeria represents one of the modern curricular arrangements which focus on interdisciplinary study that seeks to solve the complex problems of man in totality. The idea of introducing social studies as a subject in Nigeria came up before the civil war, when the social development of Nigerians could no longer cope with the level of colonial destructions Okonkwo (2015). Instructional Materials and Academic Performance. There have been several studies on instructional materials and academic performance. For instance, Momoh (Isola, 2010), conducted a research on the effects of instructional resources on students’ performance in West Africa School Certificate Examinations (WASCE). He correlated material resources with academic performance s of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching.

Theoretically the study reviews the theory adapted for this study was derived from the System’s theory input-output model developed by Ludwig Von Bertalanffy in 2006. The theory, according to Koontz and Weihrich, (2008) postulates that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. They add that the inputs from the environment are received by the organization, which then transforms them into outputs. As adapted in this study, the students (Inputs) are admitted into the university, with different admission points, from different social economic backgrounds and are from various school backgrounds, when they get into the university system, the management of the university transforms them through the process of teaching and learning and the students output is seen through their academic performance.

Finally, the study reviews the Empirical Studies of James (2009) sought to determine the impact of instructional materials in teaching and learning biology among the students in senior secondary schools in Isi-Uzo Government Area. Williams (2005) investigated instructional materials as correlates of students’ academic performance in Senior Secondary Schools in Osun State. The study by Henry (2007) determined the impact of instructional materials in teaching and learning biology among the students in senior secondary schools in Isi-Uzo Government Area. And the study by Ifeanyi (2006) reviews the effects of use of instructional material on students’ cognitive performance in social studies in secondary schools of Orumba South Local Government Area.

The previous study is related to this study because both of them focus on utilization of instructional materials. However, the present study differ from the previous study because the previous study was purely on accounting in senior secondary schools while the present study centered on the influence of instructional materials in Isi-uzo Local Government Area of Enugu State.

**CHAPTER THREE**

**RESEARCH METHOD**

Discussion in this chapter centered on the research methodology and this will be done under the following sub-heading: Research Design, area of Study, Population of the Study, Sample and Sampling Techniques, Instrument for Data Collection, Validation of Instrument, Reliability of the Instrument, Method of Data Collection, Method of Data Analysis and, Decision Rule.

**Research Design**

The research design adopted for this study was a survey design. Survey design according to Iketaku (2011) it is one in which a group of people or items are studied by collecting and analyzing data from only a few items considered to be representative of the entire group. This design is used to elicit different opinions of people on an issue of wide concern.

**Area of the Study**

The study was carried out in all the secondary schools in Isi Uzo is a Local Government Area of Enugu State. The choice of the area was because of it’s geographical location Its headquarters are in the town of Ikem. The other towns are: Eha Amufu, Neke, Mbu,

**Population of the Study**

The population of the study consists of all the secondary school student in Isi Uzo Local Government Area with the population of 5,366 students in 11 secondary schools in the area.

Source: Post primary school management board 2017, (PPSMB) Enugu zonal Office Statistics and Record Office.

**Sample and Sampling Techniques**

The simple random sampling procedure was adopted for the study to sample 5 selected government secondary schools in Isi Uzo is a Local Government Area. By simple random samply techniques of balloting, 385 secondary school students were selected from the selected five schools for the sampling, 77 students were sampled from each school selected. It was obtained by using random sampling techniques the method is balloting without replacement.

**Instrument For Data Collection**

The instruments for data collection was questionnaire. Which is simple, clear and specific with two sections. Section A comprised of the biographic data of the respondents, while section B is for the research questionnaire items. A four point rating scale viz: strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1) was used for the study.

**Validation of the Instrument**

The instrument was validated by three experts, one from social studies specialists and two experts in the field of measurement and evaluation in Godfrey Okoye Universiity, Enugu. Their corrections were on face and content validity of the instrument. The experts were given a copy of each of the questionnaire.

**Reliability of the Instrument**

The instrument was given to students outside my coverage. In order to determine how reliable the instruments are, the test-retest reliability procedure was adopted. The questionnaire was administered twice on a group of thirty students different from the sample in the study area at an interval of two weeks. The responses were statistically analyzed using Cronbach Alpha, this gives a reliability index of 0.75. and this shows that the instruments are reliable.

**Method of Data Collection**

The questionnaires were administered personally by the researchers to the respondents in order to retrieve a maximum number of the questionnaires issued out. The copies of the questionnaires were collected back from the respondents after they were filled.

**Method of Data Analysis**

Mean statistic was used for data analysis, In order to determine the degree of respondent’s agreement/ disagreement on each of the scaling statement in the questionnaire, nominal values were assigned to different scaling statement as follow:

Strongly agree --------4

Agree -----------------3

Disagree ------------2

Strongly disagree ---1

A cut off was determined by finding the mean of the nominal values assigned to option of the rating scales, using the formula.

∑fX

Χ = N

Where X – Mean

X – The score

N - Number of the item

4+3+2+1 10 2.5

Thus X = 4 = 4

Hence any of the responses therefore that have mean score of 2.5 and above were regarded as agree while any value below 2.5 was regarded as disagree.

**CHAPTER FOUR**

**PRESENTATION AND ANALYSIS OF RESULTS**

This data collection for the study was presented and analyzed in this chapter based on the research questions that guided the study.

**Research Question 1:** What are the perception of secondary school teachers on the use of instructional materials in the teaching of social studies in Isi-uzo Local Government Area of Enugu State.

Table 1:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| s/n | Items | SA  4 | A  3 | D  2 | SD  1 | N | EFX | X  Mean | Remark |
| 1 | Teachers sees instructional materials as tools that motivates students interest | 40 | 35 | 20 | 5 | 388 | 310 | 3.1 | A |
| 2 | Teachers use instructional materials to improve students learning ability | 45 | 30 | 10 | 10 | 388 | 300 | 3.0 | A |
| 3 | Teachers sees instructional materials as tools that helps them to manage their classroom | 35 | 35 | 15 | 15 | 388 | 290 | 2.9 | A |
| 4 | Teachers uses instructional materials to organizing their teaching techniques | 50 | 30 | 10 | 10 | 388 | 320 | 3.2 | A |
| 5 | Teachers uses instructional materials to improve students study habits | 10 | 10 | 35 | 45 | 388 | 185 | 1.8 | D |

From the computed mean in table 1: it was found that the mean of item (1-4). Were above the cut- off point of 2.5 and therefore agreeing on the perception of secondary school teachers on the use of instructional materials in the teaching of social studies in Isi-uzo Local Government Area of Enugu State. Items ( 5 ) was below the cut- off point and therefore, negates on the perception of secondary school teachers on the use of instructional materials in the teaching of social studies in Isi-uzo Local Government Area of Enugu State.

**Research Question 2:** What are the attitude of teachers towards utilization of instructional material in the teaching of social studies in Isi-uzo Local Government Area of Enugu State

Table 2:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| s/n | Items | SA  4 | A  3 | D  2 | SD  1 | N | EFX | X  Mean | Remark |
| 1 | Instructional materials are always used in teaching and learning of social studies. | 40 | 30 | 15 | 15 | 388 | 295 | 2.9 | A |
| 2 | Instructional materials increase understanding and retention of what is taught. | 40 | 35 | 15 | 10 | 388 | 305 | 3.0 | A |
| 3 | Instructional materials are used whenever difficult concepts are taught. | 55 | 35 | 5 | 5 | 388 | 340 | 3.4 | A |
| 4 | Instructional materials facilitate the explanation of abstract concepts to student. | 45 | 45 | 5 | 5 | 388 | 330 | 3.3 | A |
| 5 | Lack of technical skills to operate instructional material such as motion pictures is not available. | 30 | 45 | 15 | 10 | 388 | 285 | 2.8 | A |

From the computed mean in table 2: it was found that the mean of item (1-5) Were above the cut-off point of 2.5 and therefore agreeing on the attitude of teachers towards utilization of instructional material in the teaching of social studies in Isi-uzo Local Government Area of Enugu State

**Research Question 3:** What are the ways to improve the attitude of social studies teachers towards the use of instructional material in Isi-uzo Local Government Area of Enugu State

Table 3:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| s/n | Items | SA  4 | A  3 | D  2 | SD  1 | N | EFX | X  Mean | Remark |
| 1 | A social studies teacher should always use his immediate environment to teach as it contains a lot of material-resources for effective teaching | 35 | 40 | 10 | 15 | 388 | 295 | 2.9 | A |
| 2 | The Federal and State Ministries of Education should make appropriate plans to expose social studies teachers | 50 | 40 | 10 | 0 | 388 | 340 | 3.4 | A |
| 3 | Government should make funds available and sponsor the teachers’ attendance at conferences | 30 | 30 | 20 | 20 | 388 | 270 | 2.7 | A |
| 4 | Creative and resourceful teachers who improvise equipment’s and materials should be rewarded and motivated adequately | 10 | 5 | 40 | 45 | 388 | 180 | 1.8 | D |
| 5 | Social studies teachers should select the cheapest available equipment for demonstration or illustration of principles and concepts in science teaching. | 45 | 40 | 5 | 10 | 388 | 320 | 3.2 | A |

From the computed mean in tables 3: it was found that the item (1,2,3,5,6,7) were above the cut-off points of 2.5 therefore agree on the ways to improve the attitude of social studies teachers towards the use of instructional material in Isi-uzo Local Government Area of Enugu State. While items (4) were below 2.5 therefore not agreeing on the ways to improve the attitude of social studies teachers towards the use of instructional material in Isi-uzo Local Government Area of Enugu State

**CHAPTER FIVE**

**DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter dealt with the following: discussion of the findings, conclusion, educational implication, recommendations, suggestions for further study, limitation of the study and summary of the study.

**Discussion of Findings**

Research Question 1: sought to find out the perception of secondary school teachers on the use of instructional materials in the teaching of social studies in Isi-uzo Local Government Area of Enugu State. From the findings the study reviews that Teachers sees instructional materials as tools that motivates students interest, Teachers use instructional materials to improve students’ learning ability, Teachers sees instructional materials as tools that helps them to manage their classroom, Teachers uses instructional materials to organizing their teaching techniques

Research Question 2: sought to find out the attitude of teachers towards utilization of instructional material in the teaching of social studies in Isi-uzo Local Government Area of Enugu State. From the findings the study reviews that Instructional materials are always used in teaching and learning of social studies. Instructional materials increase understanding and retention of what is taught. Instructional materials are used whenever difficult concepts are taught. Instructional materials facilitate the explanation of abstract concepts to student. Lack of technical skills to operate instructional material such as motion pictures is not available

Research Question 3: sought to find out the ways to improve the attitude of social studies teachers towards the use of instructional material in Isi-uzo Local Government Area of Enugu State. From the findings the study reviews that An social studies teacher should always use his immediate environment to teach as it contains a lot of material-resources for effective teaching, The Federal and State Ministries of Education should make appropriate plans to expose social studies teachers, Government should make funds available and sponsor the teachers’ attendance at conferences, Social studies teachers should select the cheapest available equipment for demonstration or illustration of principles and concepts in science teaching.

**Conclusions**

Based on the principal findings the following conclusions were laid down:

1. According to the data gathered and analyzed in chapter 4, the findings include that no adequate instructional material in teaching and learning of social studies in junior secondary school in Isi-uzo Local Government Area.

2. Another problem militating against the growth of instructional material in teaching and learning is less importance of instructional material used by the teachers in teaching and learning of social studies.

3. Inadequate use of instructional materials hinders teaching and learning of social studies.

4. Unavailability of instructional material militate against its extent use in teaching and learning of social studies in junior secondary school in Isi-uzo Local Government Area

**Educational Implications of the Study**

Findings from the present study have some implications for the educational policy makers. These include:

* There should be policy formulation that will ensure adequate provision for instructional materials, both foreign and local.
* All social studies teachers should be exposed to, and trained on the art of improvisation of instructional materials on regular basis so as to make teaching-learning more effective.

**Recommendations**

On the bases of the above findings the following recommendations are made:

1. An social studies teacher should always use his immediate environment to teach as it contains a lot of material-resources for effective teaching of the concepts in the subject.

2. The Federal and State Ministries of Education should make appropriate plans to expose social studies teachers to training workshops on improvisation in order to update their techniques for improvising specific equipment’s.

3. Government should make funds available and sponsor the teachers’ attendance at conferences, seminars and workshops on social studies material resource production utilization and management.

4. Creative and resourceful teachers who improvise equipment’s and materials should be rewarded and motivated adequately.

5. There is need for organizations, government, parent Teacher Association Voluntary Organizations and philanthropists to join hands in procuring necessary social studies materials resources in schools.

6. Social studies teachers should select the cheapest available equipment for demonstration or illustration of principles and concepts in social studies teaching. The functionality and duration of equipment should be taken into consideration.

1. social studies teachers should accept the use of improvised instructional materials as a method in teaching social studies since it is found to be effective.
2. Teaching of social studies using improvised instructional materials to female social studies students should not only be encouraged but emphasis should be given to this sex to step up their performance in this subject.

**Limitations of Study**

The researcher observed that there are some limitations which might have influenced the results of her findings. These limitations include:

1. In as much as the findings of this study have provided good guides for explicative studies in other populations, the results are most applicable in Isi-uzo Local Government Area

2. Efforts to secure financial grants to increase the samples for this study were made but to no avail. The researcher therefore, had to rely on her meagre earnings to undertake the study. This is one major reason why the sample size was limited to only computer science in Isi-uzo Local Government Area

**Suggestion for further study**

The following suggestions are thereby advanced for further study.

1. A research should be carried out on the same topic under another area of study thus; an identification of inadequate instructional material in Enugu North Local Government Area.

2. Causes of inadequate instructional material failure in Enugu North L.G.A.

3. Effects of the inadequate of instructional material in Enugu State.

**Summary**

Instructional materials supplement, reinforce, clarify, vitalize, emphasize instruction and enhance learning in the process of transmitting knowledge, ideas, skills and attitude. Audio-visual and other necessary support materials for teaching social studies student are in short supply and in some cases, virtually non-existent. In the area of utilization of instructional materials, the situation is extremely discouraging some of the causes of the problem as identified are lack of information about available resources, lack of basic knowledge and skills by individual teachers about design, development, selection and utilization of instructional materials, lack of instructional support for educational media activities and non-availability of electrical power supply.

The issue of availability and non-utilization of instructional materials is that the various individual and instructional centers are non-adequately planned, financed, implemented and coordinated. With the dearth of instructional materials on the entire social studies student in Isi-uzo Local Government Area, the teachers find it difficult to prepare and communicate the message. It is a fact that classroom learning depends on effective communication, skilful application of the several techniques and materials for learning. When adequate instructional materials are added to suitable methods, efficiency in learning is assured. Maximum impact can be made on learning when an efficient instructor uses suitable method and appropriate teaching materials. The impact created on the pupils justifies the effectiveness of teaching-learning activities. The inadequate provision and non-utilization of instructional materials will definitely produce a society of headless hearts, heartless intellects and half-baked students. In a similar vein, the danger of half education is inestimable. It is like a child born with one eye, one leg and one hand.

The effectiveness of any instructional material depends on the following three major factors. First, it must appeal to the senses of hearing and seeing, etc. Secondly, it must attract and hold attention of the learners. Finally, it must focus the attention on essential elements to be learned at the proper time. Instructional materials must be directly relevant to the content of the lesson. It must be integrated with the teacher’s whole approach and subject presentation. It must be preceded and followed up by work calculated to ensure maximum comprehension. Therefore, educational objectives must determine the instructional materials. The effectiveness in the use of instructional materials lies on the fact that both the teacher and the learner participate actively. All these are conspicuously lacking in science student in Isi-uzo Local Government Area

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**APPENDIX I**

**POST-PRIMARY SCHOOL MANAGEMENT BOARD ENUGU**

**PLANNING RESEARCH AND STATISTICS DEPARTMENT**

**STATISTICS DIVISION**

|  |  |  |
| --- | --- | --- |
| **S/N** | **NAME OF SCHOOLS** | **POPULATION** |
| 1 | Ogo Community Secondary School Ikem | 390 |
| 2 | Community Secondary School Neke | 736 |
| 3 | Community Secondary School Eha-Ohuala | 643 |
| 4 | Community Secondary School Mbu | 923 |
| 5 | Community Secondary School Umuhu | 1,034 |
| 6 | Union Secondary School Eha-Amufu | 692 |
| 7 | Community Secondary School Umualor | 627 |
| 8 | Community Secondary School Isioroto Ikem | 87 |
| 9 | Community Secondary School Ikem Nkwo | 40 |
| 10 | Community Secondary School Emeora Neke | 42 |
| 11 | Aguamede Community Secondary School Ikpakpara | 152 |
|  | **TOTAL** | **5,366** |

The selected five schools are:

|  |  |  |
| --- | --- | --- |
| **S/N** | **NAME OF SCHOOLS** | **POPULATION** |
| 1 | Community Secondary School Neke | 736 |
| 2 | Community Secondary School Eha-Ohuala | 643 |
| 3 | Community Secondary School Mbu | 923 |
| 4 | Community Secondary School Umuhu | 1,034 |
| 5 | Union Secondary School Eha-Amufu | 692 |

**APPENDIX II**

**QUESTIONNAIRE**

**Section B**

Please carefully read the instructions in each section of this questionnaire before responding to the statements and or questions that follow. In each section of this questionnaire you are required to indicate how you “agree or disagree” with the statements and questions below where

Strongly agrees (SA)

Agreed (A)

Disagreed (D)

Strongly Disagree (SD)

Using the key below, indicate your feelings by ticking (√) at the appropriate column.

**Research Question 1:** What are the perception of secondary school teachers on the use of instructional materials in the teaching of social studies in Isi-uzo Local Government Area of Enugu State

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| s/n | Items | SA  4 | A  3 | D  2 | SD  1 |
| 1 | Teachers sees instructional materials as tools that motivates students interest |  |  |  |  |
| 2 | Teachers use instructional materials to improve students learning ability |  |  |  |  |
| 3 | Teachers sees instructional materials as tools that helps them to manage their classroom |  |  |  |  |
| 4 | Teachers uses instructional materials to organizing their teaching techniques |  |  |  |  |
| 5 | Teachers uses instructional materials to improve students study habits |  |  |  |  |

**Research Question 2:** What are the nature of attitude of teachers towards utilization of instructional material in the teaching of social studies in Isi-uzo Local Government Area of Enugu State

**Table 2:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| s/n | items | SA | A | D | SD |
| 1 | Instructional materials are always used in teaching and learning of social studies. |  |  |  |  |
| 2 | Instructional materials increase understanding and retention of what is taught. |  |  |  |  |
| 3 | Instructional materials are used whenever difficult concepts are taught. |  |  |  |  |
| 4 | Instructional materials facilitate the explanation of abstract concepts to student. |  |  |  |  |
| 5 | Lack of technical skills to operate instructional material such as motion pictures is not available. |  |  |  |  |

**Research Question 3:** What are the ways to improve the attitude of social studies teachers towards the use of instructional material in Isi-uzo Local Government Area of Enugu State

Table 3:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| s/n | Items | SA  4 | A  3 | D  2 | SD  1 |
| 1 | An social studies teacher should always use his immediate environment to teach as it contains a lot of material-resources for effective teaching |  |  |  |  |
| 2 | The Federal and State Ministries of Education should make appropriate plans to expose social studies teachers |  |  |  |  |
| 3 | Government should make funds available and sponsor the teachers’ attendance at conferences |  |  |  |  |
| 4 | Creative and resourceful teachers who improvise equipment’s and materials should be rewarded and motivated adequately |  |  |  |  |
| 5 | Social studies teachers should select the cheapest available equipment for demonstration or illustration of principles and concepts in science teaching. |  |  |  |  |