

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

BY

**EZE ANASTASIA UKAMAKA
DEPARTMENT OF CURRICULUM STUDIES
AND EDUCATIONAL TECHNOLOGY
UNIVERSITY OF PORT HARCOURT**

AND

**IFEDIBA SYLVIAMARY UCHENNA
DEPARTMENT OF CURRICULUM STUDIES
AND EDUCATIONAL TECHNOLOGY
UNIVERSITY OF PORT HARCOURT**

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,

