
Instructional Materials Usage in Teaching of Social Studies in Junior Secondary Schools in Akure Municipal of Ondo State, Nigeria

Oluwatoyin Olusegun OLOWO

Adekunle Ajasin University
Akungba Akoko, Ondo State, Nigeria
omoakinolu@gmail.com
oluwatoyinolowo@aaua.edu.ng
+2348034811743

Abstract

The use of instructional materials is essential for effective teaching and learning of Social Studies. However, in junior secondary schools in Akure Municipal, the availability and proper use of these materials remain limited. Many teachers still depend mainly on verbal instruction, which reduces students' interest and understanding of the subject. This study examined the usage of instructional materials in the teaching of Social Studies in junior secondary schools in Akure Municipal of Ondo State, Nigeria. A descriptive survey research design was adopted. The population consisted of all Social Studies teachers in junior secondary schools in Akure Municipal. A sample of 200 teachers were randomly selected using a multistage sampling technique. A structured questionnaire and classroom observation checklist were used for data collection. Data were analysed using descriptive and inferential statistics, using frequent count and percentages. The findings revealed that 59% of schools lacked sufficient instructional and learning resources. Furthermore, 60% of social studies teachers displayed a negative attitude towards utilizing available teaching resources, and 68% of respondents indicated limited teacher access to these materials for classroom use, indicated that instructional materials were moderately available, their actual utilization in classrooms was significantly low, mainly due to inadequate funding, teacher-related constraints, and lack of government support. The study concluded that limited usage of instructional materials hinders effective teaching and learning of Social Studies. It was recommended that schools and educational stakeholders should ensure regular provision and adequate use of instructional resources to enhance students' academic performance and engagement. Also, Social studies teachers should also focus on creating essential, student-engaging teaching resources to supplement the limited resources provided by governments and schools.

Keywords: instructional materials, Social Studies, junior secondary schools, Akure Municipal

Introduction:

The significance of adequate and excellent teaching resources in education cannot be overstated. Effective learning hinges on the strategic implementation and utilization of these resources during instruction (Akinsote, 2020). As defined by Akinsote (2020), instructional materials encompass a broad range of tools, devices, and objects that teachers can leverage to enhance knowledge transfer and create more engaging and memorable learning experiences for students.

According to Solomon (2019), when instructional materials are used properly, they greatly aid in the transfer of knowledge from teachers to students and help them retain and apply that

knowledge for future usage. In order to convey instructions to the students, the instructor uses instructional materials as a conduit. According to Akinsote (2020), they might also act as a source of incentive for the teaching-learning process. It aids in capturing pupils' interest and removing boredom.

One of the main subjects that influences moral values and promotes ethical behavior and societal integration is social studies. Despite being combined with other courses, such as civic education and security education, and now known as National Values, the course's goals remain the same. Unfortunately, because teaching resources are not considered necessary, the issue has not had a significant impact. Appropriate educational resources must be used to teach subjects like human trafficking, marriage, family, adult passage rites, circumcision, genital mutilation, and other harmful cultural practices.

Teachers also place a high value on instructional materials, particularly those who are new hires and lack expertise. Since instructional resources give background knowledge on the subject they are teaching, teachers should use them in every part of their course. Since most new instructors lack sufficient experience when they first start their careers, instructional resources help teachers gain both competence and experience. Teachers frequently organize their lessons using instructional materials. Teachers depend on these resources to gauge students' comprehension through methods such as homework assignments, project development, and test administration, all of which necessitate instructional materials (Solomon, 2020).

Different subjects and environments require different instructional materials. Teaching resources for social studies could include textbooks, maps, charts, audiovisuals, playlets, videos, images, charts, etc. Francis (2016) emphasized the importance of instructional materials in helping a professionally qualified teacher implement his ideas and impart his expertise to the pupils. Effective learning and more efficient teaching are achieved through instructional materials. Basssey (2020) defined instructional materials media as a system component used within the instructional process to disseminate information, convey ideas, and facilitate communication during teaching and learning. Historically, research indicates that teachers have frequently relied on the "chalk-talk" method, which involves an over-reliance on verbal explanation in the teaching-learning process. Today's technological advancements have made it possible to create tools and materials that can be used to reduce the amount of time teachers spend talking while also making the message more understandable, engaging, and easier for students to absorb (Onasanya et al., , 2018).

Charts, playlets, posters, cartoons, graphs, and drawings are examples of materials, according to Soetan, Okeowo, and Owoeye (2010). For instance, plays and drama can be used to teach people about their culture and traditions, while audio-visual aids and trips can be used to teach people about events and politics by combining words, images, drawings, graphics effectively convey information and concepts (Solomon, 2020). These supplement the resources under study. They aid in visualizing all of the acquired topics and how they relate to one another.

Under the guidance of teachers, the Basic Science Curriculum Study (BSCS) promotes group projects and inquiry-based learning using educational resources. Students are encouraged to participate in scientific investigations, which foster problem-solving cognitive processes and rectify students' erroneous perceptions of science and the world. The achievement of their students is more likely to be observed by teachers who take the time to give educational resources and options that take into account the many ways students acquire and convey knowledge.

Instructional resources, including textbooks and other materials, are essential for effective teaching and learning across all subjects and educational levels. Esho (2020) noted that a lack of such resources can lead to abstract, unengaging lessons. Diverse teaching aids, such as textbooks, maps, charts, and audio-visual equipment like radios, tape recorders, televisions, projectors, and video recorders, can make learning more interactive and captivating. Teachers should provide various print, audio, and visual resources to cater to student needs and encourage authentic demonstration of learning. The BSCS (Biological Sciences Curriculum Study) highlights the effectiveness of the 5Es instructional model; engage, explore, explain, elaborate, and evaluate in promoting student success. Taylor, Scotter, and Coulson (2017) further supported this, stating a statistical correlation exists between higher student achievement and the use of strategies and learning sequences aligned with the 5Es model. Research suggests that the use of instructional materials enhances learning environments and increases student engagement. Balogun (2018) emphasized the critical role of instructional tools in social studies instruction and student academic performance, asserting that educational programs are unlikely to succeed without them. These resources aid in developing problem-solving skills, allowing students to learn at their own pace, providing access to referenced materials, and addressing the diverse requirements of the learning process.

Statement of the Problem

The poor academic performance of secondary school pupils in both local and national exams is one of the main issues plaguing Nigeria's educational system. Over time, scholars, educators, and other stakeholders in the education sector have grown increasingly concerned about this. Additionally, social studies instruction has suffered more under the direction of uninspired and resourceless educators. A lot of teachers at this level believe that using instructional resources is not always necessary when teaching social studies. As a result, it has been noted that pupils typically perform poorly on public exams due to poor teaching strategies, inadequate use of instructional tools, or teachers' incapacity to adapt when necessary.

In most secondary schools, the requisite instructional aides are not available due to insufficient budget or poor maintenance by the teachers. When available, teachers are neither motivated or encouraged to use them. Therefore, this study deemed it essential to examine the availability and utilization of educational resources for teaching social studies in junior secondary schools within the Akure Metropolis of Ondo State.

Purpose of the Study

The main objective of this study is to investigate the availability and usage of instructional materials in the teaching of Social Studies in Junior Secondary Schools in Akure Metropolis of Ondo State.

However, the specific objectives are to:

1. investigate the accessibility and application of instructional resources in social studies education within junior secondary schools in Akure Metropolis, Ondo State.
2. determine social studies teachers' perspectives on incorporating instructional materials into their teaching practices in Akure Metropolis, Ondo State.
3. identify the obstacles encountered by social studies teachers in obtaining and utilizing instructional materials.

Research Questions

The following research questions guided this study:

1. To what extent are instructional materials readily available for social studies instruction in junior secondary schools across Akure Metropolis, Ondo State?
2. What are the prevailing attitudes of teachers regarding the integration of instructional materials into social studies teaching within Akure Metropolis, Ondo State?
3. What specific challenges do teachers face when trying to acquire and implement instructional materials effectively?

Methodology

This study used a survey-style descriptive research design. This approach was chosen to conduct the study because it necessitates that the researcher makes generalizations about the population using data gathered from the sampled respondents. All junior secondary school social studies teachers in Akure Metropolis, Ondo State, made up the study's population. Two hundred junior secondary school social studies instructors from all throughout Akure city made up the study's sample. Twenty junior secondary schools in Akure Metropolis, Ondo State, were chosen using a simple random sampling technique. Ten social studies teachers were then chosen using a purposive sampling technique from each of the 20 junior secondary schools. Data for this study was gathered using a well-structured, closed-ended questionnaire that the researcher had created. There were five parts to it. Respondent demographics, including sex, age, years of service, and qualifications, were included in Section A. In Section B, respondents were asked to rate their view on the availability of instructional resources on a two-point scale- Yes/No, chosen, for a total of 200 junior secondary school social studies teachers as the study's sample. Two-point True-False questions about teachers' attitudes toward the use of instructional materials in schools were asked in Section C, and two-point True-False questions about the difficulties in evaluating and utilizing instructional materials were asked in Section D. To make sure it was pertinent to the topic being studied, the instrument was sent to test and measurement experts for evaluation, revision, and correction. Before the final version of the instrument was used to gather data for the study, the elements that were deemed unnecessary were removed and examined. To make sure it was pertinent to the topic being studied, the instrument was sent to test and measurement experts for evaluation, revision, and correction. Before the final version of the instrument was used to gather data for the study, the elements that were deemed unnecessary were removed and examined. The instrument's reliability was examined using the test-retest reliability method. Ten (10) junior secondary school social studies teachers in Ondo State's Owo Local Government Area were given the questionnaire over the course of two weeks. The instrument's internal consistency was assessed using Cronbach Alpha. It is dependable for gathering data, as indicated by the reliability coefficient of 0.70. Descriptive statistics of frequency count and simple percentage were used to analyze the acquired data.

Results

Research Question 1: To what extent are instructional materials readily available for social studies instruction in junior secondary schools across Akure Metropolis, Ondo State?

Table 1

Availability of Instructional Materials for Teaching of Social Studies

S/N	ITEMS	YES		NO		TOTAL	
		F	%	F	%	F	%
1	Are instructional materials available in your school?	38	19.0	162	81.0	200	100

2	Are these instructional materials used regularly in the classroom?	44	22.0	156	78.0	200	100
3	Does the school obtained the materials indicated above by themselves?	83	47.5	117	58.5	200	100
4	Textbooks	200	100	-	-	200	100
5	Workbook	144	72.0	56	28.0	200	100
6	Graphic image	110	55.0	90	45.0	200	100
7	Laptops/iPad/Tabletop computer	118	59.0	82	41.0	200	100
8	Projector	52	26.0	148	74.0	200	100
9	Pictorials or large pictures in the classroom	54	27.0	146	73.0	200	100
10	Ceramic image or objects	82	41.0	118	59.0	200	100
11	Audios recordings/tape	34	17.0	116	83.0	200	100
12	Television or motion pictures	48	24.0	152	76.0	200	100
13	Site visit/field trip/excursion etc	68	34.0	132	66.0	200	100
Source: Researcher's Fieldwork, 2023		82.7	41.5	113.5	58.5	200	

The availability of teaching resources for social studies instruction in junior secondary schools in Ondo State's Akure Metropolis is indicated in Table 1. The junior secondary school's use and availability of instructional resources, together with the method by which the school acquired them, are detailed in the table. The availability of the different kinds of mentioned educational resources was also displayed. Just 19% of respondents felt that their institution has instructional materials, while 81% disagreed, according to item 5. This implies that the schools might not have enough teaching resources. According to item 6, 78% of respondents stated that instructional resources are not consistently used in the classroom, whereas 22% of respondents responded that they are. This could suggest that using instructional materials is not given enough attention when teaching. According to item 7, 47.5% of respondents said the schools acquired their own teaching materials, whilst 58.5% disagreed.

In conclusion, just a small percentage of respondents concurred that their institutions regularly use and have access to teaching materials. The majority of respondents also agreed that their schools use textbooks, workbooks, graphic images, and laptops, iPads, and tablets. However, only a small percentage agreed that their schools use projectors, large pictures or pictures in the classroom, audio recordings or tapes, televisions, or movies, and that they go on field trips, site visits, or excursions.

Research Question 2: What are the prevailing attitudes of teachers regarding the integration of instructional materials into social studies teaching within Akure Metropolis, Ondo State?

Table 2

Attitude of Teachers Regarding the Integration of Instructional materials into Social Studies

S/N	ITEM	TRUE		FALSE		TOTAL	
		F	%	F	%	F	%
1	Teachers are well disposed to use instructional materials	134	67.0	66	33.0	200	100
2	Teachers always use instructional materials to teach in the classroom	86	43.0	114	57.0	200	100
3	Teachers are not interested in using instructional materials to teach	48	24.0	152	76.0	200	100

4	Some teachers have never been trained to use instructional materials in schools	68	34.0	132	66.0	200	100
5	Teachers are not motivated to use instructional materials in the classrooms	104	52.0	96	48.0	200	100
6	Instructional materials are difficult to understand or use	74	37.0	126	63.0	200	100
7	Teaching of social studies does not need the use of instructional materials	36	18.0	164	82.0	200	100
8	Some teachers see it as additional work for them	108	54.0	92	46.0	200	100
9	Only inexperience teachers used instructional materials	20	10.0	180	90.0	200	100
10	Teachers are not motivated to improvise instructional materials if they are not available in the school	128	64.0	72	36.0	200	100
	Average		80.6 40.3		119.43 (59.7)	200	

Source: Researcher's Fieldwork, 2023

Teachers' attitudes toward the usage of instructional resources in schools are displayed in Table 2. It turns out that while 33% of respondents disagreed, the majority (67%) of respondents agreed that teachers are inclined to employ instructional materials. It is out that while 57% of respondents disagreed, 43% of respondents agreed that teachers always use instructional resources to educate in the classroom. This suggests that most teachers don't consistently employ instructional resources in the classroom. Additionally, while 76% of respondents disagreed, 24% of respondents agreed that teachers are not interested in using instructional resources to teach. This suggests that educators are eager to use educational resources to impart knowledge. According to item 30, 66% of respondents disagreed with the statement that some teachers have never received training on how to use instructional materials in the classroom, while 34% agreed. According to item 31, 52% of respondents agreed and 48% disagreed that teachers lack motivation to employ educational resources in the classroom. 63% of respondents disagreed with the statement that instructional materials are hard to use or understand, while 37% agreed. This suggests that learning resources are easy to use and comprehend. According to item 33, 82% of respondents disagreed with the statement that social studies instruction does not require the use of instructional resources, while 18% agreed. This suggests that using instructional resources is necessary while teaching social studies.

In conclusion, the majority of respondents concurred that teachers are inclined to use instructional materials that they are interested in doing so, that social studies instruction requires the use of instructional materials, that they do not regularly use instructional materials in the classroom, and that they are not motivated to use them in the classroom likely when they are unavailable.

Research Question 3: What specific challenges do teachers face when trying to acquire and implement instructional materials effectively?

Table 3
Challenges Faced by Teachers in Acquiring and Implementing Instructional Materials

S/N	ITEM	TRUE		FALSE		TOTAL	
		F	%	F	%	F	%
1	Instructional materials are not readily available for teachers in my school	136	68.0	64	32.0	200	100
2	Instructional materials are expensive	120	60.0	80	40.0	200	100
3	Instructional materials are too delicate and difficult to maintain	42	21.0	158	79.0	200	100
4	I don't know how to use instructional materials for teaching	16	8.0	184	92.0	200	100
5	The school did not provide the teachers with necessary Instructional materials	162	81.0	38	19.0	200	100
6	Government did not supply the school with necessary instructional materials	166	83.0	34	17.0	200	100
7	Time allocated to each period in the classroom does not allow for use of instructional materials	96	48.0	104	52.0	200	100

Source: Researcher's Fieldwork, 2023

Responses to the difficulties instructors encounter in obtaining teaching resources are displayed in Table 3. It turns out that 32% of respondents disagreed with the statement, while 68% of respondents agreed that teachers in their school do not have easy access to educational materials. This suggests that the vast majority of educators believe they lack access to the resources they need to educate. While 40% of respondents disagreed with the assertion, 60% of respondents agreed that educational resources are costly. This implies that a sizable percentage of educators believe that the price of teaching resources prevents them from being used. According to item 39, 79% of respondents disagreed with the statement that educational materials are too fragile and challenging to maintain, while 21% agreed. This suggests that the majority of educators do not consider instructional material upkeep to be a significant problem.

It turns out that 92% of respondents disagreed with the assertion, while 8% of respondents acknowledged that they do not know how to use instructional resources for teaching. This implies that most educators have faith in their capacity to employ teaching resources. While 19% of respondents disagreed with the assertion, 81% of respondents agreed that the school did not give them the required educational resources. This suggests that many educators believe they are not receiving enough help from their institution. Furthermore, 83% of respondents concurred that the government did not provide their schools with the essential teaching resources, whilst 17% disagreed. This implies that the majority of educators believed the government was not carrying out its duties. While 52% of respondents disagreed with the assertion, 48% of respondents agreed that the amount of time allotted to each classroom hour does not permit the utilization of instructional resources.

In summary, the majority of respondents concurred that the following are obstacles teachers face when trying to obtain instructional materials: the materials are not easily accessible in their school; they are costly; the school did not supply the teachers with the necessary

materials; the government did not supply the school with the necessary materials; and the time allotted for each class period does not permit the use of the instructional materials.

Discussion of Findings

The first study question's findings imply that the school lacks instructional materials and may not place enough emphasis on using them in the classroom. These results align with earlier studies that found instructional materials to be a crucial component in improving the caliber of education and learning (Kiguli-Malwadde et al., 2012; Mubyazi et al., 2014). It is concerning that only 19% of respondents said that their institution had educational resources available. This result is in line with research that found that a major problem for many schools in poor nations is a shortage of instructional materials (Kiguli-Malwadde et al., 2012; Mubyazi et al., 2014). By limiting teachers' capacity to present material in an interesting and effective manner, a lack of instructional resources can have an impact on the quality of teaching and learning.

It's concerning to learn that only 22% of respondents said they regularly used educational materials in the classroom. It has been demonstrated that using instructional materials effectively enhances teaching and learning results (Mubyazi et al., 2014; Murniati, 2017). However, the low proportion of regular use raises the possibility that the school may not be completely reaping the benefits of these resources. Given that all respondents (100%) said they read textbooks, it is likely that these resources are widely accessible and frequently utilized in classrooms. The low proportions of other teaching resources, like workbooks, graphic pictures, and audio recordings, however, raise the possibility that more varied teaching resources are required to promote efficient training.

The fact that a sizable percentage of respondents (47.5%) stated that the school acquired its own educational resources emphasizes how crucial it is for schools to actively participate in the acquisition of educational resources. But given the disparity between the percentages of respondents who said "yes" (47.5%) and "no" (58.5%), it's possible that the question was unclear, which could have caused misunderstandings. Overall, the results point to the necessity for schools to give instructional resources' availability and utilization top priority in order to promote efficient teaching and learning. The results of the second research question, which asked about instructors' opinions regarding the usage of educational resources in classrooms, provide some intriguing new information. It appears that teachers generally have a good attitude about employing instructional resources, since the majority of respondents felt that they are well disposed to use them. Only 43% of respondents, however, felt that teachers always use instructional materials in the classroom. This suggests that there might be obstacles or difficulties keeping teachers from regularly using these resources. Additionally, according to 34% of respondents, some teachers have In order to effectively employ instructional resources in their teaching, teachers may need additional training and professional development opportunities, according to this finding.

The results of the third research question showed that teachers' top concerns are availability and access to educational resources. This result is in line with earlier studies that have emphasized the value of educational resources in fostering successful teaching and learning (Mullis et al., 2012; UNESCO, 2016). Lack of access to educational resources can have a detrimental influence on student engagement, teacher effectiveness, and eventually student accomplishment (Mullis et al., 2012; UNESCO, 2016). The discovery that a large number of educators consider educational resources to be costly aligns with earlier studies (UNESCO, 2016; World Bank, 2016), never received training on how to use instructional tools in the classroom. Access to educational materials may be restricted by a lack of finance, especially

in low-income nations (World Bank, 2016). This emphasizes how important it is for legislators to provide financing for educational materials first priority, especially in low-income areas.

The conclusion that most teachers do not consider maintaining teaching resources to be a major concern is also in line with earlier studies (Mullis et al., 2012; UNESCO, 2016). If given educational resources, teachers are usually willing and competent to maintain them (UNESCO, 2016). Consistent with earlier study, the majority of teachers feel confident in their abilities to use instructional materials (UNESCO, 2016). It is crucial to remember that effective use of instructional materials does not always follow from confidence in their utilization (Mullis et al., 2012). It is concerning to learn that a large number of educators believe that neither the government nor their school are giving them the resources they need to educate. This result is in line with earlier studies that have emphasized the value of government and school assistance in encouraging efficient use of educational resources (Mullis et al., 2012; UNESCO, 2016).

Conclusion

Based on the study's findings, it was determined that instructional materials help students remember what they have learned or been taught, focus during class, enjoy the lesson, and enhance their comprehension and listening skills. Additionally, educational resources are accessible and utilized in classrooms. The most popular teaching resources in junior secondary schools include textbooks, workbooks, graphic aids, and computers, iPads, and tablets. Additionally, teachers are inclined to use instructional materials, they are interested in using them to teach, social studies instruction requires the use of instructional materials, they do not regularly use them in the classroom, and they are not motivated to use them in the classroom likely when they are unavailable. Lastly, the teachers' access to instructional materials is limited, the materials are costly, the school did not supply the teachers with the necessary materials, the government did not supply the school with the necessary materials, and the time allotted for each classroom period does not permit the use of instructional materials.

Recommendations

The following suggestions were made in light of the facts mentioned above:

1. Junior high school students must be instilled with a love of learning social studies through the employment of instructional resources.
2. Social studies teachers are urged to acquire the essential teaching resources that can stimulate students' senses, spark their attention, motivate them to participate, give learning greater purpose, and raise academic standards.
3. To effectively teach social studies in junior secondary schools, social studies teachers should make an effort to employ and adapt instructional resources.
4. In order to add interest to their courses, teachers should constantly make every effort to utilize the instructional resources that are accessible.

References

- Akinsote, F. A. (2020). *The definition and use of instructional materials in teaching secondary schools sciences* (Unpublished PhD Thesis). International Islamic University, Islamabad, Pakistan.
- Balogun, E. O. (2018). Science teachers' education and national education reforms. In A. R. Lawal (Ed.), *Education reforms in Nigeria: Past, present and future* (pp. 247-250). Lagos: Stirlings-Horden Publishers Ltd.

-
- Bassey, M. P. (2020). Availability of resources for the teaching of science subjects in public secondary schools: A case study of some selected secondary schools in Alimosho Local Government. *University of Ibadan Journal of Science and Education and Educational Technology*, 14, 26-32.
- Esho, I. (2020). Challenges of education sector budget – a missed opportunity to transform education sector. Retrieved from [http://www.policyforumtz.org/sites/default/files/Education brief. pdf](http://www.policyforumtz.org/sites/default/files/Education%20brief.pdf).
- Francis, S. G. (2016). The conditions of primary and secondary schools in least-developed countries. *International Review of Education*, 44(4), 289-317.
- Onasanya, O. N., Tinto, O. N., & Felix, I. P. (2018). Instructional media: An assessment of the availability and frequency of use by social studies teachers in Akwa Ibom State. *Journal of Educational Media and Technology (JEMT) Nigeria*, 15(2), 141– 160.
- Solomon, M. C. (2019). Students learning through modern instructional materials in private schools in Nigeria versus government schools: Report of Findings. *48th Conference of Education, Obafemi Awolowo University, Nigeria*, August 23-25.
- UNESCO. (2016). Adapting technology for school improvement: A global perspective. Washington DC: International Institute for Educational Planning.