

# Effects of Instructional Materials on the Teaching and Learning of Social Studies in Secondary Schools in Aba South Local Government Area of Abia State

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***Abstract:** This study investigated the effect of instructional materials on the teaching and learning of social studies in secondary schools in Aba south Local Government Area of Abia State. The research was guided with three purposes, three research questions and hypothesis. Survey design was adopted and both students and teachers constituted the population for study. A sample of hundred subjects w'as drawn from five schools and was administered questionnaires. Data collected was analyzed using simple percentage (%) for research question and chi square for hypothesis. However, the three hypothesis were tested at 0.05 level of significance and were all rejected. The study revealed that selection of relevant instructional materials, availability and ability of the teacher to improve all had significant relationship with the teaching and learning of social studies in Aba South local Government Area. The research recommends among others that government and school heads should ensure the provision of instructional materials in secondary schools.*

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## INTRODUCTION

Learning and teaching is the concern of trained teachers. Though learning is a complex process, it can however, be defined as a change in disposition, a relatively permanent change in behavior overtime and this is brought about by experience. Learning can occur as a result of newly acquired skill, knowledge, perception, facts, principles, new information at hand etc. (Adeyanju, 1997) Learning can be reinforced with instructional materials of different variety because they stimulate, motivate and as well as arrest learners' attention for a while during the instruction process. Instructional materials are learning aids and devices through which teaching and learning are done in schools. According to Akamobi, (1998) instructional materials are those materials used in classroom or workshops for instruction or demonstration purpose by students and teachers. Chauha (1973) saw them as actual equipment used as "hands on" process by learners in order to develop the degree

of skills sought by the course of requirement. Examples of instructional materials include aids, audio aids, audio-visual aids, real object and many others. The visual aids in form of wall charts illustrated picture, pictorial materials, textbooks etc. thus audio instructional materials refer to those that make use of the sense of hearing only like the radio, audio tape recorder etc. an audio visual instructional material therefore is a combination of devices which appeals to the sense of both hearing and seeing such as television, motion pictures and computers. From the above definitions of instructional materials, we may gather that social studies as an area of education deals with instructional problems and solutions through the use of various visual, audio and audio-visual materials and equipment. There is the problem of inadequate preparation of teachers to carry out reading instruction (Bello, 1980). This inadequacy translates in poor reading performance in social studies and by implication other subject areas. Students in our various secondary schools equally lack the basic textbooks and other important materials that will support them in the learning of social studies at that level. Teaching social studies without relevant instructional materials leads to poor performance in other subjects. Instructional materials facilitate teaching and learning activities and consequently, the attainment of the lesson objectives. However, this depends on the adequacy and appropriateness of materials selected. This in effect, means that learning resources are not selected haphazardly (jiya, 1993). Indeed instructional materials to be used should be carefully selected by the teachers. Brunner, (1961) in Mustapha (2005) also emphasized that oral reports require visual aids and improvisation. Improvisation is the art of providing the alternative or next to real thing when the real thing is not available or difficult to come by. It is therefore important that teachers of social studies use teaching aids or improvise to make learning easy, enjoyable and permanent. They is therefore, great need for the teachers of social studies who want to be effective at their work to be able to use all available instructional materials as well as improvise where they are not readily available. The obvious facts remains that people remember those they have seen, touched and even played with. The primary task of teaching is to facilitate effective learning and understanding of the content materials (shoji, 2005). Instructional materials which appeal to all learners' understanding of the language phenomena should be encouraged for use in our schools.

### **STATEMENT OF PROBLEM**

For quite some times now, the teaching of social studies has suffered in the hands of unresourceful and un-motivated teachers, especially at the secondary school level. Many teachers at this level feel that social studies lesson does not necessarily need to be accompanied by the uses of instructional materials. There has been general outcry of poor performance of learners in social studies in secondary school in the state. This poor performance stems from the mare fact that there are inadequate instructional materials or resources that will facilitate the teaching of the basic concept of social studies. Jiya, (1998), and Kojo (2006) have noted the above mentioned, The social studies learning therefore appear very abstract and difficult for the learners as they used their sense only. It has been observed the social studies teachers find a very herculean task to accompany their lesson with relevant instructional materials such as audio aids, visual aids, visual and audio-visual aids. This is perhaps due to lack of textbooks or resourcefulness or lack of innovativeness or gross incompetents of the teachers. Whichever is the case, this lack of instructional

materials constitutes a great deal of problem for effective teaching and learning of the subject.

### **PURPOSE OF STUDY**

This study focuses primarily on the effect of instructional materials on the teaching and learning of social studies in secondary schools in Aba South Local Government Area of Abia State. Specifically, the study set out to achieve the following objectives.

1. To determine the effect of instructional material on students performing in social studies.
2. To find out to what extent instructional materials are available in teaching and learning of social studies.
3. To determine the possible way of improving the instructional materials that will facilitate the teaching and learning of social studies.

### **RESEARCH QUESTIONS**

1. To what extent would the use of instructional material influence the students' performance in the teaching and learning of social studies?
2. To what extent are instructional materials available to students of social studies in Aba South Local Government Area of Abia State?
3. To what extent do teachers improvise instructional materials to facilitate the teaching and learning of Social Studies?

### **HYPOTHESES**

In order to give answers to the research questions, the following null hypothesis were formulated.

1. There is no significant relationship between the use of instructional materials and the overall performance of student in the teaching and learning of Social Studies.
2. There is no significant relationship between the availability of instructional materials and effective implementation in the teaching and learning of Social Studies.
3. There is no significant relationship between the teaching and learning of Social Studies where there are no improvised teaching aids.

### **SIGNIFICANCE OF THE STUDY**

The essence of any research endeavor is an addition to the academic satisfaction, to find solution to the numerous problems confronting man in his attempt to actualize himself in the context of the society. Instructional materials stimulate critical and creative thinking in learners which is an important cornerstone of the Social Studies philosophy. They also help the learners to develop the skill of analytical enquiry, motivate to produce their own materials and provide experiences that are not easily obtained within the classroom environment. The research will be of help to the younger generation researchers who wish

to conduct similar research in the field. It will served as a material to curriculum planners, educational policy makers, writers of social studies textbook and teachers of social studies in various secondary schools. Finally, this research will be useful to government as findings of this studies as well as recommendations could be used by the ministry of education as frame work to organize seminars and workshop to train secondary school teachers on how to teach social studies effectively.

### **SCOPE OF THE STUDY**

The study confined to select secondary schools in Aba South Local Government Areas of Abia state. Specifically, the following areas will cover concept of instructional materials, types, importance, fundamentals, principles guiding the selection, utilization, teachers, perceptions regarding the provision of instructional materials and improvisation.

### **RESEARCH DESIGN**

Ada (1994) defines research as a plan, structure and strategy of investigation in order to obtain answers t research question and control variances. The research design used for the purpose of this study is the survey method. This is because the researcher intends to find out the effects of instructional materials used in the teaching of social studies in secondary school in Aba South Local Government Area of Abia State and it is his intention to discover the relative incidence and interrelations of Sociological and psychological variables.

### **AREA OF STUDY**

The study was carried out in Aba South Local Government Area of Abia State. The secondary schools selected for this study are within Aba South metropolis.

### **POPULATION OF THE STUDY**

The population of the study consists of the teachers and students teaching and learning social studies in some selected schools in Aba South Local Government Area of Abia State. This is so because there are a number of secondary schools in Aba South Local Government but just a few were randomly selected.

### **SAMPLE AND SAMPLING**

For this study, the sample size consists of 100 responds comprising of 25 teachers and 75 students teaching and learning socials studies from (5) selected secondary schools in Aba South Local Government Area of Abia State .Among all the schools in Aba South Local Government Area, five (5) were randomly selected and are listed below:

### **METHOD OF DATA COLLECTION**

The method used for gathering of data for this study is the survey research method. It involves the use of questionnaires to obtain information from large sample of respondents selected from a certain pollution; teachers and students of selected Secondary School in Aba South Local Government Area of Abia State.

## METHOD OF DATA ANALYSIS

The main analysis technique employed is the chi-square, it is used to test the hypotheses while simple percentage is used for the research questions.

## RESULTS AND DISCUSSION

**Research question 1:** To what extent would the use of instructional materials influence a students' performance in the teaching and learning of social studies.

**Table 1:** Influence of instructional materials on student's performance on the teaching and learning of social studies

ITEM	TEACHER'S RESPONSE	PERCENTAGE	STUDENTS' RESPONSE	PERCENTAGE	TOTAL
SA	10	40	2	3	12
A	9	36	40	53	49
D	4	16	30	40	34
SD	2	8	3	4	5
TOTAL	25	100	75	100	100

From the result of Table 1, 40% teachers and 3% of students strongly agree that instructional materials have significant influence on the teaching and learning of social studies, 36% and 63% also agree, 16% and 45% disagree, while 8% and 4% strongly disagree. From the result the high percentage of both teachers and students indicate positive responses, hence instructional materials have significant influence on teaching and learning of social studies in Aba South Local Government Area of Abia state.

**Research question 2:** to what extends are instructional materials available to students of social studies in Aba South local government area Abia state.

**Table 2:** Availability of instructional materials in Aba South Local Government Area

ITEM	TEACHER'S RESPONSE	PERCENTAGE	STUDENTS' RESPONSE	PERCENTAGE	TOTAL
SA	2	8	6	8	7
A	1	4	13	17	14
D	5	20	21	28	26
SD	17	68	35	47	52
TOTAL	25	100	75	100	100

The result in table 2 reveals that 8% of students strongly agree that instructional materials are available in oju schools, 4% and 17% respectively also agree, 5% and 28% disagree while 68% and 47% strongly disagree with the research question. Hence the highest percentage disagree and indicate negative responses, it means instructional materials are not found in most secondary schools in Aba South.

**Research question 3:** to what extend do teachers improvise instructional materials to facilitate the teaching and learning of social studies?

**Table 3.** Improvisation of instructional materials

ITEM	TEACHER'S RESPONSE	PERCENTAGE	STUDENTS' RESPONSE	PERCENTAGE	TOTAL
SA	10	40	2	3	12
A	2	8	3	4	5
D	4	16	30	40	34
SD	9	36	40	53	49
<b>TOTAL</b>	<b>25</b>	<b>100</b>	<b>75</b>	<b>100</b>	<b>100</b>

The result from table 3 shows that 40% of teachers and 3% of students strongly agree that teachers improvise instructional materials to facilitate the teaching and learning of social studies, 8% and 48% also agree, 16% and 40% disagree while 36% and 53% strongly disagree with it. From the analysis, teachers show positive response while students show negative response. It may be that teachers want to protect their image but since students are at the receiving end, it is concluded that teachers do not necessarily improvise instructional materials to facilitate the teaching and learning of social studies.

### TESTING OF HYPOTHESES

**HYPOTHESIS 1:** There is no significant relationship between the use of instructional materials and the overall performance of student in the teaching and learning of social studies.

**Table 4:** Chi-square test of relationship between the use of instructional and students performance in the teaching and learning of social studies

Cal X <sup>2</sup>	Critical value	Df	Level Significance	of Decision
11.1	7.82	3	0.05	Rejected

Result from table 4 reveal that the calculated chi-square of 11.1 is greater than the critical value of 7.82 with 3 degree of freedom at 0.05 level of significance. Hence the null hypothesis which states that there is no significant relationship between the use of instructional material at the overall performance of students in the teaching and learning of social studies is rejected. Meaning that the use of instructional materials has significant relationship between the overall performances of the students in the teaching and learning of Social Studies.

**Hypothesis 2:** there is no significant relationship between availability of instructional materials and effective implementation in the teaching and learning of social studies.

**Table 5.** Chi-square test of relationship between the availability of instructional materials and effective teaching and learning of social studies

Cal X <sup>2</sup>	Critical value	Df	Level of Significance	Decision
11.1	7.82	3	0.05	Rejected

Result from table 5 shows that the calculated chi-square value of 11.5 is greater than the critical value of 7.82 with 3 degree of freedom at 0.05 level of significant relationship between the availability of instructional materials and effective teaching and learning of social studies is rejected. Meaning that availability of instruction materials has significant relationship with effective teaching and learning of social studies.

**Hypothesis: 3.** there is no significant relationship in the teaching aids improvised by. the teacher.

Cal X <sup>2</sup>	Critical value	Df	Level of Significance	Decision
13.4	7.82	3	0.05	Rejected

Result from Table 8 shows that the calculated chi-square of 13.4 is greater than the critical values of 7.82 with 3 degree of freedom at 0.05 level of significant. Hence the null-hypothesis which states that there is no significant relationship in the teaching and learning of social studies where there are no teaching aids improvised is rejected, meaning that there is significant relationship in the learning of social studies when teachers improvise where original ones are not available.

### **DISCUSSION OF FINDINGS**

Based on the data presented, analyzed and interpreted, the researcher is able to come out with the followings findings. The first analysis reveals that the use of instructional materials has significant relationship between the overall performance of students in the teaching and learning of social studies'. This was evident because all the answers from the items indicate a negative response hence the highest percentage agrees that instructional materials affect students' performance. In testing the hypothesis, the chi-square calculated was greater than the chisquare critical, the null-hypothesis was rejected and alternative accepted. This result support the view of iiya (1993) which states that instructional materials increase the retention rate of learners, which, therefore makes learning more permanent. The second finding shows that the selection of relevant materials and their usage have significant relationship with the teaching and learning of social studies. The analysis from the research questions agrees with this response. Also the chi-square calculated was greater than the critical chi-square at 0.05 level of significance. These findings also agree with the views of Jiya (1993), which say the attainment of lesson objectives and the facilitation of teaching and learning process highly depend on the adequacy and appropriateness of instructional materials selected by the teacher. This however entails that instructional materials should be carefully selected by the teacher. The third findings reveal that the availability of instructional materials has significant relationship with effective teaching and learning of social studies. This is so because; the analysis from the research question indicates positive response. The chi-square calculated is also greater than the critical value; hence the null-hypothesis was rejected. The fourth and the last finding reveal that there is a significant relationship in the teaching and

learning of social studies when teachers improvise where original ones are not available. The analysis from the research agrees with this. Also the

calculated chi-square was higher than the critical value at 0.05 level of significance, hence the null hypothesis was rejected. This finding supports the view of Kole (2006), which says the involvement of teachers' learners in improvising material gives students and teachers the opportunity to concretize their creativity, resourcefulness and imaginative skills.

## **CONCLUSION**

It is generally agreed that instructional material and their usage have profound influence on student academic performance and achievement. The research however set to find out the effect of instructional material on teaching and learning of social studies in Aba South Local Government Area of Abia state. From the result of the analysis, it is therefore concluded that the selection of relevant instructional material, available and the ability of teachers to improvise all had significant relationship between teaching and learning of social studies. It is in this regard that the researcher draws the attention of the teachers, proprietors, principals as well as government to take priority in the provision of instructional materials since they boost student performances.

## **RECOMMENDATIONS**

Based on the finding of the study, the following recommendations have been made;

1. The government and the school heads should ensure that instructional materials are available in schools
2. In selecting instructional materials, the teachers should ensure that the material selected is commensurate to the topic and age level of the students.
3. Secondary schools administrators should encourage classroom teachers to improvise and use instructional materials in secondary schools.
4. Workshops, conferences, seminars, etc. should be organized on how to use instructional materials in secondary schools.

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