

EVALUATION OF SOCIAL STUDIES TEACHER'S IMPLEMENTATION OF THE NATIONAL POLICY ON EDUCATION AS IN RELATES TO INSTRUCTIONAL RESOURCES

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Abstract

This research deals with the evaluation of social studies teachers' implementation of the national policy on education as it relates to instrumental resources. The extent of availability, production or improvisation and utilization of instructional resources to achieve maximum teaching and learning effectiveness. Three hypotheses were formulated to provide direction for the research. The methodology of the research was descriptive survey design with the researchers constructed checklist as the instrument for data collection. The sample was composed of JSSI-III social studies teachers in the sampled schools. Data analysis was done with the aid of percentages and chi-square statistical measures. The main findings were that social studies teachers produce or improvise few instructional resources and more experienced social studies teachers produce or improvise instructional resources. From the findings it is recommended that professional qualified and experienced social studies teacher who can produce or improvise instructional materials be engaged to teach the subject among others. This will help improve the quality of instruction at the relevant strata of the school system.

Background of the study

Learners live in a world where in their entire life they encounter issues and problems that have social foundation and relevance. The aim of social studies education

broadly conceived is to maximize human fulfilment. This involve a process leading to the determination of desired learners behavior by analyzing, relating, ordering or arranging of learners activities that would develop the desired level of performance. It demands the creation of responsive environment that would motivate and induced the learner to interact with the environment so as to provide feed-back to the learner and teacher. The use of instructional resources in social studies teaching enables the learner to develop problem solving skills and positive attitude, acquire social and scientific appreciation and interests, develop functional knowledge and above all, to be an effective and productive citizen capable of contributing to the development of the nation.

Ideally, no effective social studies education instruction can be accomplished without teaching resources (materials). They are indispensable to good social studies teaching and learning. Social studies teachers erroneously believe that lessons can be taught without materials because of this, most teachers ignore or perfunctorily deal with the few materials available in the classroom and rely on exposition or verbal approach to teaching complemented by relevant resources. By so doing they render lessons vague and abstract.

One way effective teaching and learning of social studies could be achieved is by using real objects in real life situation for instruction. Where real life situation are not possible, the alternative for the teacher to use representations of real life situations. These representations are materials, devices and techniques that help the teacher to adopt realistic approach to teaching. Instructional materials whether real or improvised have a common goal: they help the teacher to convey the intended message effectively and meaningfully to the learner so that the learner perceives, understands, retain and applies the experience gained to reach the desired instructional goals. Many authors have written to classify the types of instructional resources that may be used in teaching and learning social studies, (Makinde 2015, Fatima, 2016, Uche, 2017, Esu, 2017). Generally, according to the classifications, we have audio-aids – those resources that appeal to the sense of learning only; visual aids – those that appeal to the sense of sight only; and audio-visuals aids – those that appeal to both senses of learning and sight simultaneously. While some of these materials are difficult to produce on account of their cost and time, many can be improvised by the resourceful social studies teacher.

In realization of the vital role teachers should play towards the preparation and utilization of instructional resources, the national policy on education (20014) states categorically that “Teachers will be required to participate more (actively) in the production and assessment of educational materials and teaching aids and the evaluation of technical innovation and new techniques”. This statement implies that the production of these resources that can be improvised or produced at little or no cost should be undertaken by classroom teachers. In addition, the materials already produced or procured by the school must be evaluated constantly to ensure that they remain useful, suitable and adequate for the purpose they are meant to serve. The teacher cannot evaluate the adequacy of instructional materials unless he constantly and continually

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utilizes them. Thus, the national policy statement implies that teachers should not only produce but utilize instructional resources.

The importance of instructional materials in teaching and learning is too obvious to be over emphasized. Many scholars have written to demonstrate the indispensable role of instructional resources in bringing about effective teaching and learning (Adamu, 2016, Bette, 2016, Ekpo-Eloma, 2012 and Spradly, 2009): these scholars point out that instructional resources facilitate the rate of learning, saves the teachers time and efforts, increases learners' interest and facilitate retention of what is learned.

They offer most useful and efficient means of overcoming and clearing up difficulties or apprehension, give definiteness to the students ideas and enabling him to grab intelligently many things which would be almost impossible for him to comprehend fully by any amount of mere verbalizing and theoretical explanations. They simplify and give vividness to explanations, rendering the teaching more exact and thorough than would otherwise be. Studies on the availability and utilization of instructional materials in different subject areas especially the sciences abound. Such studies are relatively few in the social sciences especially social studies as most teachers of the subject hold the erroneous impression that they could teach the subject by mere exposition. Social studies being a dynamic and an all-encompassing subject spanning the humanities, social and natural sciences and dealing with man in his environment both physical and social; the use of life materials to demonstrate and introduce learners to real life situations can therefore not be overstated. Herein lies the need to determine the situation at the upper basic educational level (JSSI-III) of the school system in Cross River State of Nigeria.

1.1 The problem/challenge

Given the continuous emphasis of the national policy on education on the need for teachers to utilize instructional resources so that learning would be more pragmatic and interactive, are social studies teachers actually doing this? Are instructional materials available for use and are being used by social studies teachers in both public and private schools; urban and rural schools? Even if the resource materials are not of good quality and up-to-date, are social studies teachers relieved of the responsibility of searching, producing or improvising learning resources that are best suited for effective classroom instruction? The maximum value of any instructional resources requires skillful use on the part of the teacher. No instructional materials in entirely self-teaching – all requires a teacher to set the stage for learning to take place. The prevailing situation in schools is that social studies teachers are victims of textbooks and verbal teaching, thereby ignoring individual differences in learners and making social studies teaching dull, uninteresting and largely ineffectual. This instructional scenario is what the researchers are out to investigate to ensure a concrete, realistic, and more effective teaching of the subject at the relevant school level.

1.2 Objectives of the study

The study intends to ascertain whether social studies teachers at the Upper Basic Education level of the school system utilize instructional resources in their teaching in line with the emphatic provision of the national policy on education to that effect.

Especially, it seeks to determine:

- i. The availability and quality of instructional resources for teaching social studies in schools.
- ii. The extent of production or improvisation of relevant instructional resources by social studies teachers in schools.
- iii. The extent of utilization of relevant instructional resources by social studies teachers in schools.
- iv. The extent to which teaching experience and gender influence the production or improvisation of relevant instructional materials by social studies teachers in schools.

It needs be pointed out that for the objectives of this study, the concept of instructional resources does not include community resources such as resource persons, institution resources, national resources and other intangible resources.

The scope is limited to the materials that can be improvised and utilized: e.g. Visuals, audio and audio-visual aids.

1.3 Justification of the study

Teaching is a dynamic and systematic phenomenon demanding practitioners (teachers) who are catalyst of the process to be equipped with knowledge, skills and competences. These will enable them adopt different pedagogical strategies complemented by relevant instructional resources to achieve the important goal of effective teaching and learning.

Against this fundamental backdrop, the study is justified on the basis of the need for social studies teachers at the basic education level to implement the national policy on education provision in relation to be production or improvisation and utilization of relevant instructional resources in their daily classroom teaching. This is considered significant as teaching can become more realistic, concrete and stimulating. Learning activities can be maximized, made more engaging and gainful for better academic performance.

The significance of this study is further heightened by the fact that instructional resources when properly used by social studies teachers can accomplish the following ends:

- i. They supply a concrete basis for conceptual thinking and reduce meaningless words response of learners.
- ii. Make learning more permanent.
- iii. Develop a continuity of thought especially in the case of motion pictures.
- iv. Offer a reality of experience which stimulate self-activity on the part of learners.
- v. Contribute to learner's interest in learning.
- vi. Make for economy of time, effective teaching and learning.

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It is our contention that a professional and responsible social studies teachers should devote time and energy to locate, produce or improvise and use a wide array of relevant resources convenient and suited for each teaching-learning situation.

It is therefore important to research into the situation in our secondary schools today. The findings of this study would not only add to existing knowledge in this critical domain of social studies education, but would help improve the quality of teaching and learning of the subject in tandem with the goals of the national policy on education.

1.4 Research hypotheses

The following research hypotheses formulated in a null form will guide the investigation.

- i. There is no significant difference in the extent to which male and female social studies teachers produce or improvise instructional resources and effective teaching/learning of the subject in schools.
- ii. There is no significant different in the extent to which social studies teachers utilize relevant instructional resources and effective teaching/learning of the subject in schools.
- iii. There is no significant difference in the extent to which experienced and less-experienced social studies teachers produce or improvise instructional resources and effective teaching/learning of the subject in schools.
- iv. The three research hypotheses were tested at 0.05 level of significance.

Literature Review

The main objective of this literature review is to collect ideas and opinions expressed by eminent scholars and researchers on social studies teachers' production or improvisation of resources in teaching social studies in secondary schools in accord with the provision of the national policy on education:

The literature are reviewed under the following sub-headings;

- 2.1 Theoretical framework
- 2.2 Production and improvisation of instructional resources.
- 2.3 Accessibility of instructional resources for use in the classroom
- 2.4 Types of instructional resources.
- 2.5 Teachers competence and experience in the use of instructional resources
- 2.6 Factors affecting instructional resources usage and teacher effectiveness/students performances.
- 2.7 Summary of literature review.

Theoretical framework

The theoretical framework of this research hinges on the theory of learning as described by cognitive psychologist. In the theory of cognitive development, mental ability is closely related to language ability. As child grows older, vocabulary and word usage becomes the best single indication of his intelligence. Sensory motor ability is the

basis of intelligence and other ingredients are ability to perceive situations accurately to see relations, to remember, to use good judgment and to persist in solving problems. The Psychologist posit that in an attempt to learn anything a child must pay attention to it. It also involves exploration of the visual field, fixing the eye successively on different parts rating these parts and anticipating phenomenon that are not yet clearly perceived (Akanbi, 1989).

This study is of the opinion that social studies teachers should use the materials that would enable students to easily perceive learning situations in a positive way, especially in the teaching of social studies. The study is of the review that the inability of the teachers to utilize the appropriate methods and materials to teach certain concepts in social studies has contributed to poor student's academic performance in the subject.

One very important factor in the production of instructional materials either by students or teachers or both is the use of locally available raw materials. With global economic recession which takes its toll on our country Nigeria, the order has now changed to "seeking cheaper alternatives for everything one does" this is known in educational circle as "improvisation" (Salawu, Afolabi, and Taiwo, 2001). Local materials such as cartons can be converted to cardboards and the back of outdate calendars and almanacs could be used as drawing sheets. The possibility of improvisation or use of local materials is not limited to any particular field but open to all fields.

Be it language, civic education, bible knowledge, biology, chemistry, physics, government commerce, agricultural science etc. for example, cardboard can be used to draw the three arms of government-executive, legislature and the judiciary, picture cut outs, tracing out picture, still photograph, education board etc. (Salawu et' al, 2001).

Some of the studies conducted on the effect or influence of instructional materials and effectiveness of teaching and learning process showed that improvisation comes in when the original materials are not available either to purchase, borrow or select for utilization or otherwise.

For example Okpara (2017) observed that most teachers in our classroom dodged or skipped certain topics to teach when the materials to teach them are not available. She also noted with emphasis that difficult concepts are abandoned which will have been simplified using instructional materials. Hence the need for improvisation. She defined improvisation as making alternative available in the absence of original materials. She called them low cost, cheap materials etc.

Okpara (2017) further enumerated the function of improvisation of instructional materials in class as arousing interest and catching the attention of the learners, saving time among others. How can the learners learn effectively when unavailable materials are not provided for or improvised for the purpose of facilitating and enhancing effective teaching and learning process.

What does it mean to access instructional materials for teaching and learning? It is simply the quality of being accessible or of administrating approach or receptiveness,

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according to the dictionary of contemporary English (2005). It therefore means that before instructional materials can be accessed, I has to be available in stock. In other words accessibility is a function of availability. It means also that the teacher and the learners are deprived of the use of instructional materialist if they are not available. Again how can this deprivation or inaccessibility facilitate or under teaching and learning.

Borrowing from the axiom that says “practice make perfect”. Something must be expose to you before you can lay your hand on it and constant laying of your hand on it bring perfection (Adewoyin, 2001).

Types of instructional materials and social studies students academic achievement

According to Blankenship (1989) social studies teaching aids can be classified into two classes. They are:

- a) Visual aids
- b) Audio-visual aids

The visual aids are those teaching aids that can be clearly seen with our eyes vividly. Examples of visual aids are: chalkboard, social studies textbooks, charts, model, etc. 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, televisions, projectors and motion pictures.

Yusuf (1989) said that one can classify learning materials on several ways, for instance, social studies can be classified as follows:

- i. Printed and reference materials:** Textbooks, newspapers, magazines, government documents, teachers guide, duplicated materials, journals, handbook, bulletins, pictures, workbooks, pamphlets, leaflets.
- ii. Graphic materials:** Graphs, charts, diagrams, maps, globes.
- iii. Display materials:** Chalkboard, bulletin boards flat pictures, magnet boards and flannel board.
- iv. Projector materials:** Television, video tape, overhead projector, slide and slide projector and transparencies.
- v. Audio and other visual materials:** Radio, model, computer, tape recording etc.
- vi. The chalkboard:** The chalkboard is the commonest of visual aids, and is infact, such a common place of classroom teaching that, it rarely used as effective as it might be.
- vii. Charts and Graphs:** According to OmoruyiEtal (1999) charts and graphs are useful for the immediate illustration of social studies lessons and should be hung by the side of the chalkboard rather than over it. According to Akande&Azike (2006) a bar chart or block diagram is composed of a number of spaced rectangles, which generally have their major areas vertical (although this is by no means the case).

This also can be very useful in illustrating important social studies concepts e.g. population studies for students better understanding.

A histogram is a diagrammatic presentation of a grouped distribution or any relevant group data. In other words, it is customary to present a frequency distribution or any appropriate group data diagrammatically in the form of the histogram. It is probably the most important type of statistical diagram. According to Akande, et al (2006) graphs are used to present an argument pictorially, that is to appeal to reason through the eye. They indicate tendencies far more quickly and more convenient than two or more pages of figures.

According to Akande et al (2006) graphs are in such common use and so readily display variation in values, that students can be encouraged to employ graphical methods whenever possible. Regular variations are shown particularly clearly by means of graphs. Bar graphs, circle graphs and line graphs are used to summarize detailed information. They provide a quick simple way to compare. A circle graph is used to best advantage to show the relationship both of the parts to a whole and of the parts of each other. It is an excellent way of showing the distribution of values.

Maps. Atlases and Textbooks: Maps and atlases are important instructional materials for the teaching and learning of social studies. They are good companions when teaching such topics as external relations transportation and other public utilities.

According to Anyawu&Anyanwu (1987) 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 students to afford. Some ways 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 to get access to read them.

Use of journals, magazines and textbooks: these are printed materials that can be effectively used to a social studies teaching. Experience social studies teachers can use them to:

- a. 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. They aid effective teaching and learning in social studies.

Summary of literature review

From the related literature reviewed it has been proven that instructional materials were the most potent determinant of academic performance. The reviewed indicate that performance is a function of production, availability and utilization of instructional materials. Instructional materials are of vital importance to the teaching of any school subject in the curriculum. Wale (2003) was of the opinion that then use of instructional materials makes fact glued firmly to the memories of the learners.

The ease of producing or improvisation instructional resources is of top most consideration. It will be unreasonable to select resources that are not available in your

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school or environment. It is also meaningless if you cannot produce it locally (Ajelabi, 2001).

Selecting resources for use in the classroom if resources are available in the store or resource room consideration will be given to the instructional objectives, suitability, content, and accuracy, size of class, cost and utilization benefits. Others include teachers 'capability in terms of materials, operating facilities, interactivity to promote learning and motivational values (Ajelabi 2005).

In the same vein after production, the procedure for use include; preparing yourself (teacher) psychologically, physically and mentally. The social studies teacher must preview the materials experience, prepare the environment, and prepare the learners and the class.

The teacher will also use the materials and do a follow up. It means therefore that availability leads to selection and selection leads to utilization. When all these are met, the teaching and learning process will be interactive to promote learning-learners to learner,-teacher interaction that will also promote timely and quality feedback from the teacher as well as the learners timely and quality feedback from the teacher as well as the learners.

Therefore, the production of instructional materials for teaching and learning will ease utilization. This will translate into effective and efficient teaching and learning. It is therefore compelling to rearticulate the need in Cross River State upper Basic Education classes that this study is conducted to improve the situation in our school system.

Research design

The research was embarked upon to evaluate social studies teachers' implementation of the national policy on activation in relation to instructional resources in secondary schools in Cross River State. The design of the study was the descriptive survey research design which was adopted to generate and analyze data to describe the extent in the availability, production or improvisation and utilization of instructional resources by social studies teachers in secondary schools.

The population of the study is junior secondary school (Basic 7 - 9) teachers teaching social studies. The subject is core and compulsory in the junior secondary curriculum in the state and Nigeria as enshrined in the national policy education. There are two hundred and seventy eight secondary schools offering social studies with nine hundred and ninety two (992) both experience and less experienced teachers teaching the subject.

The sampling technique used in the study was the multistage technique involving the use of, stratified, proportional and random sampling methods. The state is stratified into four educational zones of Ogoja, Ikom, Ugep and Calabar in line with the management or structure of the secondary education board.

The proportional technique was used to select social studies teachers in proportion to the number of schools in each education zone; then the random sampling technique was used to select the number of social studies teachers in each sample schools to constitute the sample. Care was taken to include schools and teachers in rural and urban locations.

The sample

The subjects used for the study consist social studies teachers randomly drawn from a representative sample of all the secondary schools in the four education zones. The sample were drawn to reflect the proportions of the population of social studies teachers by gender and teachers experience. The sample comprise 312 males and 400 females. In this number 256 more experienced and professionally qualified social studies teachers and 456 less experienced and not professionally qualified social studies teachers. With 10 or years as more experience while those with 0-10 years were deemed to less experience.

Instrumentation

The instrument used for data collection were check lists containing 20 and 22 items respectively. The first checklist was used to collect data on the extent of production and improvisation while the second was use for data on the extent of utilization of instructional resources. The first contained items that can be produced or improvised while the second contained a wide range of materials that can be utilized by social studies teachers. The two checklist required respondent to indicate the frequency with which they improvised and utilized each of the listed resources or materials.

Validation of instrument

The instrument were faced and content validated by researcher's colleagues in the institution. A trail test of the instruments was conducted in secondary schools not included in the sample to ascertain the adequacy for the objectives envisaged.

Reliability of instrument

To ascertain the reliability of the research instruments, a large sample size of seven hundred and twelve teachers teaching social studies was used and considered high enough to make the study sensitive to internal and externa validity threats.

Data collection procedures

The instrument was administered to the respondent after an explanation that the terms "very often" meant a situation in which the resources were improvised or used for 60% at the time it was produced; "often" represented 40 – 50%; which represent 39% - 1%; not at all meant 0%. The two checklists were given to the social studies teachers

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who completed them and returned on the spot. Thus there was one hundred percent (100%) return of the instruments.

Data Analysis Procedure

The data collected from the field were summarized and analyzed using tables and based on the three formulated hypotheses. Data analysis for the 1, 2 & 3 were based on the frequencies of responses under “very often” and often which were classified on positive responses while rarely and “very rarely” were regarded on negative responses.

These classification were used for analyzing data related to the three null hypothesis that guided the study. The chi-square statistic was used to test the null hypotheses.

Definition of terms

Instructional resources: As applied to this study, instructional resources refer to those equipment and materials that a social study teacher in secondary school uses to interact, emphasis and explain a lesson, thus making the lesson clear to the learners.

National policy on education: This is Nigeria government way of realizing that part of the national goals which can be achieve using education as a tool. This this anchored on the overall philosophy of Nigeria, the main national goal of Nigeria and the Nigerian philosophy of education.

Results and discussion

This chapter is concerned with analysis of data collected for the study, the representation and the interpretation of the results or findings and the discussion of the results. It begins with a general description of the variables of the study followed by a hypothesis by hypothesis presentation of the results or findings and their discussion. The hypothesis were tested at 0.5 alpha level of significance.

General description of research variables

The main independent variable of the study was the production or improvisation and utilization of instructional resources or materials by social studies teachers, while the dependent variable was effective classroom instruction or teaching and students' performance in social studies. The secondary or moderator variable were gender and teaching experience. With the use of percentage of responses (%) and chi-square (χ^2) analysis of difference in responses, the observed and expected frequencies were calculated and presented in tables as shown below.

Hypotheses testing and presentation of result

The three hypotheses were subjected to analysis to resolve the problem of this study. All hypotheses were tested at: 05 level of significance.

Hypothesis one

There is no significant difference in the extent to which social studies teachers produce or improvise and utilize relevant instructional resources and the effective teaching/learning of the subject in schools.

Table IA Social studies teacher’s responses on the extent to which they produce or improvise instructional resources.

S/N	Instructional resources	Percentage of response %			
		Very often	Often	Rarely	Not at all
Two dimension aids					
1	Poster	10.50	11.50	29	50
2	Magazine	-	-	22.75	75.25
3	Cartoons	-	-	-	20.72
4	Charts	2.50	5	5	-
5	Diagram/drawing	27	350	25.75	20
6	Photograph/picture	-	-	52	55
7	Maps	15	20	28	35
Three dimension aids					
8	Models and globe	2.75	10.25	15.50	75.21
9	Specimen	28.25	36.75	17.00	12.00
10	Templates	2.25	7.00	15.50	65.25

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11	Radiograph	-	-	-	100
	Boards				
12	Chalkboard	6.00	8.00	4.6	4.0
13	Bulletin board			0.05	96.75
14	Flutic board	-	-	-	100
15	Magnetic board	-	-	-	50.25
16	Flannel graph	-	-	40.75	
	Audio and Audio – visual/projected aids;				
17	Tape record material	-	-	10	86
18	Video recorded materials	-	-	-	100
19	Sheets/Transparent aids	-	1	3	94

From table one data, it can be observed that from the responses obtained, social studies teachers improvised only two resources or materials fairly adequately.

The resources include diagrams/drawing and specimens and for each of these two items the sum of the percentage for “Very often” and “often” is under 50%.

The following materials or resources were rarely improvised or produced; cartoons, bulletin boards, and transparencies items that were never produced or improvised include; diorama roll-graph, electric and magnetic board and video – recorder materials.

Table two

Social studies teachers responds on the extent to which they utilize instructional resources.

S/N	Instructional materials	Percentage of responses			
	Two-dimension aid	Very	Often	Rarely	Very

	Poster	often			rarely
1.	Posters	25.75	30	10	5.25
2.	Photographs/pictures	6.50	12.25	6.25	4.21
3.	Magazines	7.50	20.75	34.25	25.75
4.	Cartoons	-	0.75	6.00	93.25
5.	Charts	15.75	20.25	40.24	33.75
6.	Diagrams/drawings	50.25	35.00	12.75	2.00
7.	Maps	12.50	20.00	50.50	17.00
	Three dimension aids				
8.	Model and globe	10	8.25	60.75	11.00
9.	Specimens	15.25	10.75	50.00	24.00
10.	Textbooks	100	-	-	-
11.	Templates	5.75	7.25	60.00	27.00
12.	Radiographs	-	-	-	100
	Boards				
13.	Chalkboard	100	0	-	-
14.	Bulletin board	-	-	-	100
15.	Electric board	-	-	-	100
16.	Magnetic board	0.25	8.75	50	25
17.	Flannel graph	-	-	-	100
	Audio/Audio-visual				

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projected aids					
18.	Type recorded materials	2.25	1.75	30.25	25.71
19.	Radio	100	4.25	-	-
20.	Projector/films strip	5.75	25.25	60.00	9.00
21.	Slides/transparencies	-	-	-	100
22.	Television	-	1.25	-	98.75
23.	Video recorder	-	-	-	100

The above table shows that more instrumental resources were utilized than produced or improvised. The table contains a large list of resources because some resources can be utilized by social studies teachers but not produced or improvised. This in particularly the case with audio, audio-visual and projected aids. However it has be seen from the table that some resources are not being used at all for example flannel graph, heliograph, electric board and television/video recorder.

Hypothesis two

There is no significant difference in the extent to which male and female social studies teachers produce or improvise instructional resources and effective teaching/learning of the subject in schools. This is statistically shown in the table here below.

Table 3

Nature of responses	Male (m=250)		Female (f=350)	
	Production improvised	utilization	Production/improvisation	Utilization
Positive	22.60	34.80	24.40	37.96
Negative	77.40	65.20	75.00	62.04

Percentage of responses on the extent to which male and female social studies teachers tend produced or improvise and utilize instructional resources more than male

and female social studies teachers produced or improvised and used instructional resources.

Table three shows that greater percentage of females social studies teachers tend to produce or improvise and utilize instructional resources more than male social studies teachers although severally, greater percentage of both sexes fail to improvised and utilize the resources.

Table 4

Percentage of resources on the extent to which social studies teachers improvise and utilize instructional resources by experience.

Nature of responses	Less experienced (N=320)		More experienced (N=280)	
	Improvisation	Utilization	Improvisation	Utilization
Positive	21.27	36.45	23.36	30.46
Negative	78.73	63.64	76.74	69.54

The table shows that a greater percentage of the more experience social studies teachers tend to produce or improvise instructional resources than the less experienced social studies teachers, but in terms of utilization a slightly greater percentage of the less experienced ones to use instructional resources more than the more experienced ones.

At this junction it is necessary to determine whether the difference identified in table 3 and 4 are statistically significant. The three hypotheses formulated for the study are meant to establish the significance in the extent to which male and female social studies teachers produce or improvise instructional resources. Table 5 present the chi-square analysis of the relate data.

Table 5

Chi-square analysis of difference in the responses showing extent of improvisation of instructional resources between male and female social studies teachers.

Sex	Positive observed	Response expected	Negative observed	Responses expected	Total
Female	266	280.62	214	245.02	480
Male	84	74.38	148	224.08	232

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Total	350	362	712
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Using the following calculated the chi-square is $(O-E)^2/E$ the calculated X^2 at 1 at 0.05 confidence level was 1.99.

This is less than the critical (table) value of 3.841 required for significance. We therefore fail to reject the null hypothesis of no significant difference in the extent of production or improvisation of instructional resources between male and female social studies teachers. Our conclusion that female social studies teachers did not actually produce or improvise instructional resources more than their male counterparts.

Table 6

Chi-square analysis of difference in responses showing extent of utilization of instructional resources by male and female social studies teachers.

Sex	Positive observed	Response expected	Negative observed	Responses expected	Total
Female	120	461.25	258	339.03	378
Male	108	138.75	244	144.37	334
Total	220		492		712

Applying the appropriate formula the calculated chi-square value at 1df and 0.05 confidence level was 6.89. The value is greater than the critical (table) value of 3.841 required for significance. We therefore reject the null hypothesis of no significant difference. Our conclusion is that female social studies teachers utilized instructional resource more frequency than their male counterparts.

Hypothesis three

There is no significant difference in the extent to which experienced and less-experienced social studies teachers produce or improvise and utilize instructional resources and effective teaching/learning of the subject in schools.

The findings are presented in table 7 below.

Table 7

Chi-square analysis of differences in response showing extent of production or improvisation of instructional materials by social studies teachers according to teaching experience.

Experience	Positive observed	Response expected	Negative observed	Responses expected	Total
Less experienced	142	156.34	2.80	623.73	422
More experienced	170	157.34	120	190.27	290
Total	312		400		712

Applying the appropriate chi-square formula the calculated chi-square value at 1df and 0.05 level of significance was 4.16. This figure is greater than the critical (table) value of 3.841 required for significance.

We therefore reject the null hypothesis of significance difference and conclude that the more experienced social studies teacher produce or improvised instructional resources more than their less experienced counterparts.

Hypotheses 3 B

The hypothesis predicted more use of utilization of instructional resource due to experience.

Our conclusion is that teaching experience had no influence on the extent to which social studies teachers utilize instructional resources.

Experience	Positive response		Negative response		Total
	Observed	expected	Observed	expected	
Less experience	220	215.75	252	235.45	462
More experienced	112	104.25	126	118.65	250
Total	332		378		712

Applying the appropriate formula the calculate chi-square value at 1df, and 0.05 confidence level, was 0.13. This value is less than the critical (table) value of 3.841

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required for significance we therefore return the null hypothesis of significance difference.

Our conclusion is that teaching experience had no influence on the extent to which social studies teachers utilize instructional resources.

Discussion of findings

The first hypothesis sought to find out if there are any significant difference in the extent to which social studies teachers produce or improvise instructional resources and effective learning of the subject in schools. An important finding of this study is that social studies teachers produce or improvise only two resources or materials fairly adequately. The resources include diagram/drawing and specimens. The findings reveals that although the national policy on education stresses the need for social studies teachers to produce or improvise instructional resources, most of them are yet to rise to the demand of this call. Both Ezegebe and Armoo (2014) in line with the call recommended the use of locally available resources and skills to improve lesson effectiveness.

The second hypothesis held that there is no significant difference in the extent to which gender (male and female) social studies teachers produce or improvise instructional resources and effective teaching/learning of the subject in schools. The finding shows that greater percentage of both sexes fail to improvise and utilize the resources. This situation is worrisome because Agbage and Ayu (2011) in their study of the effectiveness of instructional or learning resources in social studies classrooms admitted that for the teaching process to be imaginative, skillful and concrete, the teacher had to use devices, illustrative diagrams and objects to bring learners to liaise with real life situations, so that learning can be more effective and meaningful.

The third hypothesis sought to find the extent to which experienced and less experienced social studies teachers produce and improvise instructional resources revealed that most experience social studies teacher produce or improvised instructional resources than less experienced counterparts. This finding finds support in Bakare's and Edem (2009) submission that the most experienced and successful social studies teachers tend to produce or improvise instructional resources, utilize them to guard against complacency and ineffective teaching. The teacher's professional competence and experience have important roles to play in general instructional delivery especially the use of relevant instructional resources in a classroom.

The result of this study can be of great benefit to the teaching and learning of social studies at the basic education level of the secondary school system as their implementation will help achieve the objectives of the national policy on education in that regard.

Summary of the study

The study investigated social studies teachers 'implication of the national policy on education in relation to instructional resources. In consonance with the demand of

social and educational research, a descriptive survey research design was adopted to generate and analyze data describing the extent of availability production or improvisation and utilization of instructional resources by social studies teachers in schools.

To provide a clear focus for the study, three hypotheses were formulated, the sampling technique used was the multi-staged sampling method involving the combination of random, stratified and proportional sampling methods. Seven hundred and twelve (712) social studies teachers both male and female drawn from twenty four secondary schools located in both urban and rural areas of the four educational zones of the state were involved in the study. The three null hypotheses were tested at 0.05 significant level. Percentages and chi-square (χ^2) statistical tools were used to analyze data. The main findings were as follows.

- i. Social studies teachers produce or improvise only two instructional resources very adequately.
- ii. Greater percentage of the male social studies teacher tend to produce or improvise instructional resources more than their female counterpart, although generally, greater percentage of both gender fail to improvise and utilize the resources.
- iii. More experienced social studies teachers produce or improvise instructional resources than their less experienced counterpart.

Conclusion

Arising from the findings of this study, the following conclusions were arrived at: negligible percentage of social studies teachers produced or improved instructional resources with more female social studies teacher producing or improvising instructional resources.

Experience plays an important part in the production, improvisation and utilization of instructional resources by social studies teachers.

Recommendations

Deriving from the findings, summary and conclusion of this study the following recommendations are made for the attention of the government, school authorities and social studies teachers in secondary schools.

- i. Government and other school proprietor should encourage the production or improvisation of instructional resources in all schools.
- ii. Social studies teachers be encouraged through inducement allowances to produce or improvise instructional resource as their statutory salaries cannot cater for such expensive projects.
- iii. Proprietors of private secondary schools should provide instructional resources in their schools for social studies teachers to utilize for teaching/learning effectiveness.

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- iv. Professionally qualified social studies teachers be employed to teach the students in secondary schools against the prevailing practice where teachers in the social science and humanities can be drafted to teach the subject.
- v. Frequent inspection and supervision of teachers should be directed toward identifying the extent to which social studies teachers produce or improvise needed instructional resources.
- vi. Ability to improvise and utilize instructional resources should be an important content for social studies teachers appraisal and recommendation for promotion and annual increment.

Suggestion for further research

A study of this kind of critical area of professional teacher education should further be directed towards determining perfectly why many social studies teachers fail to produce or improvise instructional resources for use to achieve productive teaching/learning of the subject in secondary schools.

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