

AVAILABILITY AND UTILIZATION OF INSTRUCTIONAL MATERIALS FOR SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN ENUGU STATE

Prof. Patrick E. Eya and Chinwe Monica Ureme

Abstract

The study focused on the availability and utilization of instructional materials for social studies instruction in junior secondary schools in Enugu State. The studies specifically ascertained the extent to which instructional materials for teaching social studies are available and utilized. The instrument used for data collection was questionnaire developed by the researcher. The questionnaire was validated by two experts, one in measurement and evaluation and the other in social studies. An instrument of 29 items was developed. A total of 360 respondents were used for the study. The population for the study was small and considered manageable. There was therefore, no need for sampling. The survey design was adopted for the study. Two research questions guided the study. Means and grand means were used to answer the research questions. The findings reveal among others, that instructional materials for teaching social studies in junior secondary schools in Enugu State were available and also utilized to a low extent. The researcher recommended among others that more instructional materials production centres be established. Educational implication of the findings were highlighted and suggestions for further studies made. Based on the results of the study, the researcher concluded that instructional materials for social studies instruction were not adequately provided and utilized in junior secondary schools in Enugu State.

In recent times, there has been an increasing concern for effectiveness and efficiency in the learning process. Anwukah (2000) opined that if any success must be achieved in attaining the educational objectives, the teacher must know the instructional materials that are available for teaching a particular subject and be able to utilize them. Onyemerekeya (2003) defined educational objectives as statements which describe in a relatively specific manner, what a student should be able to do, produce or the characteristics the student should possess after completing the unit or a course of instruction. The classroom teacher must recognize that his task is not merely to teach but to stimulate learning. Teaching therefore is a process of guiding and directing the activities of the students in order to produce learning. In effect, the instructional procedure that will produce the desired learning must be adopted. Onyemerekeya (2003) stated that instructional

procedure is the main body of the lesson where detail of the content is recorded. It provides in steps, the details of what is to be taught. It explains what the teacher should do and the activities of the students. At the appropriate stage of the development of the lesson, allowances are made for the use of relevant instructional materials. According to Eya and Igbokwe (1999), no matter how good a teacher may be judged to be, he needs some resources to aid him in his teaching.. Onyejemezi (1988) defined instructional materials as resources or teaching materials, which a teacher utilizes in the course of presenting a lesson in order to make the content of the lesson understandable to the learner. This implies that the use of instructional materials is inevitable if effective teaching and learning must be achieved.

When instructional materials are properly selected and used, they help to consolidate learning in the learner's mind and help him recall things that would have been easily forgotten. The use of instructional materials therefore, becomes very crucial in improving the overall quality of the learning experiences of students. Many educationists and government officials have made several comments on how to develop appropriate teaching learning materials in order to enhance educational programmes. For example, Eya and Onuora (2004) opined that the educational programme currently in operation must have as part of its curriculum, designing and production of learning and instructional materials to make teaching and learning easy and interesting. Effective utilization of instructional materials will make the learners employ most of their senses so as to make learning easier and a worthy experience. Baribor (2003) noted that the use of instructional materials is to aid the teacher in his teaching and the learner in his learning. He further stressed the importance of instructional materials in learning to include, extending the range of experience available to learners; providing the teacher with interest-compelling springboards into a wide variety of learning activities, assisting the teacher in overcoming physical difficulties of presenting subject matter, helping to stimulate student's interest, extend attention span and make for longer retention of what is learned; making it possible to cater for individual differences of learners, making teaching and learning easier and more effective as well as facilitating communication. The issue of effective communication in the classroom is very important. Since it is obvious that instructional materials can help to achieve effective communication which results in effective learning, it becomes necessary that the extent of its availability and utilization be ascertained.

Social Studies was introduced into Nigerian schools in the early 1960s. Ejimchukwu (2004) noted that the first serious attempt to develop social studies for Nigerian schools was in 1965 by the staff of Comprehensive High school Aiyetoro, in 1965. For this body, the development of this course was limited to Western Nigeria and it was restricted to junior secondary 1 and 2 of that school. It was from that school that the development of Social Studies

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started in Nigeria. Emmanuel (2001) noted that presently, social studies occupies a pre-eminent place within the core subjects in the 6-3-3-4 system of education in Nigeria. Okoro (1989) observed that since its inception, there has not been a generally accepted definition of the subject. It can be explained as the study of man and his environment. It inquires into the way man influences his social and physical environment. It deals with accumulated experiences drawn from its parent discipline which are; history, geography, religion, government, economics, psychology, sociology etc. It is a subject which tries to integrate all the above other subjects, since it studies everything about man in his environment. Ejimchukwu (2004) defined social studies as the study which deals with how man influences his environment and how his environment influences him. Owo (1995) defined social studies as the study of man in the society.

Social studies like other subjects, has a number of problems confronting it. Okoro (1989) listed such problems as those associated with suitability of the current secondary school social studies curriculum, teaching strategies, qualified personnel, the concept of social studies, instructional materials availability among other problems. He further noted that there is an acute dearth of appropriate textbooks for social studies in Nigeria. The status of textbooks then may have changed but similarly Ogunranti, Ihongbe, Babatunde, Akanbi and Egwim (1982) had noted earlier that the audio visual aids have been introduced, tried and used for instructional purposes in Nigeria and found to be required for classroom instruction. Upon this background, it becomes pertinent to carry out a review to determine how effectively this requirement has been fulfilled in secondary school after over twenty (20) years of its introduction for instructional purposes in Nigerian education system.

The problem of this study is therefore stated in a question form as follows: Are instructional materials for social studies instruction available and utilized in junior secondary schools in Enugu State?

Purpose of the Study

The main purpose of the study was to ascertain the extent of availability and utilization of instructional materials for teaching and learning of social studies in junior secondary schools in Enugu State. Specifically the study was designed to:

1. Determine teachers' perception of the extent of availability of instructional materials for teaching and learning of social studies in junior secondary schools in Enugu State

2. Determine teachers' perception of the extent of utilization of instructional materials for teaching and learning of social studies in junior secondary school in Enugu State.

Scope of the Study

This study was delimited to determining teachers' perception of the extent of availability and utilization of social studies instructional materials in junior secondary school in Enugu State.

Research Questions

The following research questions guided the study.

1. What is the teachers' perception of the extent of availability of Instructional materials for the teaching and learning of social studies in junior secondary schools in Enugu State?
2. What is the teachers' perception of the extent of utilization of instructional materials for the teaching and learning of social studies in junior secondary schools in Enugu State?

Research Design

This study adopted the descriptive survey research design.

Area of the Study

This study was conducted in the six education zones of Enugu State with a total of 272 junior Secondary Schools. The zones in the State are: Agbani zone, Enugu zone, Nsukka zone, Obollo - Afor and Udi zone, Awgu zone.

Population for the Study

The population for this study consist of all 366 social studies teachers in junior secondary schools in all the six education zones in Enugu State.

Sample and Sampling Technique

The researcher made use of the entire population since the size was considered manageable. There was therefore no need for sampling.

Instrument for Data Collection

A researcher made structured questionnaire was used to collect data for the study.

It was made up of two sections each with 29 questionnaire items. Section A elicited information for availability while section B did the same for the utilization. The response format for the instrument is a four point scale of

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very Great Extent (VGE) Great Extent (GE) Low extent (LE) and not at all (NA)
Each response option has a numerical value assigned to it as follows;

Very great extent (VGE)	= 4 points
Great extent (GE)	= 3 points
Low extent (LE)	= 2 points
Not at all (NA)	1 point

Validation of the instrument

The respondents were requested to tick (T) against option that best matched their opinion on each item.

In the arrangement of scores, very great extent and great extent were regarded as positive responses while low extent and not at all were regarded as negative responses.

Validation of the Instrument

To make sure that the instrument was valid before it was printed and administered, the researcher consulted experts in social studies and measurement and evaluation who made useful comments and corrections.

Reliability of the Instrument

In order to determine the reliability of the instrument, the researcher conducted a trial test in a similar population using 12 social studies teachers. The researcher used the Cronbach alpha for establishing the reliability of the instrument to analyze the data so as to establish the reliability of the instrument. The formular is

$$A = \frac{k}{K - 1} \sqrt{1 - aS^2_1}$$

Where a = Cronbach alpha

K = total number of items in the test.

$\hat{a}S^2_1$ = the sum of item variances

S² = the variance of the total test.

1 = is a theoretical constant.

The instrument has two sections. The reliability of each of the sections was determined. Section A had a reliability coefficient of 0.68 while section B had 0.96. the reliability of the entire instrument was determined by adding the two parts and divided by the number of subscales. The reliability of the coefficient of the entire instrument was 0.82.

Method of Data Collection

The researcher engaged the services of six research assistants. One research assistant covered one education zone. Each research assistant visited all the schools in the zone assigned to him, administered and retrieved the questionnaire. Most respondents completed the instrument on the spot while appointments were booked with a few others who could not complete theirs immediately for collection at a later date. In all, the researcher retrieve three hundred and sixty (360) copies of the distributed instrument this represents (98.4%) return rate of the distributed instrument.

Method of Data Analysis

The two research questions were answered using the mean and grand mean. This consideration was appropriate because a 4 point scale was used in designing the instrument and values were assigned to them, ranging from very great extent 4, great extent 3, low extent 2 and Not at all 1. The mean for cutoff point was 2.50. Any item with the mean of 2.50 and above was regarded as Great extent while any mean below 2.50 was regarded as low extent. The results are presented in tables 1&2.

Research Question 1

What is the teachers' perception of the extent of availability of instructional materials for teaching and learning of social studies in junior secondary schools in Enugu State?

Table 1:

Mean scores and grand means of responses on teachers' perception on the extent of availability of instructional materials for social studies instruction in junior secondary schools in Enugu State No = 360

No	Items	X	SD	Decision
1.	Pictures	1.99	0.96	Low Extent
2.	Charts	1.88	0.79	Low Extent
3.	Graphs	1.61	0.72	Low Extent
4.	Models	1.61	0.79	Low Extent
5.	Globes	1.26	0.44	Low Extent
6.	Field trip	1.65	0.74	Low Extent
7.	Resource person	1.90	0.80	Low Extent
8.	Cassettes	1.25	0.43	Low Extent
9.	Radio	1.18	0.38	Low Extent
10.	Television	1.05	0.22	Low Extent
11.	Slide	1.05	0.22	Low Extent
12.	Films	1.05	0.22	Low Extent
13.	Textbooks	3.64	0.48	Great Extent
14.	Workbooks	3.33	0.82	Great Extent

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35.	Cardboards	2.23	1.02	Low Extent
16.	Atlases	1.67	0.84	Low Extent
17.	Magazines	1.63	0.83	Low Extent
18.	News papers	1.73	0.86	Low Extent
19.	Improvised Teaching	2.28	1.06	Low Extent
20.	Dictionaries	2.12	0.89	Low Extent
21.	Maps	1.98	1.00	Low Extent
22.	Poetry	2.02	0.89	Low Extent
23.	Fiction	1.91	1.01	Low Extent
24.	Folklore	1.74	0.91	Low Extent
25.	Biographies	1.38	0.63	Low Extent
26.	Markers	1.71	0.91	Low Extent
27.	Chalkboard	3.16	0.13	Great Extent
28.	Cameras	1.11	0.31	Low Extent
29.	Tape recorder	1.11	1.31	Low Extent
	Grand 0 & SD	3.80	0.71	Low Extent

Data in table 1 shows that the responses to items 13, 14, and 27 indicated great extent of availability of instructional materials, while the responses to all the remaining items numbering 26 indicated low extent. The grand mean of 1.80 shows that the extent of availability of social studies instructional materials was low.

Research Question 2

What is the teachers' perception of the extent of utilization of instructional materials for teaching and learning of social studies in junior secondary schools in Enugu State? Table 2:

Mean scores and grand mean of responses on teachers' perception on the extent of utilization of instructional materials for social studies instruction in junior secondary schools in Enugu State.

No – 360

NO	ITEMS	X	SD	Decision
1.	Pictures	2	1.05	Low Extent
2.	Charts	1	0.90	Low Extent
3.	Graphs	1	0.78	Low Extent
4.	Models	1	0.80	Low Extent
5.	Globes	1	0.74	Low Extent
6.	Field trip	1	0.76	Low Extent
7.	Resource person	2	0.80	Low Extent
8.	Cassettes	1	0.53	Low Extent
9.	Radio	1	0.33	Low Extent
10.	Television	1	0.26	Low Extent
11.	Slide	1	0.00	Not at all
12.	Films	1	0.00	Not at all

13.	Textbooks	3	1.04	Great Extent
14.	Workbooks	3	1.04	Great Extent
15.	Cardboards	2	0.89	Low Extent
16.	Atlases	1	0.92	Low Extent
17.	Magazines	1	0.94	Low Extent
18.	News papers	1	0.88	Low Extent
19.	Improvised Teaching	2	1.00	Low Extent
20.	Dictionaries	2	1.88	Low Extent
21.	Maps	1	0.71	Low Extent
22.	Poetry	1	0.79	Low Extent
23.	Fiction	1	0.78	Low Extent
24.	Folklore	1	0.70	Low Extent
25.	Biographies	1	0.50	Low Extent
26.	Markers	1.81	0.91	Low Extent
27.	Chalkboard	3	0.72	Great Extent
28.	Cameras	1	0.00	Not at all
29.	Tape recorder	1	0.00	Not at all
	Grand 0 & SD	1	0.68	Low Extent

Data in table 2 showed that the responses to items 13,14 and 27 indicated great extent of utilization, while the responses to items 11, 12, 28 and 29 indicated that they were not utilized at all. Then the responses to the remaining 22 items had a mean below 2.50 and so indicated low extent of utilization. The grand mean of 1.79 implies that social studies instructional materials are not adequately utilize in Junior secondary schools in Enugu State for the teaching and learning of social studies.

Discussion of Findings

The findings of the study are discussed as follows:

Instructional materials for social studies instruction were available to a low extent in junior secondary schools in Enugu State. The study revealed that books are more available than other non-book materials. This is in line with earlier findings of Ali (2004) and Akubue (1993) who postulated that basic instructional materials like text books, maps, workbooks and globes were available while the electronic media were almost nonexistent in the schools. The researcher views the inadequate or non existence of electronic instructional materials in schools as part of the explanation for poor learning which students manifest by writing public examinations repeatedly years after they have left secondary schools. According to Onyejemezi (1991) using multimedia approach in teaching makes for longer retention of what has been learnt.

The study also found out that instructional materials for social studies instruction were not effectively utilized. It was discovered that even the few available ones such as newspapers, maps, fiction are not fully utilized. This finding supports the views of Uyoata (1985) and Olayimola (1996) that

teachers have poor attitude towards the use of instructional materials. The researcher is of the opinion that the manifestation of poor attitudes towards instructional materials utilization may not be unconnected with the low moral of teachers resulting from several denials of their rights and privileges associated with salaries, allowances and other benefits.

Educational Implications of the Findings

The findings of this study have far-reaching implications for Nigerian educational system in general and for the growth and development of instructional materials production center in particular. If the availability and utilization of instructional materials in secondary schools continue to remain what it is today, then attainment of educational objectives will be in doubt.

As long, as the stake holders in education such as the post primary schools management Board (PPSMB), the school principals and the parents Teachers Association (P.T.A) are not persuaded to provide fund for procurement of instructional materials in schools, the presence of these materials in schools will be missing. It will continue to hinder progress in attainment of educational objectives.

As long as teachers salaries and promotions are delayed, incentives such as leave allowance, car loan, housing and health scheme are denied them, it will be Utopian to expect the teacher to give out his very best in terms of improvising instructional materials with which to supplement the ones provided by the schools. Learning therefore may be hindered.

If teacher education programmes do not integrate production of instructional materials into its curriculum, schools will continue to lack relevant instructional materials. This is because; schools cannot provide all the instructional materials they need, so the teacher needs to acquire the skills on how to produce some of them in order to supplement the efforts of the school.

Conclusion

Based on the results of this study, the researcher concluded that the issue of availability and utilization of instructional materials for social studies instruction in Enugu State has not been properly addressed. The needed improvement in the quality of teaching and learning in our schools can be achieved greatly, if teaching strategy is enhanced through the utilization of instructional materials. All stakeholders in education must therefore rise to the challenge of making sure that social studies instructional materials are available and utilized in Junior Secondary Schools in Enugu State.

Recommendations

Based on the findings and implications of the study, the following recommendations have been proffered:

- (1) Seminars/workshops/conferences should be organized regularly for school principals and teachers on the importance of instructional materials in the attainment of educational objectives. In such programmes, they should be exposed to various kinds of instructional materials with regards to how and where they can be produced, collected and utilized.
- (2) Bodies such as the Post Primary Schools Management Board (PPSMB) and the Parents Teachers Associations (P.T.A.) should be advised/ instructed to provide funds regularly for procurement of instructional materials in schools.
- (3) Teachers should be encouraged to put in their best in teaching by prompt payment of their salaries and allowances. All other entitlements due to them should not be denied them so that they can teach with interest and thereby achieve result.
- (4) More instructional materials production centers should be established to assist the existing ones. If possible, such centers should be attached to teacher training institutions. When this is done, instructional materials relevant to our environment can be made more available.
- (5) Teachers should endeavour to assist the efforts of the school by improvising the little ones as much as they can.

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