

**INFLUENCE OF INSTRUCTIONAL MATERIALS ON THE TEACHING AND
LEARNING OF SOCIAL STUDIES IN SECONDARY SCHOOL, BARUTEN LGA
KWARA STATE**

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CERTIFICATION

This is to certify that this research work was carried out by Ajia Toyibat Abake and Abdulfatah Omowumi Halimah with Matric Number: KWCOED/IL/22/0714 and KWCOED/IL/22/0669 of the Kwara State College of Education Ilorin, Nigeria

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DEDICATION

This project work is dedicated to Almighty Allah,

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My first gratitude goes to the Almighty God for his faithfulness, grace, mercy protection, good Health and inspiration for complete this course succesful for it is neither by my power, but his grace.

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ABSTRACT

This research study was designed to find out the influence of instructional materials in the teaching and learning of Social Studies in secondary Schools, Baruten LGA Kwara state. Six Schools were selected, the instrument used for statistics were used in analyzing the data. The result of the study showed that instructional materials have negatively influence on teaching and learning of social study as a subject in the selected schools. The researchers therefore recommended that government should raise enough fund for the provision of adequate instructional materials in the form of teachers, library and laboratory. Teachers are also to improvise where other instructional materials are not available

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CHAPTER ONE

INTRODUCTION

Background to the Study

Social Studies deal with people in their environments. We live with other human beings in groups. People who live in groups also live in houses and make use of land, water, air etc, in order to keep alive. It is because we live in a social environment. The teaching of social studies in secondary schools and colleges a good idea that enable students to be exposed to the various environment. Teaching is social function that involve an interaction activities between the teacher and the learner, the art of teaching therefore imposes much responsibilities on the teacher in order to inculcate in to the learner the habit of putting the theoretical part of learning of social study into practical in order to studies environment. "When a learning task is presented to adults who have no relevant experiences on which to draw, learning is facilitated for them when instruction follows a sequence from actual experience through symbolic experience (Heinichet Ali 1982)."

Social Studies as a subject cannot be taught without guides, teaching aids, good communication method, proper control of the language that will be well understood by the learner. Curriculum reforms should involve the development of guides and other resource materials for teachers to use with textbooks, production of films, Radio, Tape film trips, magazine, fieldtrips, newspaper and other audio-visual aids for use by the teachers and students. Well qualified and trained teachers must be allowed in the field to facilitate learning in order to achieve the educational goals.

Social Studies education has an essential role to play in reversing the failing social and economic status of the nation. This helps in providing young people with sound knowledge of the principles and techniques of social studies and the motivation with which they can translate this knowledge into real improvement in society and thereby improve the economic status of the country. As a result of this, there is an increase in standard of living and also aid in environment improvement.

In addition, Social Studies is one of the core subjects of the secondary school curriculum offered by the majority of students, there is an acute shortage of classrooms and social study teachers in most secondary schools in

Baruten Local Government Area to accommodate the soaring population of students and to cope with the instructional needs of the teachers. Statistics shows that there are about 70 students in every class of the schools in Baruten Local Government Area. In most of these schools there about six arms per stream (i.e six classes in a set). And in each of these schools, there is an average of three social studies teachers to cope with the teaching of the subject while the students are over populated per class, the number of the teachers to handle the subject are grossly inadequate hence the need for an effective teaching and classroom communication between the teacher and the teeming population of learners.

It is against this background that the researcher intends to carry his study to investigate the influence of instructional materials on the effective performance of the teacher and the students in the area of social studies. Particularly within the secondary that are endowed with few modern instructional materials and also to investigate the problems associated with the use and procurements of instructional materials for the teaching and learning of social studies.

Statement of the Problem

Years back, there have been concerns in many places that instructional materials influence the teaching and learning of social studies subject. In Baruten local government area of Kwara State, the secondary schools that have enough instructional materials are lesser than those who has no instructional materials in teaching and learning of social studies as a subject. It has therefore been observed that if instructional materials are not use, not checked, it will affect the social studies manpower of the country.

Objective of the Study

The purpose of the study is to move round the schools in Baruten Local Government Area and find out the quantity and quality of instructional materials that are available and as well to provide questions and answers to give a solution to the lack of instructional materials. Also to examine the teachers on how the instructional materials are to be handled as well as to educate them on how the available and as well as to find out the influence of the use and procurements of instructional materials for the teaching and learning of social studies.

Research Questions

The main research questions are to find out the influence of instructional materials on the teaching and learning of social studies, which is broken down into subtopics to guide the purpose of the study:-

Research Question I: Are there adequate qualified teachers in the teaching and learning of social studies?

Research Question II: Are there available instructional material on the teaching and learning of social studies?

Research Question III: Do students participate in social studies work?

Research Question IV: What is the role of laboratory on teaching and learning of social studies?

Significance of the Study

The study is very important to the Nigerian secondary schools and teacher of social studies. This study will enable them to understand the value and the appropriate way of handling and the use of instructional materials. For a particular topic to be treated, this will go a long way to improve the standard

of social studies. It will also serve as a guide to school authorities in their curriculum planning.

Educational technologists as well as educators believe that effective use of instructional materials in teaching and learning processes bring about an effective classroom communication, adequate presentation of learning experiences, make learning explicitly, makes the classroom very lively and it brings increased interest, comprehension, retention concreteness and reality into learning.

The study will assist in determining the nature and types of instructional materials adopted and used by social studies teachers in secondary schools in Baruten Local Government Area of Kwara State for the intellectual growth and skill development of their students. It also looks into the efforts of the Government to procure instructional materials for schools to ease the problems of classroom communication in the course of teaching and learning and how much of such materials are judiciously used by the teachers to achieve the set objectives of the schools syllabus.

This study is essential because it will serves as eye opener to the state government and parents teacher association as well as realizing the

importance of instructional materials and the acknowledge of this shall induce them to organize workshops and in-services training for social studies teachers during the holidays to update their skills in teaching to meet up with the challenges of effective instruction and world-wide innovation in the teaching and learning process.

In addition, the findings and recommendations of this study will provide imperial base for the government and its agencies to assist schools and the teachers in procuring instructional materials and knowledge of their utilization. This research work will serve as useful to sight to future researchers who may wish to study of her area of instructional materials cover large area of focus in the same study.

Finally, it is hoped that this study will motivate curriculum planners to suggest relevant instructional materials that will essentially assist both the social studies teachers and students to attain the desired curricular educational objectives.

Scope of the Study

The scope of this study is to investigate the influence of instructional materials on the teaching and learning of Social Studies in secondary schools in Baruten Local Government Area, Kwara State. The study will focus on the following aspects:

1. Types of instructional materials: The study will examine the types of instructional materials used in teaching Social Studies, such as textbooks, charts, maps, and digital resources.

2. Availability and accessibility: The study will investigate the availability and accessibility of instructional materials in secondary schools in Baruten LGA.

3. Effectiveness: The study will examine the effectiveness of instructional materials in enhancing students' understanding and academic performance in Social Studies.

4. Teachers' and students' perceptions: The study will explore teachers' and students' perceptions of the importance and usefulness of instructional materials in teaching and learning Social Studies.

Delimitation of the Study

The study will be delimited to:

1. Geographical scope: The study will be conducted in Baruten Local Government Area, Kwara State, Nigeria.
2. Subject area: The study will focus on Social Studies as a subject area.
3. Level of education: The study will be limited to secondary schools.
4. Population: The study will focus on Social Studies teachers and students in secondary schools in Baruten LGA.
5. Sample size: The study will use a sample size of [insert number] teachers and [insert number] students from selected secondary schools in Baruten LGA.

Definition of terms

To facilitate the easy understanding of this research work it is important to explain some of the terms used in this study such term includes the following:

Social Study: can be defined as the study human being and the environment.

Influence: Power to affect, impact or act upon a certain thing.

Instructional materials: These are the collection of materials and equipments that are used to aid an effective communication between a teacher and the learners.

Learner: Is a person who gains knowledge or skill by studying or practicing or being taught.

Teacher: Is that one or person who organizes teaching and learning progress, which is based on systematic procedure and order.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

INTRODUCTION

The Nature of Instructional Materials Ugbede (1999) stated that instructional materials refers to any specific tools devices and all kinds of materials for information used for instructional purposes such materials foster effective teaching and communication. transfer of knowledge, skills attitude and other useful capabilities. He categorize instructional materials into visual aids, audio aid, audio visual aids and others. Under each classification, he tabulated the items as shown below.

S/No	Visual aids	Audio aids	Audio visual aids	others
1	Planned, Magnetic, bulleting board		Film projector	
2	Textbook and wood work	Cassettes and tape recorder	Television sets	Duplicating machine
3	Chalkboard	Public address system	Television	
4	Journals, magazine	Radio	Video tape player	Photocopy

5	Newspaper, handball, bulleting	Language laboratory	Video camera	
6	Museum, zoo, aquarium			
7	Charts, Posters Maps		Satellite	
8	Models			
9	Specimens realia			
10	Computer System			

The Essence (Importance) of Instructional Materials

Instructional materials have been discovered to be facilitators of effective classroom communications, transfer of knowledge, skills attitude and other useful capabilities. Learners need to be exposed to several and combination of varieties of instructional materials to achieved objectives of social studies education as instructed in the national curriculum of education.

Abubakar (1990) observed that we need better-equipped science laboratories so that students can learn through their hands. Brolin (1995) stated that the importance of laboratory was to provide students with the opportunity to apply scientific strategies to new problems. Desirable laboratory exercise involves a minimum of detail for implementing the

exercise and must require data or conclusion that cannot be read in textbook. Students should have the opportunity to discover information rather than to simply use laboratory as a centre for verification of information they already know. Each school laboratory should have the basic minimum of equipment for teaching up to school certificate level.

In the study carried out by Ali (Vol. 3 Feb 1983) in which he investigated the effect of laboratory classes on motivation and level of achievement in physics in Nigerian secondary schools. It was revealed that well planned and implemented laboratory classes motivate and enable students to achieve superior academic gains and attain higher learning compared to teaching by lecture method alone.

Haggis (1989). Stressed the importance of laboratory activities in learning. He believes the first hand experience with equipment gained through practical work is essential and that school science should be taught by a combination of classroom and laboratory methods. According to Smithens (1982) however warned that the value of laboratory work will depend on the position assumed by the science teacher during instruction. He suggest that for laboratory instruction to be useful to students, teacher must not assume a

position of dispense knowledge or use the laboratory merely for verification. Ogundimu (2015) noted that provision of facilities for the teaching of science must be imaginatively handled, only equipment that can not be improvised need to be ordered from manufacturers ill-equipped laboratories with insufficient equipment lead to poor performance in school certificate examination.

Teacher Education and Competence in the use of Instructional Materials

The teacher is the key to successful and lasting education for students. The quality of the teacher and teaching depends on a large extent on the qualification and training of the teacher, his attitude and teaching environment. The teacher's attitude and efficiency is influenced by the teaching environment such as availability of facilities equipments and instructional materials. As it is agreed that no educational system that is above the qualities of its teacher on this, Farrant (2018) asserted that a teacher can not enlighten his students, if he himself is ignorant or if he make the teaching difficult due to poor classroom communication, learner as he said enhanced through straight forward language rather than high sand and confusing words which inspires students learning.

Science inquiry demands practical work which involves handling of equipment but unfortunately, most of the teachers are not qualified to handle practical effectively. In most of the schools, no practical is done until the students get to their final year and are preparing for the West Africa Examination. Equipment must be richly provided for in schools so as to facilitate learning of science. Fafunwa (1991). Said, for maximum effectiveness appropriate audio, visual aids needs to be constructed and utilized by teachers who are specially trained for the job.

According to Salami (1990). He assumes that the problem of teachers supply is not one of simple numbers; it is first and foremost a problem of quality of getting a large enough quantity of the right quality. He further examined the possible for effects of teacher quality professional experience. Balogun, F. (1986). Carried out a study on professionally trained science teachers in Lagos State. He found out that the number of untrained teachers outshoot that of trained teachers. This resulted into handicaps of effectiveness of teaching analysis, correct interpretation, and correct handling of apparatus. Then social study teacher should be skilled in instructional technology and acquire the skills discussed under each of the subheading below.

Teacher as Audio-Visual aids

Teachers themselves are the first and foremost important audio-visual aids that are gainfully employed to bring about effective teaching and learning in the school system according to Farrant (2018).

Chalkboard as Visual Aids

Farrant (2018). Stated that the chalkboard is the most useful teaching aids and as essential instructional media readily available to the teachers it well utilized. Social Studies teachers should employ chalkboard as a medium of classroom communication to enhance effective teaching and learning. They should be equipped with the skills of writing legibly, orderly and visibly on the chalkboard to help the learners attain the desired objective in any lesson.

Picture and Textbooks

Picture and textbooks are important instructional materials during the course of teaching. Inyang Abia (1988) stated that teachers should select appropriate pictures that suit the lesson and information they are to convey. Picture as he said should be large enough and clear and teachers should be able to use them appropriately to illustrate the lesson.

Fakomogbon M. A. (2000). In his monograph titled "vocational method page 5 stated that textbooks or course book are often structured and systematically written to assist the students to learn about technological business or social studies concepts in a bid to achieve the objectives of vocational education. He asserted that since most all course books are relevant to each vocational course, teacher should be trained and able to evaluate the relevance of course books before selects or recommending them for use. Fakomogbon M. A. (1999) recommends that teachers should consider the following criteria when selecting course book for use.

i. Production criteria:- Here, he recommends that the paper cover and binding must be of good quality. The print and layout must be readable and attractive.

ii. Organization:- Texts should make effective use of sub-headings. each chapter should terminate with useful exercises, table of content and index should be adequate, the text must be up to date and sources of self instruction.

iii. Style and Content: The written style should be clear and free of jargons.

Farrant (2018). He classified textbooks into three (3) categories namely:- (i) Course books (ii) Reference books (iii) Children textbooks

(1) Course Books: They are designed to cover the requirement of a particular syllabus.

(ii) Reference Book: They are generally textbooks that are used by the general students to solve academic problems or the main studies or related subjects.

(iii) Children textbooks: These are books written with limited vocabulary and information. The children textbooks should have the following qualities

i. They should have pictorial illustrations

ii. They should also have colour varieties to appeal to the children

iii. They should be based on children age.

Criteria for Selecting Instructional Materials

According to Fakomogbon (1999). He said that since instructional materials are made in many numbers, it is important that the teachers should be able to select the most appropriate one from those available for a particular instructional problems. He then gave the following guideline for selecting instructional materials.

The content of the materials should agreed with the enrriculum contents

Problem Associated with instructional materials

Several problems have been identified to affect the procurement and use of instructional materials in secondary schools. The greatest of those problems is poor funding of schools by the government. Imogie (1989) indicated that insufficient fund makes it difficult for teachers to acquire instructional materials appropriate for their subjects. He reported a case of how lack of fund led to the inability of a teacher to produce instructional materials and how he was amused of how a principal refused to avail money for the purchases of cardboards. The ambition of several teachers are killed in similar ways in many schools as a result of lack of fund.

Fakomogbon (1999). Identified the under listed problems of instructional materials in secondary schools in virtually all the state of the federation. He is of the opinion that facilities and equipped need for vocational students. In some schools, workshops, laboratories, school farm are not available due to lack of fund.

Instructional materials such as tools, equipment, and textbooks in the field of vocational studies are usually very costly. This limits the numbers that can be produced by the school with her little resources. Most of the instructional materials such as equipment for introductory technology and science equipment are foreign. They are not developed for educational and cultural background. In addition, these equipments are not designed for Nigerian climatic conditions and as such there is high rate of breaking down of the equipment. Some of these equipment have no spare parts and experts to repair broken down equipment.

The imported equipment currently in our school system are not used appropriately by teachers because they are not conversant with them. This is because the manufacturers of these equipment do not provide training for their use. Where training are provided, it is inadequate and as a result, teachers are not very confident in operating them during instruction to avoid failure. Some of the equipment supplied to school by government are stolen as a result of this, schools were afraid to purchase new equipment for Instruction due to their insecurity.

The problem of non-electrification of school is another constraint in the use of instructional materials. Since many instructional materials use electricity, they cannot be used for teaching and learning when many secondary schools are not electrified. The non-provisional of special fund to cater for the cater for the procurement of instructional aids in secondary schools. The provisions of various essential instructional materials are costly and the school cannot afford them. Some of the instructional materials supplied to the school by the government are installed due to non-availability of structures and fund.

Appraisal of Literature Reviewed

The literature review of this research work is base on the educational work of philosophers, psychologists and experts of the past as put down in the textbooks and previous research works. The concept and nature of instructional materials are discussed by various experts to their various instructional aids that are used by the teachers to bring about effective 20 teaching, effective classroom communication, and effective learning in the part of the students. Instructional material could be visual-aids it involve the sense of seeing in teaching and learning process, audio-aids ie. when the instructional materials involve the sense of hearing alone and multi-sensory

Le. when the instructional materials assist the teachers by appealing to many or all the senses in the course of teaching and learning in the classroom. Examples of instructional aids are pictures, maps, textbooks, flannel graph, bulletin board, radio tape, recorder drums, cine film, video tape player, projector, computer, realia, models, specimens, television and chalkboard.

The essence of using instructional materials in teaching and learning in schools are also highlighted by those experts particularly the educational technologists. They are found to be of great importance in facilitating effective teaching and learning in the school setting. They enhance effective classroom communication between the teacher and his students as well as activating student's interest and participating in lesson. Instructional materials rekindles knowledge, reduces teacher talk, serves as memory aids, prevents parrot learning, aid the understanding of concepts and meaning of words and above all, accelerate learning. They also help to a great extent in the development of knowledge, skills, attitudes and values in students Going by the Chinese adage that what I hear I forget; what I see I remember, and what I do I understand. Instructional materials help the students during class teaching to use their eyes, ears, and hands so that learning can take place or to

remember the knowledge and skills transmitted to them particularly when instructional materials are adequately used.

Under the teachers education and competent in the use of instructional materials, the writer hold the view that social science teachers need to be thoroughly trained to enable them handle the teaching of their subjects effectively. Teachers should be knowledgeable in their field or subject area. under the psychology behind developmental stages, skills in motivating learning be prepared and interested in carrying out their job as instructors, and equipped with the skills of selecting and using appropriate instructional aims for teaching students at various level of mental development. Teachers are required to join professional association such as " social science teachers association" (STAN) for re-regular workshops, seminar, symposium and regular science meeting and the latest information on classroom communication technology and techniques, educational resources and teaching techniques and improvisation of instructional aids. The criteria for selecting instructional materials are connected with the quality of the materials. Only the materials with the right attribute of good instructional aid which are appropriate for the lesson or lesson should be selected for use.

Visual aids especially pictures, charts, diagrams should be selected based on the following qualities. They should be informative, accurate, appropriate, artistic or beautiful, maintain brevity of information, boldness of diagram or pictures, brightly coloured, they should also be clean, clear and carefully planned and produced equipment and tools as well as hardware such as video tape recorder and radio should be selected on the basis of safety precaution, sound fidelity, amount of heat produced, portability, space available in the class, size of the students, population for whom the equipment should be use, equipment should be easy to operate, durable and finally in good condition. The problems associated with the instructional in the literature classified into two namely; problem for procurement and problems of selection and use of instructional aids. Procurement of instruction materials are made impossible by inadequate funding of school by the government, diversion of fund for other school needs by the principals, unwillingness of the principals to release funds to the teachers for purchasing teaching aids, high cost of materials and equipments, lack of structures in the schools and non availability of space in the classes to overcrowding of the students. Most of the equipment and tools used in the schools are imported and they are not easily operated by the teachers. They break down easily and repairs are difficult due to lack of spare

parts and professional menders. Teachers might not be skilled in the selection and even the correct use of instructional aids. Their choice of materials might be controlled by the mere fancy and not the accuracy of the materials to be lesson. Electricity also constitutes a problem. Most schools are not electrified and as such as, all equipment using electricity cannot be used for instruction. Above all, the greatest problem of instructional materials in schools today is the rate of theft of tools and equipment.

CHAPTER THREE

RESEARCH METHODOLOGY

Research Design

The study is a descriptive type of survey. According to Durosaro [2015]. A descriptive survey type of research generally tries to collect information from a representative and based on such information differences are drawn about the behavior of the entire population. Research design is described by keining [2018]. "As the plan structure and strategy of investigation conceived so as to obtain answer to research questions and also to control variance. This plan is the overall scheme of the research including how the objectives will be achieved and how the problem encountered will be tackled." The survey study aid at determining the problem associated with influence of instructional materials in teaching and leaning of social study in secondary schools in Baruten Local Government Area of kwara state and to make recommendations of those problems.

Population

The target population for this study is the entire secondary schools students within Baruten Local Government Area of Kwara State. But because of some logistic reasons beyond the scope of this study, a random sample of selected schools were under taken to facilitate the process of this investigation. A total of six (6) schools were used in all.

Sample and Sampling Techniques

The population of the study was the entire students offering social study in some selected schools in Baruten Local Government. Six secondary schools were randomly selected for the study. The names of the schools in Baruten Local Government Area were written on papers, wrapped and put in a container asked one person to pick any six. Eighty students and twenty teachers were randomly selected from all the schools making a total of one hundred respondents who participated in the study.

Research Instrument

The instrument used for data collection was a questionnaire. The first part of the questionnaire was meant to collect personal data such as name of

schools, sex, and status. The secondary part brings about the information.com the problems associated with the learning of agricultural science. Agreed A for Positive Response (Yes) Disagreed D for Negative Response (No).

Validity of the Instrument

According to Adewumi and Ogunlade (1991) "a test is said to be valid when it measures what is purported to measure" in order to achieve this, the researcher sought for lecturers in the department of education to check the validity of the questionnaire. The help to correct the various items in the instrument; therefore research project was validated by the experts who also advised that variables should be grouped.

Reliability of the Instrument

Reliability is the consistency of a test measure as a specific period of time. Reliability according to Ukwum (1989) is the extent to which a test is consists in measuring whatever it does measure. It is the consistency of scores obtained by the same test on different self of equipment items. In determining the reliability of the instrument test retest, reliability methesd was administered twice on 10-20 students of selected schools willin interval of two weeks between the two administrations of the test. The result of the two

tests were correlated. The result yielded a correlation coefficient of 0.25, which is considered to be high enough for this study.

Procedure for Data Collection

The researchers contacted each of the selected schools on the first day of their visit; they were introduced to the appropriate subject teachers by the head of the school and at time in some schools by the HOD of their social science teachers. The researchers sought for the co-operation of the subject teachers and the class teacher in each of the schools. On the third day of their visit they distributed the questionnaires to social study teachers and the students through the help of one of their colleagues. The researchers asked them not to write their names on the questionnaires, the student were informed that the exercise were purposely designed to find out the crucial problems confronting them in the study of social studies and to make suggestion and recommendation where necessary to the appropriate authority for over all improvement. The researchers instructed them to be honest in their information supplied since every information is going to be kept confidentially. The questionnaires were collected on the second day when they have finished filling them.

Data Analysis Technique

In analyzing the data collected, percentage scores were used for each statement of the entire questionnaire items. The percentage of the numbers of response on both the (positive Agreed and Negative Disagree) categories were recorded for both teachers and the students in their various columns as will later discuss in chapter four of this research.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter was concerned with the presentation of data collected and the statistical analysis of the results of the research findings.

Method of Data Analysis

The method of presentation was based on appropriate research questions already raised to guide the purpose of this research. The results obtained are presented in table below:-

Research Question 1: Are there adequate qualified teachers in the teaching and learning of agricultural science?

Table 4.1 showing respondents opinion on adequate qualified teachers in the teaching and learning of social studies.

Response Categories

S/N	QUESTIONNAIRE ITEMS	TEACHERS		STUDENTS	
		Agreed (%)	Disagreed (%)	Agreed (%)	Disagreed (%)
	There are qualified social studies teachers in our school			79(98.75%)	1 (1.25%)
	Social Studies teachers in school do go for seminars	7(35%)	13(65%)		

Sources: Field Survey 2025

Inferences show from the table 4.1 above that 98.75% of students agreed on having adequate qualified social study teachers while only 1.25% disagreed, this shows that there are enough qualified social study teachers in most of the schools. We can also see in the same table that 35% of the teachers agreed that social studies teachers do go for seminars while 65% disagreed to that. This shows that only few teachers do go for seminars.

Research question II: Are there available instructional materials on teaching and learning of social studies?

Table 4.2 showing respondents opinion on availability of instructional materials.

S/N	QUESTIONNAIRE ITEMS	TEACHERS		STUDENTS	
		Agreed (%)	Disagreed (%)	Agreed (%)	Disagreed (%)
	Student's academic performance is improved since teachers have been using charts and specimens for class teaching	16(80%)	4(20%)	30(37.5%)	50(62.5%)
	Students interest are aroused in learning with the use of Audio- visual aid	17(34%)	3(15%)	38(47.5%)	42(52.5%)
	The teacher explanation is reduced with the use of specimen.	15(75%)	5(25%)	75(93.75)	5(6.25)
	We have film projector in our school	11(55%)	9(45%)	39(48.7%)	41(51.3%)
	There is improvement in students performance with the use of television, video and tape recorder in teaching.	-	-	27(33.75%)	53(66.25%)
	We use charts and chalkboards for every topics taught in social studies	15(75%)	5(25%)	-	-

Sources: Field Survey 2025

From the table 4.2 above, it can be seen that 80% of the teachers agreed that the student's academic performance is improved since teachers have been

using charts and specimen while 20% of the teachers disagreed. Likewise 37.5% of the students agreed that charts as an instructional material are used in every topic taught by the teachers while 60 disagreed. This shows that some of the teachers read charts to and then teaching. In response to the students interest are aroused in learning with the use of Audio-visual aid, 35% of the teachers agreed while only 15% disagreed, likewise 47.5% of the students agreed while 52.5% disagreed. More also, 75% of the teachers and 93.75% of the students agreed that the teacher explanation is reduced with the use of specimen while 25% of the teachers and 6.25% of the students disagreed to that. In response to the availability of film projector in schools, 55% of the teachers and 48.7% of the students agreed while 45% of the teachers and 51.3% of the students disagreed to that. This shows that some schools have film projector to aid teaching and learning. We can also see from the same table that 33.75% of the students agreed to the improvement of the students performance with the use of television in teaching while 66.25% disagreed which shows that television has not been used as an instructional materials in teaching of social studies.

Furthermore, it can be observed from the same table that 75% agreed with the use of charts and chalkboard for every topics taught in social studies while 25% disagree. This shows that majority of the teachers makes use of charts and chalkboard when teaching.

Research Question III: Do students participate in social studies work?

Table 4.3 showing respondents opinion on students learning through practical.

Responses Categories

S/N	QUESTIONNAIRE ITEMS	TEACHERS		STUDENTS	
		Agreed (%)	Disagreed (%)	Agreed (%)	Disagreed (%)
	We have demonstration method for social studies in our school			41(51.25%)	39(48.7%)
	Students hate Social Studies	7(35%)	13(65%)		
	Students go for fieldtrips in order to see practical activities.	9(45%)	11(55%)		
	Students always go for practical activities	9(45%)	11(55%)	34(42.5%)	46(57.5%)

Sources: Field Survey 2025

Inferences shows from the table 4.3 above that 51.3% of the students agreed to have demonstration farm while 46.7% disagreed. The attitude of students towards practical social study is high as it can be observed from the table that 35% of the teachers agreed while 65% disagreed that students hate practical. It can also be seen clearly that 45% of the teacher agreed that students go for fieldtrip in order to see practical activities while 59 disagreed, the comment above shows that majority of the students do go for social studies activities as it can be seen on the responses from number twelve of the questionnaire in the table 4.3 above.

Research Question IV: What is the role of laboratory on teaching and learning of social studies?

Table 4.4 showing the respondents opinion on the role of laboratory.

Responses Categories

S/N	QUESTIONNAIRE ITEMS	TEACHERS		STUDENTS	
		Agreed (%)	Disagreed (%)	Agreed (%)	Disagreed (%)
	We have well-equipped laboratory for social studies in our school	2(10%)	18(90%)	25(31.3%)	55(68.7%)

	Laboratory equipment improve classroom communication between the teachers and the students			67(83.79%)	13(16.25%)
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Sources: Field Survey 2025

From the table 4.4 above, only 10% of the teachers and 31.3% of the students agreed to have well-equipped laboratory for social study while 90% of the teachers and 68.7% of the students agreed. This shows that most of the schools have no well-equipped laboratory for social study In response to the improvement in classroom communication between the teachers and the students with the aid of laboratory equipments, 83.75% agreed while 16.25% disagreed. This shows that the use of laboratory equipments improve teaching and learning in social studies.

Research Question V: Are the available library filled with textbooks?

Table 4.5 shows the teachers/students comment on availability of library filled with textbooks in schools.

S/N	QUESTIONNAIRE ITEMS	TEACHERS		STUDENTS	
		Agreed (%)	Disagreed (%)	Agreed (%)	Disagreed (%)
	We have library with good social study textbooks to read	17(85%)	3(15%)	75(73.75%)	5(6.25%)

Sources: Field Survey 2025

Inferences shows from the table 4.5 above that 85% of the teachers and 73.75% of the students agreed in having library where social study textbooks are available for reading while only 15% of the teachers and 6.25% of the students disagreed. This shows that most of the schools have library filled with good social study textbooks for reading.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The researchers study and assessed the influence of instructional materials in the teaching and learning of social study in Baruten Local Government Area of Kwara State. Randomly selection method was used to select the school used for the study. The instrument used was questionnaire to obtain the necessary information from the teachers of social studies and as well as the students offering social studies as a subject. Percentage statistics were used in analyzing the data; it was discovered from the analysis of the data that the number of social studies teachers in schools are not many.

Pertaining to the teacher's qualification, unqualified teachers are more than the professionally qualified teachers. Many of the unqualified teachers are not ready to go for further study to be qualified as a social studies teacher, this brought poor performance of students in their academic pursue. It also brings above the poor handling of the available instructional materials e.g. projected material.

We could also see in the result analysis that most students were serious and learnt faster when instructional materials are used to inarut them, it also help the students to retain whatever there were been taught. The research study also brought out inadequate supply of instructional materials like textbooks, it also brought out the lack of separate social study laboratory.

Conclusion

This research topic clearly analyze the problem of instructional materials available in the teaching and learning of social study. The research consequently tried to establish the link between a professionally trained and academically qualified social study teacher with poor academic performance of the students. The study also shows that equipment and textbooks in social study were inadequate. If instructional materials are judiciously used, it will aid learning and memory of students, In conclusion, it revealed that the lack of instructional materials in the selected schools in Baruten Local Government Area of Kwara State has negatively influence the teaching and learning of social study.

Recommendations

A thorough appraisal of the effects of instructional materials for the teaching and learning of social study revealed in this research study bring about the following suggestions and recommendations.

1. Ministry of Education and ministry of social welfare should provide the equipments, teaching aids textbooks to secondary schools to aid the teaching and learning processes.
2. Qualified and well-trained teachers should be employed by the government to teach social studies.
3. The government should improve the condition of service of social study teachers in order to encourage our young graduates to teach, because there are instances when these qualified professional graduates run away to industries, which is more lucrative.
4. Government and corporate bodies should provide fund to build laboratories and social studies equipment that are necessary for teaching and learning.
5. The teacher currently teaching social study are advised to go for further study or seminar and workshop, which will make them qualified and current.

6. Teacher should ensure that the appropriate instructional materials are used for the appropriate topics.
7. There must be open demonstration where students can have access to practical to cover the theoretical work taught in the class.
8. Reward for outstanding performance must be given to teachers and students to motivate them and challenge others.
9. Practical work should be emphasized more than theoretical work in teaching of social study.
10. The teachers are to adhere strictly to the recommended syllabus and make sure of the coverage within the duration of the course of study.
11. The teachers are to improvise for unavailable instructional materials e.g. charts and posters.
12. Finally, parents should provide textbooks and other relevant materials to their children and wards.

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