

**THE USE OF INSTRUCTIONAL MATERIALS FOR EFFECTIVE
TEACHING AND LEARNING OF SOCIAL STUDIES IN
SECONDARY SCHOOLS IN ILORIN WEST LOCAL
GOVERNMENT AREA OF KWARA STATE**

BY

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CERTIFICATION

This is to certify that this research work was carried out by Joseph Esther Eniola and Hammed Robiat Atinuke with Matric Number: KWCOED/IL/22/0934 and AbdulRasaq Fatimoh KWCOED/IL/22/0911 of the Kwara State College of Education Ilorin. IN PARTIAL FULFILMENT OF PART OF REQUIREMENTS FOR THE AWARD OF NIGERIA CERTIFICATE IN EDUCATION (N.C.E)

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DEDICATION

This research work is dedicated to Almighty (God) for his endless mercy and protection for granting me the opportunity to put in for this course and end it with his divine grace good health and success.

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I am extremely grateful to Almighty Allah the merciful God, the most high for protecting me from the beginning to the end of my programme

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ABSTRACT

The aim of this study is to find out the use of instructional materials for effective teaching and learning of social studies in secondary schools in ilorin west local government area of kwara state. The researcher formulated three research questions to direct the study after a review of relevant and related literature in chapter two. The investigator, in his design, adopted the descriptive survey design which studied samples of both large and small populations to discover the relative incidence. The population of study was JSS two students of 2024/2025 session who were used for the random sampling technique. The instrument for data collection was a fifteen-item questionnaire and information coded therein was analyzed using the simple percentage. From the analysis some results were arrived at and based on the results and findings, recommendations were made: The teachers should encourage active student's participation in class work by adopting Instructional materials interactions. Workshops, seminars, conferences or orientation courses on Social Studies should be designed to acquaint the teachers with the latest development in the field of Social Studies. Well-equipped Social Studies laboratories should be established in all the schools by owners. Social Studies teachers should improvise Instructional materials for teaching-learning process.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Socialization which is the process of learning and inculcating the correct and acceptable ways of living in a particular society especially by children, is a practical exercise which are imbibed more unconsciously than consciously. The child learns faster when the teaching process engages all his senses rather than just one or at most two. Here we are looking at the use of instructional materials in teaching and learning of social studies with a focus on primary schools.

The influence of instructional materials in promoting students' teaching and learning in educational development is indisputable. Teaching at any level requires that the students be exposed to some form of simulation. Adekunle (2018) noted that an instructional material in social studies means anything that can assist the teacher in promoting teaching and learning. When the students are given the chance to learn through more senses than one, they can learn faster and easier. The use of instructional materials provides the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more. Furthermore the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic.

Social studies was introduced into the Nigerian school system to achieve one of the philosophies of Nigerian education as indicated in the National Policy on Education which is "the development of the individual into a sound and effective

citizen” (FGN, 2014). The realization of this objective through Social studies is possible since the subject is an integrated programme which are taught and learnt in Social studies looks at all aspects of the life of the child in the society. It is further stated in the National Policy on Education (2014) that education is to achieve the inculcation of national consciousness and national unity; the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society. Therefore, Social Studies teaching has been a factor in determining whether a society will have democratic attitudes, values, problem-solving and decision-making skills and whether the society will consist of productive and participatory individuals (Ozturk and Otluglu, 2022; Keeler, 2018). In Social Studies teaching, which is given such an important mission; it is possible to make the learning process easy, enduring and meaningful through the use of instructional materials. Orakwe (2020) refers to instructional materials as information repositories from the society sourced to transfer the desired information to the learners during classroom instruction. Agwu (2021) views Instructional Materials as those apparatus of teaching which may include textbooks, workbooks, charts, audio visual aids, chemicals, specimens and other relevant things that will attract students’ attention, and which should only be introduced at the appropriate time by the teacher.

Instructional materials are software and hardware that are used to make lessons more meaningful and clearer to learners. They are devices that appeal to multi modal senses which help the learners conceive, perceive, internalize, interpret and transfer the experiences gained to similar or different learning situations. These

materials and equipment, could be those that appeal to the sense of hearing-known as audio material/ equipment those of seeing called visual materials/equipment and those that combine the two senses called audio-visual materials. The teacher alone cannot provide all the needed condition for an effective teaching and learning process, other supporting materials should be provided. The students learn better when most of the senses are appealed to the instruction and use of instructional materials in Social Studies education has added a new dimension in the positive promotion of the teaching and learning process. It provides the much need sensory experiences needed by the learners for an effective and meaningful behavioural change. Instructional materials are meant to improve the quality of education for effective learning of students in schools. The performance of the students on the intended learning outcome provide the validation – loop on the success other interaction and instruction (Bakare, 2016).

In making use of any instructional materials factors that influence it must be considered, such materials must be previewed that is, having full knowledge of the material; prepare the environment where it will be used; prepare audience by means of making sure that the materials to be used will attract attention, arouse, motivate and provide the rationale that could be used in the beginning, middle or end. The effectiveness of utilizing appropriate instructional materials in teaching and learning of Social Studies is not void of quality instructor. In order to give quality education to the younger generation, there is need for employment of more competent, experienced and qualified Social Studies teachers. The need to identify the suitable

instructional materials, by which students can be made to comprehend the extent of the subject easily and intelligibly, is the focus of this study. An in depth look at the secondary schools Social Studies programmes revealed that there is the need for improving all phases of the programmes (IMAA, 2014). For example, there is need for the introduction and use of instructional materials and equipments for use in both the classrooms and Social Studies Museum. The broad aim of any good training materials are to induce and support the learning process that leads to improve on-the-job performance through affecting changes in the knowledge, attitudes, skills and practices of the learners. With the above reasons, it is worth investigating the influence of instructional materials in the teaching and learning of Social Studies in our Secondary Schools, for better performance of students in their examination and chosen career in any field of life. If instructional materials are used in Secondary Schools, it would help improving the teaching and learning and hence the learning of students in Social Studies effectively.

Statement of the Problem

Poor performance of Students in Social Studies Public Junior Secondary Schools in Ilorin West LGA may partly be attributed to poor usage or lack of sufficient instructional materials to teach social studies. Lemchi (2021) noted that some students are losing interest in the subject due to the attitudes of teachers towards teaching Social Studies without the use of instructional materials which tends to affect students' performance in the subject. Research consistently shows that teacher usage of instructional materials is a powerful determinant of student

achievement gains. Many of the school authorities have very lukewarm attitudes toward the provision of needed tools, equipments or materials required for effective Social Studies teaching. This non-challant attitude tends to retard genuine efforts of some teachers of Social Studies in the secondary schools (Bello, 2016). In spite of the emphasis being placed on social studies as one of the integrated subjects in secondary schools. Hence, the prosecution of a functional education in relation to Social Studies in secondary schools still leaves much to be desired. In view of this difficulties, (Omeiza, 2021) opined that most teachers of Social Studies still resort to the theoretical method of teaching the subject (i.e explaining without an object to make learning real) which makes learning not interesting to learners. This undoubtedly, is contrary to the improvement of Social Studies education, which is greatly needed at this period of our development with emphasis on practical oriented learning (Mammudu, 2016).

Objectives of the Study

The major objective of this study is to determine the effectiveness of instructional material in teaching and learning of social studies in Ilorin West LGA. The specific objectives are to:

1. Identify the level of availability of instructional materials being used for effective teaching and learning of social studies in primary schools in Ilorin West LGA;
2. Examine the adequacy of the instructional materials used in teaching and learning of social studies in primary schools in Ilorin West LGA;

3. Determine the attitude of teachers towards the use of instructional materials effectively in teaching and learning of social studies in primary schools in Ilorin West LGA;

4. Examine the environmental factors influencing the effective use of instructional materials in teaching and learning of social studies in primary schools in Ilorin West LGA;

Research Questions

The following research questions will be answered in the course of the study.

1. What are the available instructional materials used in the teaching and learning of social studies in Junior primary schools in Ilorin West LGA?

2. How adequate are the instructional materials used in teaching and learning of social studies in junior primary schools in Ilorin West LGA?

3. What is the attitude of teachers towards the use of instructional materials in the teaching and learning of social studies in junior primary schools in Ilorin West LGA?

4. What are the environmental factors influencing the use of instructional materials in teaching and learning of social studies in junior primary schools in Ilorin West LGA?

Research Hypotheses

H01: The instructional materials used in teaching and learning of social studies in primary schools in Ilorin West LGA are not adequate.

H02: There is no significant relationship between environmental factors and the use of instructional materials in the teaching and learning of social studies in primary schools in Ilorin West LGA.

Significance of the Study

This research work is significant and useful in the teaching and learning of social studies. Subsequently, the findings from the study will help Social Studies teachers in choosing an appropriate instructional material(s) capable of releasing students' tension towards the subject thus improving students' learning in social studies. It will motivate Social Studies teachers to develop interest towards utilizing suitable teaching materials that will be a possible means towards reducing failure in the teaching and learning of social studies. Findings of this study will also help clarify among the teachers the need for continuous and regular improvisation of suitable instructional materials for teaching and learning of social studies. Moreover, the results of this study will be of great significance to the Social Studies curriculum planners. The curriculum developers will find the work useful in reviewing the Social Studies curriculum by seriously laying emphasis on utilization of instructional materials so as to meet up with emerging needs of the society. This study will be of immense benefit to researchers in the field of Social Studies by forming a basis for further studies on the usage of instructional materials and teachers' quality.

This study will also be of benefit to principal as they would understand more on where their Social Studies teachers' ineffectiveness comes from in the area of instructional material usage and this would set the base for what they can do in order

to help the teachers and hence improve their effectiveness toward influencing learners with the use of instructional materials.

This study will be of immense benefit to other researchers who intend to know more on this study and can also be used by non-researchers to build more on their research work. This study contributes to knowledge and could serve as a guide for other study.

Scope of the Study

While the object here namely instructional materials are relevant in teaching and learning up to university level where graphs are employed in lecturing, thus study will concentrate itself on the primary school level. The present writer recognizes that will greatly inform the areas that this research emphasizes. On the scope of the study, the use of instructional materials studied here will focus on this use as it pertains to the subject of social studies.

Limitations of the study

The demanding schedule of respondents at work made it very difficult getting the respondents to participate in the survey. As a result, retrieving copies of questionnaire in timely fashion was very challenging. Also, the researcher is a student and therefore has limited time as well as resources in covering extensive literature available in conducting this research. Information provided by the researcher may not hold true for all businesses or organizations but is restricted to the selected organization used as a study in this research especially in the locality

where this study is being conducted. Finally, the researcher is restricted only to the evidence provided by the participants in the research and therefore cannot determine the reliability and accuracy of the information provided.

Definition of Terms

Instructional Materials: These are all the tools employed by the teacher in order to ease the learning process and make it possible. This includes everything from visual aid which are designed in a way that the child can read and understand and further practice with.

Social Studies: This is a primary and secondary subject whose curriculum is designed to teach the child acceptable social behaviours and the consequences of going contrary to these codes of conducts.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of the chapter is to review some of the works done by previous researchers and writers on the topic. This review is carried out under the following sub-headings.

- Theoretical Framework
- Concept of Secondary School Education in Nigeria
- Concept of Socai Studies
- Concept of Teaching and Learning
- Concept, Meaning and Classification of Instructional Materials used in Secondary Schools
- Concept of Students Academic Performance

- Relationship between the Use of Instructional Materials and Student Academic Performance
- Summary of the Literature Reviewed

Theoretical Framework

This study was based on the theory of learning of Bandura (1962) the theory argues that 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 posited that in attempt to learn anything a child must pay attention to it. It also involves exploration of the visual field, fixing the eyes successively on different parts rating these parts and anticipating phenomenon that are not yet clearly perceived.

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. According to Akanbi, (2018) distinguished four stages in the development of cognition or intelligence. This concept of stage implies that development takes place in unvarying steps like sequence, regardless of the child's culture or education. According to Akanbi, (2019) the child begins rudimentary concept formation at the pre-conceptual

thinking stage. Here the child begins to classify things in certain classes because of their similarity. Here he explains that the child's rather than his logic being either deductive or inductive, it is transductive. This study here is of the opinion that the teacher should be able to present instructional materials that would enable the students to overcome the problems of transductive. The theory explain that instruction materials usage enhance the academic performance since learning is deemed to take place.

Concept of Secondary School Education in Nigeria

Secondary education refers to the education that prepares the individual for useful living within the society and higher education, Federal Republic of Nigeria (2014). It is so important and necessary because the certificate from secondary educational schools, namely the School Certificate or the West African School Certificate becomes the most important qualification for any elective post including membership of the House of Assembly, the Senate, House of Representative or any other executive office at the Local, State and Federal Levels in Nigeria. In the Nigerian situation, secondary education is the basic or raw material provider for the desired future manpower resources. Taiwo in Tabotndip (2000) observed that secondary education is of great importance to the nation because it is a source of

mid-level manpower production that is necessary to sustain and improve the economy.

The objectives for secondary education in Nigeria are to:

- i Provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, or social, religious and ethnic background.
- ii Diversify its curriculum to cater for the differences in talents opportunities and roles possessed by or open to students after their secondary school course.
- iii Equip students to live effectively in our modern age of Social Studies and technology.
- iv Develop and project Nigerian culture, art and language as well as the world's cultural heritage.
- v Raise generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims and live as good citizens.
- vi Foster Nigerian unity with an emphasis on the common ties that unite us in our diversity.
- vii Inspire students with a desire for achievement and self-improvement both at school and in later life (Obanya, 2016).

If the above objectives for secondary education are properly implemented, the secondary education level will be a dependable source of manpower supply for specialized skilled production at the tertiary level. This will increase the nation's production and hence, the entire economy.

Concept of Socai Studies

Conceptual Clarifications It is a difficult task to give a concise and universally accepted definition of Social Studies because, every academic enterprise is a product of social situation. This notwithstanding, various attempts have been made to capture its meaning. Social Studies can be defined as the study that is concern with human relationship and the way in which the society works. Edinyang (2018) viewed Social Studies as an important course of instruction which is intended equip students with the perception, values, attitude and the much needed skills to survive in an ever changing society, full of periodic changes in information, knowledge, technology, value and awareness. Edinyang et al (2017) saw Social Studies as a study that focuses on man in his environment with a view of sensitizing man with the symbiotic relationships or interactions between him and his environment and equipping him with intellectual reflective or contemplative skills to identify and conquer his life and enviromental problems and make his social living worth the bother. .It tries to look at man extensively within the ramification of his dynamic environments as well as equipping him with positive knowledge, attitudes, values and skills for the purpose of producing competent, humane and effective citizenry who can contribute positively to the good of the society.

Ikwumelu and Oyibo (2011) saw Social Studies as a subject possessing skills, attitudes and activities that focus on society and on the individual members of the society. Kisson (1981) defined Social Studies as a study which the society uses to inculcate in students the know-how, skills action it sees as important concerning relationships between human beings, their world and themselves. Dubey and Barth (1980) conceptualized Social Studies as “the process of education that deals with the study of individuals for the purpose of affording children and adults the occasion to practice and solve individual and social problems. It can be deduced that Social Studies a vehicle for passing knowledge developed by a society including the scholarly disciplines with the sole of helping the young people make use of it.

The fundamental concern of Social Studies is with man and his complex relationship with the world around and beyond learners’ basic knowledge, skills for investing, analyzing and explaining those inter-relationship for the maximum benefit of mankind (Abubakar, 2015). Social Studies as a subject connect students with the real world in today’s interconnected world. Students must be prepared to interact with people of all cultures and communities. In order to prepare our students to be national and global citizen for the new world order, we must endeavor to continuously strive to offer the kind of Social Studies instructional materials/resources in critical perception that will help the students especially the young ones to change their attitudes and learn to see through the eyes, mind and hearts of others. The proper use of instructional resources requires teacher’s appropriate guide of instruction. Mezieobi, et al (2013) opined that professionally

trained Social Studies teachers with professional exposure and orientation in the demands of Social Studies instructional material usage and development are instructive in the effective implementation of Social Studies curriculum.

Social Studies Instructional Materials and Resources

Instructional materials are very important as far as effective teaching and learning is concerned. They are vital components which provide the vehicle for enhanced teaching and learning at any stage of learning. Edinyang (2022) asserted that any teaching without instructional materials and resources, should be regarded as incorrect, Instructional materials are teaching pillars or teaching infrastructure without which effective teaching and learning may be void (Mezieobiet al, 2008). Murtala (2016) defined instructional materials as means of making the teaching and learning process easy, more meaningful and understandable to the learners. Instructional materials also known as teaching and learning materials are any collection of materials including animate and inanimate objects, human and non-human resources that a teacher may use in teaching and learning situation to help achieve desired learning objectives. In view of the above definitions, instructional materials are sight tools for teachers at all levels of education process for effective instructional delivery and promote learner's academic achievement and enable the achievement of the stated objectives.

Concept of Teaching and Learning

Teaching and learning are two terms which are used in the academic arena to mean the activities of teachers and learners. Teaching involve all forms efforts embarked upon by teachers to ensure that knowledge and skills are passed on to the learners. While learning involves the receiving of teaching activities such that will translate into behavioural change in the learners.

However, various scholars have tried to define teaching. Among them is Oyesola (2020), who says teaching is the act of impacting knowledge to an individual with the purpose of affecting his general behaviour in some way. Oyesola (2020) said the method adopted in the teaching may be formal or informal and the change may be physical or mental, positive or negative. Communication is believed to be of importance in the teaching without which, teaching would not have taken place.

According to Oyesola (2020) teaching entails explaining demonstrating, guiding and counseling by the teachers in order that necessary changes in the learners may be effected. Lawrence (2018) defined teaching as one which is conceptualized in a number of ways. These are communication, as praxis, and an act. It is also defined as the teacher activity, as opposite of learning and as teacher learner interaction. Lawrence (2019) concluded that the sum total of what is summarized as teaching is that teaching consists of system of activities which take place under specific conditions and defected to learners.

However, three terms are described regarding to teaching. These are (i) teaching as teacher activities (ii) teaching as the opposite of learning (iii) teaching as teacher-learner interaction. Lawrence (2021), defines teaching as teacher activities as the one which involves several efforts of teacher aimed of ensuring that the teaching is well taken by the learners. According to him, teaching involves that teachers demonstrates, and explain what he is doing to the learners in that wise, teacher guide, and directs the learners, he maintains order in the class, he tests and evaluate learners, performances, and he keeps learners records and he keeps learners, performance and he keeps learners records and so on.

Teaching the opposite of learning, there is no doubt that when teaching is to be achieved, there are certain elements which can be used to describe teaching. The elements in learning are said to include drive, response an reward similarly, certain concept are also used in teaching situation e.g motivation producing, perception, directing response, eliciting etc which may be paired and described as motivation producing, perception-directing, or response-eliciting. The teacher are to create learning friendly environment for the student to effectively learn.

Teaching as teacher-learner interaction: There is no doubt that what is called teaching involves both teacher and learner. There said to be communication between the teachers and learners concerning the activities in teaching. Teaching cannot take place where one of the two (teacher and learner) is fund wanting.

Lawrence (2021) expressed teaching through the term called a pedagogical model teaching. In this case, he viewed teacher as an independent variable, who provides the learner with the linguistic, performance and expressive behaviour of learners. While at the same time, learners are to learn simultaneously from the teacher and these learners are referred to as dependent in the sense that they depend largely on teachers for their learning. However, the teacher with all the professional techniques attained by him, is in a better chance of tackling the intervening variables which learners might brought into the classroom.

The interviewing variables as included in Lawrence (2021) included postulated entries, and processes such as memories, beliefs, inferences and associative mechanisms etc. Learning on the other hand involves the assimilation of the message being passed on by the teacher. Sampatk Pannerselvan and Santhanam (2017) said learning usually involves both a student and a teacher. According to them recently, the innovation in teaching has made learning to take place without any need for teacher, this is said to be through teaching machines (Computers). Although, are teaching machines said to have been programme, but still, one machine is to be programmed by somebody who does the programming in the machines.

Advanced learning dictionary says to learn means to gain knowledge of skill in by study, practice or taught. To the psychologists there said to be no specific definition for learning (Kolo, 2019). Kolo (2019) defines learning as a change in behaviour that is relatively permanent. The change in behaviours is said to be the one

that can be traced to environmental conditions as well as practice. To the reductionists or behaviourists, emphasis is placed on overt behaviour i.e performance before learning could be said to have taken place.

Concept, Meaning and Classification of Instructional Materials used in Secondary Schools

Instructional materials have been defined by various authors Adebimpe (2017) viewed them as didactic materials or things which are supposed to make learning and teaching possible. According to Agina-obu (2015), instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching. While instructional materials are referred to as objects or devices which help the teachers to make a lesson much clearer to the learner (Lasola, 2020).

Therefore, the selection of instructional materials in teaching and learning Social Studies are determined by the particular aspect of Social Studies teacher intends to teach at a particular point in time. For example, the teacher may want to teach past Africa leaders; he may decide to make use of flip-chart as an instruction guide where all picture of past African leaders will be shown to the learners, in this case he / she has pass one instruction or the other and learners in turn will easily grasp the contents. Similarly, a video clips on certain contents in the syllabus may be presented via audio-visual instructional materials. These all other materials may be

used to for illustration and to compliment verbal classroom interactions in teaching and learning process of Social Studies.

According to Blankenship (2018) teaching aids or instructional materials can be classified into three classes, these are visual aids, audio-visual aids and multi-sensory 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, specimen, a practical farm or school gardens, survey equipment, simple farm tools, farm machinery and implement, cages for small animals (rabbit and poultry), feeding trough, samples of different soils 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 hearing and eyes. Audio visual aids include: tapes, video, television, projectors and motion pictures.

Yusuf, (2018) said that one can classify learning materials in several ways. For instance, one can distinguish between auditory, visual and reading materials. However, for the purpose of classification, learning materials for teaching Social Studies can be classified as follows. Printed and reference materials: Textbooks, newspapers, magazines, Social Studies documents, teachers' guide, duplicated materials, journals, hand book, bulletins, pictures, work books, pamphlets, leaflets. Graphic materials: Graphs, charts, diagrams, maps, globes, display materials: Chalkboard, bulletin boards, flat pictures, magnet boards and flannel board. Projected materials television, video tape, overhead projector, slides and slide

projector and transparencies. Audio and other visual materials: Radio, model, computer, tape recording etc.

Models and Specimens

According to Balogun (2018) it is part of the duty of any teacher to make models, charts and diagrams. Among the most continuously useful visual aids for the teaching purposes are those the Social Studies teachers made for him. Moreover, the students should be encouraged to help, and to make such aids as a hobby especially in Social Studies club, handicraft group's basket making, local cage making and so on. Specimens are real things. As general rules, living specimens are better than dead ones. Obtaining specimens takes time, if then, the Social Studies teachers make poor use of them, and his /her time will have been largely wasted. If rightly used, specimens should not only add interest to the lesson, they should also help the students to understand and to remember the subject (Imogie, 2019).

The Chalkboard

The chalkboard is the commonest of all visual aids, and is, in fact, such a common place of classroom teaching that, it is rarely used as effectively as it might be. The Social Studies teacher should never be without a supply of coloured chalks. With their aid parts of a diagram needing emphasis can be brought into prominence. According to Omoruyi, Orhue, Akerebo & Aghimien, (2019) a diagram of the parts of the chicken (fowl) and so on becomes clearer and more memorable if the intestines, pancreases, liver, crop, gall bladder, gizzard, preventer and colons

are shown in different colours with correspondingly coloured labels. It takes no more time to draw a plant and its roots using green and brown chalks for leaves and roots, but the result is more impressive than a drawing in white chalk.

Charts and Graphs

According to Omoruyi, (2019) 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 for examples when studying various stages of seed germination (maize) and the life cycle of a grasshopper. According to Akande, (2016) graphs are in such common use and so readily display variations in values, that students should 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 quantitative information. 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 the various Historical context and organization structure of any country and so on. According to Anyawu & Anyanwu (2017) textbooks are the most common instructional materials that teachers used to disseminate knowledge. Textbooks add variety values, but are too costly for an average secondary school student to afford.

Some ways by 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 are put into the school library to enable Social Studies students who cannot afford these textbooks to get access to read them.

2.6 Concept of Students Academic Performance

Academic performance as the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects is most important procedural knowledge such as skills or declarative knowledge such as facts. Godswill (2016) the tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for talking about how students fare in school, and a constant standard to which all students are held.

Academic performance generally refers to how well a student is accomplishing his/her tasks and studies. In educational institutions, success is measured by academic performances or how well a student meets standards set out by curriculum planners or policy makers and the institution itself. Although, education is not the only road to the success in the working world, much effort is made to identify, evaluate, track and encourage the progress of the students in schools.

Parents care about their children's academic performances because they believe good academic result will provide more choice and job security. Schools though invested with fostering good academic habits but for the same reason, they are also often influenced by concerns about the school's reputation and the possibility of monetary aid from Social Studies institutions which can hinge on the overall academic performances of the school. State and federal departments are charged with improving schools and so, devise methods of measuring success in order to create plans for improvement (Etukudo, 2020).

Academic performance is the grade being given to students either falling below the grade or expected standard after a test or exam conducted. Poor academic performance according to Adewole, (2019) is a performance that is adjudged by the examinee/test and some other significant variables as falling below an expected standard. The interpretation of this expected or desired standard is better appreciated from the perspective of cognitive ability of the evaluator of the performance. The evaluator or assessor can therefore give different interpretations depending on some factors. The search for the causation of poor academic achievement is unending and some of the factors they put forward are: Motivational orientation, self-esteem/self-efficacy, emotional problems, study habits, teacher consultation and poor interpersonal relationships, especially in Social Studies as a subject.

Students have an interest in their own performance, when they weigh this objective against others such as the amount of leisure time or increasing social networks through studying less or more. Students' productivity in the EPF clearly

depends on aspects such as initial endowments, the existence of complementary inputs that foster their performance and the effort done in learning processes. The role of student's motivation and effort has not received the same attention in the economic literature as other aspects, due to the information availability of variables that reflect that conditions.

Folorunso (2019) argued that self-motivation and effort can be induced by parents and teachers. Parents affect children's performance through many channels. First, they provide a set of resources available to them (books, computers, educative software, and complimentary classes, among others). Second, parent's educative background help to assist their homework's and it could foster their learning. Third, they have a clear interest in schooling resources being used efficiently when they assume that education is an investment and not a consumption activity.

The increase and efficiency of the amount of educational resources will be useful when the student is open to learning and has incentives to study. As Chiu and Xihua (2018) point out, students with more educational resources available at home could have more opportunities to learn and to have more intrinsic motivations for a discussion about it). Learning is an activity that requires, among other things, time and active engagement of students. It is also worth mentioning that a student has an additional incentive to study as a consequence of the existence of penalties in case of failure and it determines the intensity of a student's investment in learning.

Emeke and Odetoyinbo, 2019) analyzes the effects and determinants of student effort and cooperativeness, and how to use student motivation and behavior as an instrument for improving learning. From his approach, students face questions such as: How many years to spend in school? How much effort must be devoted to learning per year and whether to disrupt or assist the learning process in school. As it can be seen, there are many intrinsic and extrinsic rewards for learning (increases in monitoring imply increase student effort, discipline and learning as well).

Datar and Mason (2018) find that an increase in class size is associated with a decrease in parentchild interaction. In their work, parental and schooling inputs are substitutes which generate a crowd out effect. As it was mentioned before, much of the absence of this type of information comes from the design of surveys and databases. In order to account for the differences between countries, both in the effect of self-motivation and academic assets on the educational achievement, it is necessary to have comparability in the academic tests across countries. External standardized test also provides better information because of the signaling the student wants to give to others such as universities, employers and teachers.

Woessman (2018) says that grading relative to class performance gives students an incentive to lower average class performance because this allows the students to receive the same grades at less effort. The cooperative solution of students to maximize their joint welfare is for everybody not to study very hard. Bishop (2019) also states that in many cases students have incentives to distract

teachers from teaching a high standard and to apply peer pressure on their classmates for not being too studious with grades relative to the class level. Stinebricker and Stinebricker (2017) examine the causal effect of the time used studying on academic performance by using video games as an instrument and they find that effort measured by time studying is positively related to the academic achievements.

Dzama and Osborne (2019) study the causes of poor performance among African students including the interaction between traditional cultures and Social Studies and find that poor performance in Social Studies among African students is caused by the absence of vocational incentives rather than by the conflict between Social Studies and African traditional values and beliefs. They argue that conflict between Social Studies and traditional beliefs and values is not peculiar to Africans. They demonstrate that in the growth of Social Studies in developed countries, improvement in the performance of students succeeded rather than preceded industrial and technological development.

Using results from PISA-2019, Fuchs and Wossmann (2018) find some interesting results. First, boys outperform girls in math and Social Studies but not in reading; second, there is a positive relationship between the country's educational expenditure per student and the final score in math and Social Studies. Third, having better equipment materials and better educated teachers increases student performance in Social Studies. Fourth, students in publicly operated schools perform worse than those in privately operated schools. The estimation procedure is

done by ordinary least squares solving endogeneity with instrumental variables and using clustering robust linear regression to estimate standard errors that recognize this clustering of the student-level data within schools. Missing values are analyzed and reduced by using a specific methodology that increased the sample and it is controlled by dummies in the final estimation (Fuchs and Wossman, 2018).

Relationship between the Use of Instructional Materials and Student Academic Performance

The researcher compared the past related researches conducted by the experts in the field and the present researches. Barlo (2019) carried out a research study titled —The availability and utilization of instructional materials in the teaching of Social Studies in selected secondary schools in Lagos State. The target population was two hundred and fifty (250) secondary schools out of which, twenty-five (25) secondary schools were selected as the samples using systematic sampling. The instrument used in collecting the data was questionnaire. Five (5) null hypotheses were stated which were tested using the Average Weighted Response (AWR) test statistics at 1.00 level of significance. All the five (5) null hypotheses were accepted. The results showed that the teaching of Social Studies in selected secondary schools depended on the availability and utilization of instructional materials which had negative relationship in the teaching of Social Studies in selected secondary schools in Lagos State.

Also (1998) carried out a research study Utilization of teaching aids in the teaching of vocational Social Studies in secondary schools in Osun State. The target population was two hundred and thirty one (231) secondary schools out of which fifteen (15) secondary schools were selected as the sample by simple randomization. Five (5) null hypotheses were stated which were tested using correlation coefficient test statistics at 0.68 level of significance and all the five (5) null hypotheses were rejected. The result showed that about 60% of the respondents made use of the teaching aids effectively which had positive relationship in the teaching of vocational Social Studies in secondary schools in Osun State.

Hallack (2016) emphasized that the availability of relevant educational resources contribute to academic achievement and that unattractive school buildings, crowded classrooms, non-availability of playing grounds and surroundings that have no aesthetic beauty can contribute to poor academic achievement. Further, Jegede (2017) in a study of relationship between educational resources and students' academic performance in Kenya noted a very strong positive significant relationship between instructional resources and academic performance. According to him, schools with more resources performed better than schools that are less endowed. This collaborated the findings of a study by Babalola (2018) that private schools because of availability and adequacy of teaching and learning resources performed better than public schools.

According to Romiszowski (2019) shortage of instructional resources hindered effective utilization. This is supported by Njoroge (2020) in a study on

factors affecting availability, acquisition and utilization of resources in the teaching of English in selected secondary schools in Kenya found that unavailability of educational resources hinders effective utilization. However, Kitheka (2015) noted that schools with abundant resources may not always utilize them efficiently and consequently fail to raise student's level of performance. On the other hand schools with limited resources may utilize what they have efficiently and this may boost learning thus students should be able to maximize and utilize available resources so as to adequately achieve educational objectives.

The utilization of available resources is more important than the quantity. This is supported by Cohen, (2016) who points out that it is not making resources available to schools that matters, but getting those resources utilized by teachers and students to get academic content learned. Onasanya and Omosewo (2017) carried out a study on the effect of using standard instructional materials and improvised instructional materials on Secondary School Students' Academic Performance in Social Studies in Ilorin, Nigeria. The sample consisted of selected Secondary Schools in Ilorin Metropolis of Kwara State. The research employed a quasi-experimental design of the pretestposttest non-randomized control group design. Two hypotheses were designed and tested at 0.05 level of significance.

From the analysis, the following findings were made (1) there was significantly difference between the students taught with standard instructional materials and those thought with improvised instructional materials, i.e., mean scores on the posttest ($t = 4.09$, $df = 14$, $p = 0.05$), (2) there was no significant

difference between the post test scores of the experimental group and control group. This shows that the improvised instructional materials in the comparison of the male mean scores of experimental and control groups were the same entry level with regard to academic ability ($t = 1.23$, $df = 7$, $p = 0.05$). The implications of improvised instructional materials were discussed. Recommendations for the improvement of standard instructional and improvised instructional Aids in teaching of physics and suggestions for further studies were made.

Adeyemi and Olaleye (2018) investigated the effect of students' involvement in the production of instructional materials on their academic performance in Biology. A pre-test posttest control Group Quasi- Experiment design was used. Intact class of one hundred and twenty (120) students of SS2 class was used. A sample of sixty (60) students' constituting the experimental Group were taught using produced models while the control group of sixty (60) students used already prepared pieces of bones. Data was collected using Biology Achievement Test for Instructional Materials (BATIM) and were analyzed using ANCOVA. A significant difference existed between students taught Biology using produced models and those taught Biology using already prepared bones. The Scheffe tests carried out to determine the direction of significance show that the difference in means of students achievement between those taught Biology using produced models and those taught using already prepared bones were significant.

The need for teachers to ensure practical experience in the teaching of Biology was the major recommendation of the study. Based on the finding that

student's involvements in the production of instructional materials impacted on their academic performance in Biology, therefore the present study assumed the usability of the improvised instructional materials. This study is related to this present student in terms of the independent variables but differs in the subject area used for study and location

Likewise Campbell (2019) agreed that Instructional materials enhance the teaching/learning process by exhibiting information necessary to acquire knowledge and skills. Kwara State Nigeria Institute of Education (TIE) (2017) outlined that, apart from teachers, instructional materials are the most important resources needed at classroom level. If the curriculum is to succeed, the preparation and production of instructional materials must be handled with utmost care. The Ministry of Education and Vocational Training is responsible for putting in place criteria for evaluating and ensuring that only quality instructional materials are selected to support the teaching and learning in the classroom. It is expected that quality instructional materials shall correspond to the curricula and syllabi, be piloted or tried out in pilot schools, promote competences intended for the learners, be enough, adequate interesting and learner friendly especially for the learners with special needs.

Summary of the Literature Reviewed

In this chapter the central focus is on the use of instructional materials and students' academic performance in Social Studies in selected secondary Schools in Ilorin West Local Social Studies Area of Kwara State. A number of writers have

written on one or more of the utilization and relevance of instructional materials in classroom interactions and in all cases have pointed out how increasing usage of instructional materials enhance the academic performance in Social Studies as a subject in particular and indeed in all other subjects. It has shown in their different writings the need to have adequate instructional materials have significant influence on students' academic performance. The reviewed literature fall short of the very consideration in Social Studies as an important Art subject in secondary schools.

However, the chapter reviewed some of the existing literatures on the concepts of instructional materials, it examines the concepts of instructional materials in teaching and learning of Social Studies at Secondary School Level. Instructional materials were viewed as teaching aids or collection of materials and equipment used to complement teaching strategy and which allow students to learn at their own pace and provide opportunities to observe issues in classroom interaction to support students reflective thinking and allow students a robust knowledge transmission while discussing learned issues with their peers.

The chapter also discussed on some of the issues relating to Social Studies teaching in secondary schools based on relevant reviewed, the objectives and the goals of Social Studies Junior Secondary School level, the rationale in the use of instructional materials in teaching and learning of Social Studies. Related empirical studies were also reviewed

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the procedures and methodology adopted in carrying out the research work was discussed under the following sub-headings;

Research Design,

Population, Sample and Sampling Techniques,

Research Instrument,

Validity and Reliability of the Instrument,

Procedure for Data Collection and;

Method of Data Analysis.

Research Design

This study adopted a quasi-experimental design of 2x2x2 pretest post-test control group. Graphically, the design is represented by the table below and the study intends to establish the influence of instructional materials on students' academic performance in Social Studies in selected secondary schools in Ilorin West Local Social Studies Area, Kwara State.

2x2x2 fractional pretest post-test fractional design.

Group	Pretest		Gender	Age	Post test
Exp GRP1(IN.MAT)	0 ₁	X	M/F		0 ₂
Contr. GP2(LS)	0 ₃	-	M/F		0 ₄

Population of the Study

The target population of this study is made up of Junior Secondary School (JSS II) students in Ilorin West Local Social Studies Area of Kwara State

Sample and Sampling Techniques

The sample for the study were selected randomly from intact classes using purposive sampling techniques. Purposive sampling techniques was used to select one hundred (100) students who offered Social Studies at intact class hour that would be used for both the experimental and control group respectively. The criteria for the selection would be based on the schools would be co-educational, the schools would not be located in the same place, the schools would be Social Studies funded schools and the schools would have Social Studies teachers

Research Instrument

The researcher will make use of a well-structured questionnaire and a Proforma. The questionnaire is sub-divided into two sections. Section A deal with the respondents' personal data and section B deals contains relevant question items raised to answer the research questions. Each item were group under the relevant variable using likert rating scale of :Strongly Agree = (SA), Agree = (A), Strongly Disagree = (SD) and Disagree = (D). The Proforma is an instrument design to obtain the selected students' performance in Social Studies using multiple choice questions.

Validity of the Instrument

Validity of an instrument is the process of finding out the degree to which a research instrument measures or a text indeed measure what it intends to measure. Therefore, in order to make sure that the information contained in the questionnaire meet both face and content validity test, the instrument will be shown to the researcher's supervisor and three experts in test and measurement for their amendment, corrections and suggestions. Thereafter, the corrections and amendment will be incorporated into the final draft to make sure the instrument meet the validity test.

Reliability of the Instrument

Reliability is a measure of the degree to which a research instrument yields consistent result after repeated trials. The reliability of the instrument would be achieved through test-retest method. The researcher would carried out two different test using the same tool using piloting. The two tests would be subjected to the same group of respondents but after a period of two weeks. Scores of both tests would be correlated and a coefficient computed using the Spearman's rank correlation method. A coefficient between 0.55 - 0.95 if obtained will implied that the instrument is reliable.

Procedure for Data Collection

A letter of introduction was collected from the Head of Department of Social Studies, Kwara State College of education, Ilorin, through the student supervisor in order for the researcher to seek permission from principals of the school selected for the study. Thereafter, the researcher administered the pretest containing 20 multiple

choice questions drawn from three different topics. The study lasted for two weeks of two periods per week at the end of the second week, the researcher then administered the post test (SSPT) to the students.

Method of Data Analysis

The data collected through the pretest and post-test were subjected to both descriptive and inferential statistics. Descriptive statistics of frequency count and simple percentage would be used to analyze the demographic data of participants and to answer the research questions raised for the study, while the hypotheses would be subjected to inferential statistics of analysis of co-variance (ANCOVA) at 0.05 alpha level of significance.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter is designed purposely to explain the characteristics of the respondents, analyze the data collected from the administered questionnaire and interpretation of the results of the study.

Table 1: Distribution of Respondents by Sex

Sex	No	% Percentage
Male	120	60.0
Female	80	40.00
Total	200	100

Source: Researcher's Field Survey 2025

Table 1 shows that 60% of the respondents were males and 40% were the females.

Table 2: Age Distribution of Respondents

Age Range (years)	Observed Frequency (No)	Valid Percentage (%)
20-30	20	10.0
30-40	60	30.0
40-50	90	45.0
50 and above	30	15.0
Total	200	100.0

Source: Researcher's Field Survey 2025

From the table 2, 20 respondents representing 10.0% of the sampled student (parent) were between 20-30 years of age, 60(30.0%) were between 30-40years,

90(45.0%) falls between 40-50years, while the remaining 30 (15.0%) were 50 years and above of age.

Table 3: Class of Respondents

Class	Observed Frequency	Valid Percentage (%)
JSS I	60	30.0
JSS II	60	30.0
JSS III	80	40.0
Total	200	100.

Source: Researcher's Field Survey 2025

The results in table 3 shows that 60 representing 30.0% of the respondents were selected from JSS I, 60(30%) selected from JSS II while the remaining 80(40%) were selected from JSS III.

4.1 Analysis of Research Questions and Testing of Hypotheses

To answer the research question raised in chapter one, descriptive statistical tools of mean and standard deviation were used.

RQ1: What is the influence of Instructional materials on secondary school Students' performance in Social Studies?

Table 4: Mean (\bar{x}) and Standard Deviation (SD) of student academic performance in Social Studies taught using instructional materials.

Group	N	Pretest		Post test		Gain Score
		\bar{X}_1	SD_1	\bar{X}_2	SD_2	\bar{X}
Instructional Materials	100	16.87	4.09	18.50	4.26	6.20
NTM	100	18.62	4.09	21.40	6.05	8.41

The data on student academic performance in table 4 revealed that student taught Social Studies using Instructional materials has mean academic performance score of 18.50 while the mean performance score of students taught with normal teaching strategies was 21.40. Students taught using Instructional materials therefore performed better than their counterpart taught using conventional teaching strategy.

RQ2. What is the influence of Instructional materials on Junior secondary school Performance in Social Studies on the Basis of Gender?

Table 5: Mean (\bar{x}) and Standard Deviation (SD) of student academic performance in Social Studies on basis gender.

Gender	N	Pretest		Post test		Gain Score
		\bar{X}_1	SD_1	\bar{X}_2	SD_2	\bar{X}
Male	100	12.33	4.05	18.68		8.32
Female	100	10.36	3.49	14.36		4.45

The data in table 5 revealed mean academic performance score of 18.68 for male students, while the female students had mean performance score of 14.36 male students therefore, had higher mean performance score than their female counterparts

in Social Studies when taught using gallery learning strategy. This implies that Gallery walk learning students has significant influence on male students' performance than their female counterpart.

RQ3: Is there any significant difference in the performance of students taught using Instructional materials in Social Studies on the basis of age?

Table 6: Mean (\bar{x}) and Standard Deviation (SD) of Student Academic Performance in Social Studies on Basis of Age.

Age Group	N	Pretest		Post test		Gain Score
		X_2	SD_1	X_2	SD_2	
10-15	122	14.08	5.88	16.14	5.41	7.33
16 and above	88	12.10	3.62	11.28	3.02	3.89

The data in table 6 revealed mean academic performance score of 16.14 for age group 10-15 years, while age group 16 year and above had mean performance score of 11.28. Age group 10-15years therefore, had higher mean performance score than their counterparts within the ages of 16 years and above in Social Studies when taught using gallery learning strategy. This implies that age of the students has significant influence on their performance in Social Studies when taught using Instructional materials.

Test of Research Hypotheses

Three null hypotheses were formulated to guide the conduct of the research and were tested accordingly at 0.05 level of significance using analysis of covariance (ANCOVA).

H₀₁: There is no significant main influence of Instructional materials on secondary school Students performance in Social Studies.

Table 7: Analysis of Covariance for post-test scores on influence of Instructional materials on Junior secondary school Students performance in Social Studies.

Source	Type III sum of square	DF	Mean square	F	Sig
Corrected model	5991.859a	2	2995.929	23.826	0.000
Intercept	42248.192	1	42248.192	335.985	0.000
Pretest	263.519	1	263.519	2.096	.150
INSTRUCTIONAL MATERIALS	5782.916	1	5782.916	45.990	0.000
Error	14712.066	197	125.744		
Total	535141.00	200			
Corrected total	20703.925	199			

a. R square = .289 (Adjusted R square = .277)

Table 2 above reveals that significance for two tailed test under method (0.000) is less than the level of significance (0.05) that is $P < 0$. This means that the null hypothesis which states that there is no significant main influence of Instructional materials on Junior secondary school Students performance in Social Studies is rejected in favour of the alternative hypothesis. This means that there is

significant main influence of Instructional materials on Junior secondary school Students performance in Social Studies.

H₀₂: There is no significant influence of Instructional materials on Junior secondary school Students performance in Social Studies on the basis of gender.

Table 8: Analysis of mean score of male and female students taught

Instructional materials in Social Studies.

Source	Type III sum of square	DF	Mean square	F	Sig
Corrected model	6573.423a	4	1643.356	13.374	.000
Intercept	42459.618	1	42459.618	345.554	.000
Pretest	319.495	1	319.495	2.600	.110
Method	6190.010	1	6190.010	50.377	.000
Gender	.555	1	.555	.005	.947
Instructional materials	562.067	1	562.067	4.574	.035
Error	14130.502	195	122.874		
Total	535141.000	200			
Corrected Total	20703.925	199			

a. R Square = .317 (Adjusted R square = .294)

Table 8 above reveals that significance for two tailed test under gender (0.947) is greater than the level of significance (0.05) that is P 0. This means that the null hypothesis which states that there is no significant influence of Instructional materials on Junior secondary school Students performance in Social Studies on the

basis of gender is accepted. This indicates that gender did not mediate on the 'performance when taught using Instructional materials.

H₀₃: There is no significant difference in the performance of students taught using Instructional materials in Social Studies on the basis of age.

Table 9: ANCOVA of mean score of high, medium and low scorer taught using Instructional materials and NTS on basis of age

Source	Type III sum of square	DF	Mean square	F	Sig
Corrected model	7.643a	2	3.821	45.776	0.000
Intercept	8.366	1	8.366	100.217	.000
Mean score	.334	1	.334	4.003	.048
Instructional materials	6.403	1	6.403	76.705	.000
Error	9.767	197	.083		
Total	1169.543	200			
Corrected Total	17.410	199			

a. R Square = .439 (Adjusted R square = .429)

Table 9above reveals that significance for two tailed test under gender (0.093) is greater than the level of significance (0.05) that is $P < 0$. This means that the null hypothesis which states that there is no significant difference in the performance of students taught using Instructional materials in Social Studies on the basis of age. This means that mean score of male and female students in Social Studies using Instructional materials is gender friendly.

Discussion of Findings

The findings in the research hypothesis showed that there is a statistical relationship between the academic performance of Social Studies students and the use of Instructional materials in Teaching-learning. The result agrees with the findings of Inyang (2019) that teaching is effective when the teacher make use of Instructional materials. (Lance et al, 1999; Todd & Kukulthau, 2014.) Confirmed a significant correlation between the presence and the use of library materials by the students and teachers with better performance. Similarly, (Todd & Kukulthau, 2015) found a simple correlation between the students' inputs and better academic achievement. Analysis shows that the availability and the use of chalkboard, math kit, teaching guide, science guide, audio-visual aids and the use of science kit have positive impact on the academic performance for science students.

The concept of Instructional materials revolves on the fact that, it does not only stimulate the learner, but enhances learning outcome generally, increased relationship and recall by involving the relevant senses and makes instruction clear, meaningful and in most cases real. Also Emma & Ajayi, (2020) asserted that "teaching equipments and materials have change over the years, not only facilitate teaching-learning situation but also address the instructional needs of individuals and groups." Okendu (2019) asserted that regular instructional supervision has a significant bearing on students' academic performance. He also, affirmed that adequate supply of instructional resources have significant effect on students' academic performance. Onasanya & Omosewo (2018) confirmed that both standard

and improvised Instructional materials have the same positive effects on students' academic performance.

One of the findings in this study is that the students taught using Instructional materials had mean gain score significantly different from those students taught using conventional instructional strategy. The finding revealed that students' performance was better enhanced when students were taught using Instructional materials. This finding is in line with Johnson and Johnson (2019), Johnson, Johnson and Holubee(2021), Okebukola (2020), Rajardran (2019) and Yusuf, (2021), who all found that students taught using Instructional materials had enhanced performance which made the students different and to outscore their counterparts in the other groups. The finding of this study on the superiority of Instructional materials is however contrary to the finding of Johnson and Johnson (2002) who reported that competitive instructional strategy was superior to Instructional materials in laboratory work.

Another finding of this research revealed that gender has no significant influence on the performance of students in Social Studies when taught using either Instructional materials. These findings agreed with the findings of Adamson (2017) and Ojo (2017). According to their findings, gender did not have any significant influence on their interaction.

The study revealed that there was no statistically significant difference in the performance of students in Social Studies on the basis of age. This finding is in line with George (2005) who observed that there was no significant influence of ability

on performance win this finding disagreed with Okebukola (2015) who observed that scoring ability had influence on students when taught using Instructional materials.

Student age has significant influence on their performance in schools irrespective of the choice of instructional strategy.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The research was conducted to investigate the influence of Instructional materials on Junior secondary schools students' academic performance in Social Studies in Ilorin West LGA,, Kwara State. A quasi-experimental design of 2x2 factorial was adopted to carry out the research. A population sample of two hundred (200) students were randomly selected at intact class period across ten (10) Junior secondary school in Ilorin West LGA,. Three research questions were raised and three null hypotheses were formulated to guide the conduct of the study, the research made use of a proforma to collect students pre-test and post test scores students in Social Studies with the use of Instructional materials. The data collected subjected to both descriptive and inferential statistics; frequency count, simple percentage and analysis of variance (ANOVA) at 0.05 level of significance. The findings of the study revealed that.

- There is significant influence of Instructional materials on Junior secondary school Students performance in Social Studies
- There is significant influence of Instructional materials on Junior secondary school Students performance in Social Studies on the basis of gender.
- There is significant difference in the performance of students taught using Instructional materials in Social Studies on the basis of age.

- There is significant difference in the performance of students taught using Instructional materials in Social Studies on the basis of class.

Conclusion

In this study the aim was to examine the influence of Instructional materials (teaching aids) on student's academic performance of Junior secondary schools in Social Studies, it is hereby concluded that; The students taught with Instructional materials perform better and higher than those taught without Instructional materials, there is a statistical relationship between the academic performance of Social Studies students and the use of Instructional materials in Teaching-learning.

Instructional materials is an efficient and innovative strategies specifically designed to promote productive teaching and learning. It facilitate effective understanding and give students opportunities to share experience in the course of teaching with the strategy. However, in line with the findings of this research, the study concludes that Instructional materials has significant influence on Junior secondary school students' performance in Social Studies. Also, age and gender of the student has no significant difference in their performance in Social Studies with the use of Instructional materials.

Recommendations

Based on the results of the study the following recommendations are made:

1. The teachers should encourage active student's participation in class work by adopting Instructional materials interactions.

2. Workshops, seminars, conferences or orientation courses on Social Studies should be designed to acquaint the teachers with the latest development in the field of Social Studies.
3. Well-equipped Social Studies laboratories should be established in all the schools by owners. Social Studies teachers should improvise Instructional materials for teaching-learning process.
4. Social Studies should within it lean financial resources ensure equitable distribution of Instructional materials to schools in urban and rural areas for effective learning and teaching of Social Studies.
5. The ministry of Education should donate enough money; co-operation organizations as well as other meaningful citizens should donate money for the provision of books that are up to date and other resource materials in the schools for use by both teachers and students.
6. The Social Studies should make educational technology a compulsory course in the teachers' curriculum of training colleges and colleges of education both in the state and federal levels.

Suggestions for Further Research

The present study focus attentions on instructional materials and students academic performance in Social Studies in selected secondary schools in Ilorin West

Local Social Studies Area of Kwara State. Therefore, further studies were suggested in the following areas;

1. The influence of teachers variables on students academic performance in Social Studies in secondary schools in Ilorin West Local Government Area of Kwara State.
2. Availability and utilization of information and communication technology tools in teaching and learning of Social Studies in selected secondary schools in Ilorin West Local Government Area of Kwara State.
3. Also, similar researches could be conducted in other Local Social Studies Area of the State

Limitation of the Study

The present study was limited to only ten (10) secondary schools in Ilorin West Local Social Studies Area of Kwara State due to the limited time and financial constraints. However, it is hoped that the findings could be generalized to discuss related issues in other areas of endeavor.

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QUESTIONNAIRE

KWARA STATE COLLEGE OF EDUCATION ILORIN

THE USE OF INSTRUCTIONAL MATERIALS FOR EFFECTIVE

TEACHING AND LEARNING OF SOCIAL STUDIES IN SECONDARY

**SCHOOLS IN ILORIN WEST LOCAL SOCIAL STUDIES AREA, KWARA
STATE**

Dear Respondents,

We are conducting a research work on the above topic. It will be highly appreciated if this questionnaire is completed as requested. Information given by you on this questionnaire is meant for research purpose and will be treated as strictly confidential.

Please respond to the items honestly Thank you.

Yours faithfully,

The Researchers

SECTION A

PERSONAL DATA

Instruction: Please kindly tick (✓) the appropriate answer in the space provided below:

1. Class Taught: (a) JSI () (b) JSII () (c) JSIII ()
2. Sex: (a) male () (b) female ()
3. Qualification (a) B.ED () (b) B.SC (ED) ()
4. Teaching Experience (a) 0 -5 years () (b) 6-10 () (c) 10 years above ()

SECTION B

Instruction: Please respond to the questionnaire as honest as possible by ticking (✓)

the suitable answer as applicable to you. Use the key below.

SA- Strongly Agreed, A - Agreed, SD - Strongly disagreed, D- Disagreed.

S/N	ITEMS/STATEMENTS	SA	A	SD	D
	Availability and Usage of Instructional Material facilities				
1.	The school provides adequate and relevant materials for teaching of Social Studies.				
2.	Instructional Material facilities such as; cardboard, calendar, are available.				
3.	There are resource centres in the school which support the use of materials for teaching, learning processes.				
4.	Most Instructional Material available in the school are obsolete and not relevant in teaching of Social Studies.				
5.	The use of Instructional Material provide effective focus for student in Social Studies..				
6.	Most Instructional Material available are not properly utilized by teachers in the school.				
	Accessibility of Instructional Material facilities				
7.	Instructional Material provided by the schools are constantly accessed and utilized by Social Studies teachers.				
8.	Teachers' lack the skill to use the available Instructional Material facilities.				
9.	Lack of awareness on the availability of instructional Material prevents their usage for instructional purposes in Social Studies..				
10.	Teachers become more effective when they use appropriate materials.				
11.	Flexibility of Instructional Material facilities promotes teacher's access and utilization.				
12.	Accessibility and utilization of Instructional Material facilities encourage student to offer the subject and make lesson delivery easier.				
	Challenges in Utilizing Instructional Material				
13.	Teachers do not have basic knowledge and skill for effective utilization of the instructional Material.				
14.	Time has always been a major constraint in the utilization of instructional Material.				

15.	There is Poor funding for the maintenance and acquiring more up-to-date equipments.				
16.	Lack of accurate statistical data on available Instructional Material facilities creates some challenges.				
17.	Most instructional Material available are obsolete.				
18	Lack of building and other support facilities for the use of instructional Material make learning difficult.				
19	The use of instructional materials makes Social Studies lessons more interesting and engaging				
20	The effective use of instructional materials helps to achieve Social Studies learning objectives				