

Assessment of Instructional Resources in Teaching Social Studies in Selected Secondary Schools in the Eastern Senatorial District of Kogi State, Nigeria

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Abstract: The study is on the assessment of instructional resources in the teaching of Social Studies in selected secondary schools in the eastern senatorial district of Kogi state, Nigeria. Instructional resources refer to all material and human resources which can be employed by teachers to facilitate teaching and learning. The study was guided by five research questions which came from the five objectives of the study. Cross-sectional descriptive survey design was adopted in obtaining data from 26 Social Studies teachers from ten public secondary schools randomly selected from the area. The study employed an instrument titled assessment of instructional resources in teaching Social Studies questionnaire which was personally administered to the respondents. The data were analysed with the use of percentage and the findings revealed that most instructional resources were not available, and the most commonly used ones include textbooks, charts and maps. Most teachers don't engage the service of resource persons despite the potential benefit inherent in the use of resource persons and other resources due to some challenges identified by the respondents. The study therefore recommended that there is need for retraining of Social Studies teachers on the use of instructional resources, teachers should be encouraged to source for locally made resources and the government and PTA should be actively involved in the provision of instructional resources, among others.

Keywords: Assessment, Instructional resources, Teaching, Social Studies, Secondary Schools.

INTRODUCTION

Social Studies education is one of the subject areas stipulated by the Federal Republic of Nigeria (FRN) [1] that should be taught to students to contribute towards the realisation of the overall educational goals and national objectives. Okobiah [2] emphasizes that the main philosophy behind the introduction and teaching of Social Studies in Nigeria secondary schools is the mobilization of youths, students and young learners for the purpose of helping them cultivate an awareness and understanding that would transform them into effective citizens.

The major goal of the subject area is aimed at generating and developing intelligent, responsible and self-directing citizens who are expected to positively explore opportunities to develop their own potentialities and to contribute their maximum efforts to an improvement of group living within the societal framework of a nation [3]. Thus, Social Studies is considered as a problem approach discipline through which man learns about problems of survival in his environment [4].

Social Studies as one of the subject areas for study in secondary school is new within Nigeria's context, as it is a product of the new National Policy on

Education (NPE). The NPE came into being as a result of government determination and reaction to make education meaningful and relevant and to have bearing with social, political and economic situation in Nigeria [5]. This was because, there was general dissatisfaction with the colonial system of education given by the British, which provided little gain for Nigerian youth and society. Commenting on this, Fafunwa in Owoicho [5], observed that "the system was incapable of developing positive values in the society but rather, it alienates the societal members from their cultural environment".

In fact, it was the inadequacy of the colonial education and the outcry over the inadequacy of that educational system that led to the curriculum reform which resulted in various seminars, workshops and conferences which gave birth to what is now known as Nigeria's five principal objectives as spelt out by the FRN [1] as the building of: (a) a free and democratic society, (b) a just and egalitarian society, (c) a united, strong and self-reliant nation, (d) a great and dynamic economy and (e) a land of bright and full opportunities for all citizens.

One can deduce from the objectives given above that the main philosophy and fundamental objective of

Nigerian education is aimed at the development of effective citizenship. It is necessary to note that Social Studies aims, objectives and concepts have been designed to agree with the philosophy and aims of the National Policy on Education. So, without mincing words, one can say that Nigeria's Social Studies is an embodiment of the philosophy of the National policy on education.

For Nigeria to achieve her national philosophy and objectives, the following objectives were set for secondary school Social Studies:

1. To make students aware of the problems of their country (Nigeria) and of the world in general and to appreciate the inter-dependence between people;
2. To create an awareness and understanding of the evolving social and physical environment, its natural resources, together with the rational use and conservation of these resources for development.
3. To develop in the students a positive attitude to citizenship and a desire in them to make a personal contribution to the creation of a satisfactory professional life.
4. To develop a capacity to learn and to acquire skills essential to the formation of a satisfactory professional life.
5. To develop in the students an appreciation of their cultural heritage and a desire to preserve them.

In order to achieve the objectives of Social Studies in the secondary schools, human and material resources or instructional resources have to be provided and judiciously utilized in the process of teaching the subject. It is of paramount importance to note that the effectiveness of the curriculum implementation process largely depends on the availability of both human and instructional resources [6]. Considering what human resources in education entails, Agun [7] observed that:

The human resources in education include the teachers, the teachers' aides where they are used, the learners, even though it is not often realized, and the people in the community whose special skills and knowledge can be used for instruction. One may want to point out however that this latter category of human resources is not much used especially in this country (p.120).

It is important to note that instructional resources or material resources and human resources are combined to produce effective teaching and learning. Instructional materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve students' performance [8]. Similarly, Efebo in

Fuandai and Akolo [9] sees instructional materials as anything materials and equipment that can help the teacher to communicate effectively his/her ideas to the students so that at the end of instruction, the students can do that which the teacher stated in his objective. From the foregoing, it is obvious that instructional materials which is also referred to as material resources or teaching aid assist both the teacher and learner in the process of teaching by making the lesson more meaningful, understandable and more concrete. Instructional resources also enhance students' performance especially when different types are used [10].

However, research findings revealed that instructional resources are not adequately available for effective teaching and learning, and the few ones that are available are rarely being used by Social Studies teachers, which is a source of concern to Social Studies educators. Some of these studies include that of Akubue [11] who studied the use of instructional material for teaching Social Studies in junior secondary schools; Adediran, Ibrahim, and Adelegun [12] whose study focused on adequacy of instructional resources for improving the teaching and learning of Social Studies; Olabode [13] who researched into the utilization of community resources for effective sustainability of Social Studies education; Igu *et al.* [10], who studied the effects of instructional material on students' achievement in Social Studies in lower basic education in Nigeria; Tuimur and Chemwei [14] who researched into the availability and use of instructional materials in the teaching of conflict and conflict resolution in primary schools in Nandi North district, Kenya, among others. It is pertinent to note that even though the study cited above arrived at similar findings of inadequacy of instructional resources, the studies took place outside Kogi state. It is based on this premise that this study focused on the assessment of instructional resources in teaching Social Studies in selected secondary schools in the eastern senatorial district of Kogi state, Nigeria to see what is obtainable in this area.

OBJECTIVES OF THE STUDY

The objectives of the study is to:

1. Ascertain the extent of availability of instructional resources in Social Studies classrooms.
2. Find out the type of instructional resources that are commonly used in teaching Social Studies in the schools.
3. Find out if Social Studies teachers engage the services of resource persons in the process of teaching Social Studies.
4. Determine the effects of instructional resources on the teaching and learning of Social Studies

5. Find out if there are problems in the use of instructional resources in the teaching and learning of Social Studies.

RESEARCH QUESTIONS

The following research questions were raised to guide the study:

1. What is the extent of availability of instructional resources in Social Studies classroom in the study area?
2. What are the commonly used instructional resources for the teaching of Social Studies in the area?
3. To what extent do Social Studies teachers engage the services of resource persons in the process of teaching and learning?
4. What are the effects of instructional resources on the teaching and learning of Social Studies in the area?
5. Are there challenges to the use of instructional resources in teaching and learning of Social Studies?

METHODOLOGY

Research design:

The study adopted a cross-sectional descriptive survey design where a sample is used to obtain data from the population at once for the purpose of describing the population represented by the sample.

Population of the study:

The population of the study consisted of 26 Social Studies teachers in the selected secondary schools from the Eastern senatorial district of Kogi state.

Sample and Sampling Technique:

The study used random sampling in selecting ten schools from those schools under the Teaching Service Board (TSB) and the Science, Technical and Technological Education Board (STTEB). 26 Social Studies teachers from the ten selected secondary schools in the area were involved in the study.

Instrument for data collection:

The instrument for data collection was titled Assessment of Instructional Resources in Teaching Social Studies Questionnaire (AIRTSSQ) which was validated by two experts in Social Studies education. The instrument was divided into 3 sections, while section A was about personal data of the respondents, section B consisted of structured items designed to elicit responses for answering the research questions while section C was made up of unstructured item designed to provide answer to research question 5.

Method of data collection:

The researcher personally administered the questionnaires to the respondents in the selected schools. While some of the questionnaires were responded to and returned immediately, others were returned after some days. Out of the 30 questionnaires administered, 26 questionnaires were completed and returned.

Method of data analysis:

Data collected were analysed using percentages in order to answer the research questions. The analysis of data was based on the returned questionnaires and presented as follows:

Research Question 1: What is the extent of availability of instructional resources in Social Studies classroom in the study area?

Table 1: Response on the extent of availability of instructional resources in Social Studies classroom

S/N	Items	Agree	%	Disagree	%	Undecided	%
1	Extent of the availability of instructional resources for teaching and learning of Social Studies	21	80	5	20	0	0

While 80% of the respondents indicated that the instructional resources needed to teach Social Studies were not adequately available in their schools, 5 respondents which represented 20% agreed that instructional resources are available in their schools.

Research question 2: What are the commonly used instructional resources in the teaching and learning of Social Studies in the area?

Table 2: Responses on the commonly used instructional resources in the teaching and learning of Social Studies

Instructional resources	Frequently	%	Sometimes	%	Not at all	%
Textbook	21	81	1	4	4	15
Radio	4	15.4	5	19.2	17	65
Television	2	8	1	4	23	88
Video	1	4	3	12	22	84
Projector	1	4	2	8	23	88
Picture	12	46	5	19	9	35
Charts	15	58	5	19	6	23
Maps	17	65	3	12	6	23
Magazine	11	42.3	5	19.2	10	39
Computer	1	4	6	23	19	73
Field trip	2	8	11	42	13	50
Resource persons	11	42	5	19	10	39

Table 2 shows that 81% of the teachers use textbook frequently, 58% use charts frequently, while 65% uses map frequently. This is an indication that the most commonly used instructional materials in the teaching and learning of Social Studies in the area of study are textbooks, charts and maps.

Research question 3: To what extent do Social Studies teachers engage the services of resource persons in the process of teaching and learning?

Table 3: Responses on the extent of engagement of the services of resource persons in teaching and learning by Social Studies teachers

Frequently	%	Sometimes	%	Not at all	%
11	42.3	5	19.2	10	38.5

From table 3, 42% of the respondents agreed that they engage the services of resource persons frequently, 19% indicated that they engage the services of resource persons sometimes while 39% of the respondents indicated that they do not use resource persons at all.

Research question 4: What are the effects of instructional resources on the teaching and learning of Social Studies in the area?

Table 4: Responses on the effects of instructional resources on the teaching and learning of Social Studies

S/N	Items	Agree	%	Disagree	%	Undecided	%
1	The use of instructional resources help in reducing over-dependence on the teacher solely for all information	25	96	-	-	1	4
2	Instructional resources enable the students to see the relationship between the school and the community	24	92	1	4	1	4
3	Instructional resources brings liveliness and practical experience to the learners.	24	92	1	4	1	4
4	Field trip offers a variety of experience that stimulate self-actualization of both students and teachers.	25	96	-	-	1	4
5	Instructional resources help in communicating the aims and objectives of the topic for students' understanding.	25	96	-	-	1	4
6	Instructional resources stimulate the interest and curiosity of students in teaching and learning.	25	96	-	-	1	4
7	Instructional resources help in the achievement of the general aims and objectives of Social Studies	25	96	1	4	-	-
8	Instructional resources help the students to express themselves through reading, listening and writing	22	84	3	12	1	4
9	Instructional resources help teachers to express their minds clearly to the students.	20	76	3	12	3	12
10	Instructional resources help to concretize abstract	20	76	4	16	2	8

issues and concepts							
11	Instructional resources enhances communication between students and teachers.	26	100	-	-	-	-
12	Usage of instructional resources help to develop in the students how to use school facilities so as to derive meaning from the lesson.	25	96	-	-	1	4

Table 4 presented above indicated that 96% of the respondents were of the opinion that instructional resources help the students not to be so much dependent on the teachers as the only source of information, 92% were of the view that instructional resources offer students the opportunity to see the relationship between the school and the community, brings liveliness and practical experiences to the learners. The response on field trip and excursion showed that 96% of the teachers were of the opinion that such venture offers variety of experience which stimulates self-actualization of both students and teachers. The table also indicated that 88% of the respondents agreed that instructional resources communicate rightly the aims and objectives of the topic for students’ understanding, 96% indicated that instructional resources stimulates the interest and curiosity of both students and teachers in teaching and learning while 96% also responded in the affirmative that instructional resources helps in the achievement of general aims and objectives of Social Studies.

Furthermore, 84% of the respondents agreed that the use of instructional resources help the students to express themselves through reading, listening and writing, 76% of the respondents were of the opinion that instructional resources enables teachers to express their mind clearly to the students, help to concretize abstract concepts as observed from the response of 76% of the respondents while all the respondents were unanimous in their opinion that instructional resources enhance effective communication between students and teachers. Finally, 96% of the respondents indicated that the use of instructional resources help in developing in the students on how to use school facilities to derive meaning from the lesson.

Research question 5: Are there challenges to the use of resources in teaching Social Studies?

Table 5: Response of teachers on the challenges of using instructional resources in teaching Social Studies

Agree	%	Disagree	%	Undecided	%
25	96	-	-	1	4

Table 5 indicated that 96% of the respondents attest to the fact that there are challenges in the use of instructional resources in the process of teaching and learning of Social Studies, while 4% of the respondents did not indicate any response either for or against the item. Furthermore, since almost all the respondents indicated that there are challenges in the use of instructional resources, an unstructured question which sought to find out where the challenges occur have these major areas identified by the respondents: (1) Inadequate finance/capital, (2) Non availability of some of the resources especially the electronic media (3) Lack of technical know-how on the part of the teachers of social studies to utilize some of the resources. (4) Lack of electricity which affects almost all the schools within the study area (5) Government’s poor attitude towards the provision of instructional resources (6) Ignorance of the teacher about some of the resources (7) Inadequate qualified teachers in the subject area which made some of the schools through the Parents Teachers Association (PTA) to employ either Diploma holders or teachers without Social Studies background to teach the subject.

DISCUSSION OF FINDINGS

The findings from the study revealed that most of the schools lack adequate instructional resources for teaching Social Studies, and the commonly used instructional resources are textbooks, charts and maps. Other instructional resources like radio, television, video, projector, pictures, magazines, computer and field trip are rarely used. These findings agrees with that of Ogbondah [15]; Akubue [11] and Okobia [16] who discovered that resources like radio tapes, overhead transparencies, video tapes and computers were not available for teaching at all; and that textbooks, chalkboard, maps and atlases were the most available ones. The only difference in the above findings and that of Fuandai and Akolo, [9] was that their own findings indicated that teachers make use of radios in addition to chalkboard, textbooks, charts and real objects for teaching and learning which is not the case in this present study.

Furthermore, the findings from this present study revealed that most Social Studies teachers rarely make use of resource persons for teaching and learning of Social Studies. This findings is also in line with that of Akubue [11] that teachers do not make use of

resource person in teaching Social Studies. Since the subject area deals with different topics that cut across different subjects and issues in the society, teaching the subject area without bringing specialists and resource persons from the community who are versed in the area amounts to a great disservice to the subject area and the learners in particular. Since the skilful use of instructional materials and community resources would help in making the teaching of Social Studies pragmatic, realistic, motivating and interesting [17], the students may not get the best out of the subject area when resource persons and other community resources are not employed in teaching and learning. There is no professional Social Studies teacher that can deny the existence of resource persons in any locality where schools exist because, every community no matter how small or isolated, has within it, the score of people of rich and varied background who can “open doors” to vivid learning experiences [13].

Furthermore, the findings of the study also attest to the efficacy of instructional resources in helping the students not to be so much dependent on their teachers as the source of information, create opportunity to see the relationship between the school and community, brings liveliness and practical experiences to the learners among others. However, even though it is a known fact that the above effects of instructional resources are real and very common from literature, it is obvious from the result of this study that the respondents only responded in favour of these items based on head knowledge alone since the response to research question one and two indicated that most of the teachers rarely use these resources for teaching and learning.

Finally, the challenges observed by the teachers in the use of instructional resources which include inadequate finance, non-availability of some of the resources especially the electronic media, lack of technical know-how, lack of power supply among others are similar to the findings of Ogbondah [15] and that of Jimoh as reported by Okobia [16].

CONCLUSIONS

The study focused on the assessment of instructional resources in teaching and learning of Social Studies in selected secondary schools in Eastern senatorial district of Kogi state. The findings from the study indicated that most schools lack adequate instructional resources for effective teaching and learning of Social Studies. The commonly used ones include textbooks, charts and maps. Electronic media and other print media are not used in most of the schools. Many schools do not engage the services of resource persons. The challenges facing the use of instructional resources as revealed from the findings include inadequate finance, lack of technical know-how

on the part of the teachers, lack of power supply, government’s poor attitude towards the provision of instructional resources, teachers’ ignorance about some of these resources among others.

RECOMMENDATIONS

In view of the findings of this study, the following recommendations are given:

1. Re-training of Social Studies teachers on the imperativeness of instructional resources and how to source for them for effective teaching and learning of Social Studies.
2. Teachers should be encouraged to source for locally made resources for teaching and learning and should learn to improvise where necessary.
3. Teachers should be encouraged to use resource persons in teaching Social Studies to enable the learners see the relationship between the school work and the community life.
4. The government and the Parents Teachers’ Association (PTA) should be actively involved in the provision of instructional resources for effective teaching and learning.
5. Teachers in training and those on the field should be taught how to use electronic materials and other resources for effective teaching.
6. Efforts should be made to improve power supply in schools and where none exist, alternative power supply should be provided by the school in collaboration with the PTA for effective teaching and learning.

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