

**EXTENT OF THE AVAILABILITY AND USE OF
INSTRUCTIONAL MATERIALS IN TEACHING
AND LEARNING SOCIAL STUDIES IN ABA
EDUCATION ZONE, ABIA STATE**

BY

OLUGU, CHARITY U.

PG/M.ED/09/50582

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
FACULTY OF EDUCATION, UNIVERSITY
OF NIGERIA, NSUKKA**

SEPTEMBER, 2012

TITLE PAGE

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS, FACULTY
OF EDUCATION, UNIVERSITY OF NIGERIA, NSUKKAIN
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THE AWARD OF MASTERS DEGREE (M.ED) IN
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SUPERVISOR: DR.A.N. OKOLO

SEPTEMBER, 2012

APPROVAL PAGE

This project has been approved for the Department of Educational Foundations
University of Nigeria, Nsukka.

BY

DR A.N. OKOLOASSO. PROF. J.C OMEJE SUPERVISOR
INTERNAL EXMINER

PROF.G.C. UNACHUKWUDR D.U. NGWOKE
EXTERNAL EXAMINER HEAD OF DEPARTMENT

PROF. I.C.S. FELUNNI
DEAN OF FACULTY

CERTIFICATION

Olugu Charity U., a postgraduate student in the Department of Educational Foundations, University of Nigeria, Nsukka with Registration Number, PG/M.Ed/09/50582 has satisfactorily completed the requirements for the course and research work for the Master Degree in Sociology of Education. The work embodied in this project report is original and has not been submitted in part or in full for any diploma or degree of this or any other University.

DR. A. N. OKOLO
SUPERVISOR

OLUGU CHARITY
STUDENT

DEDICATION

This work is dedicated to God for His provision and guidance throughout the period of this research work.

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This research would not have been complete if not for the support of some distinguished individuals that must be acknowledged. First and foremost, I want to recognize my sovereign God who gave me abundant grace and protection throughout the period of my study. Lord you are faithful.

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TABLE OF CONTENTS

Title Page	i
Approval Page	ii
Certification	iii
Dedication	iv
Acknowledgements	v
Table of Contents	vi
List of Tables	vii
Abstract	x
CHAPTER ONE: INTRODUCTION	1
Background of the Study	1
Statement of the Problem	8
Purpose of the Study	9
Significance of the Study	9
Scope of the Study	11
Research Questions	11
Hypotheses	12
CHAPTER TWO: REVIEW OF LITERATURE	13
Conceptual Framework	14
Concept of Instruction	14
Concept of Instructional Materials	16
Concept of Curriculum	37
Concept of Social Studies	38
Theoretical Framework	41
Reinforcement Theory	41
Attrition Theory	42
Review of Empirical Studies	44
Summary of Literature Review	49

CHAPTER THREE: RESEARCH METHOD	51
Research Design	51
Area of the Study	51
Population of the Study	52
Sample and Sampling Techniques	52
Instrument for Data Collection	52
Validation of the Instrument	53
Reliability of the Instrument	54
Method of Data Collection	54
Method of Data Analysis	55
CHAPTER FOUR: PRESENTATION OF RESULTS	56
Research Question One	56
Research Question Two	58
Research Question Three	60
Research Question Four	62
Hypotheses One	65
Hypotheses Two	66
Hypotheses Three	67
Hypothesis Four	68
Summary of the Result Findings	69
CHAPTER FIVE: DISCUSSION AND INTERPRETATION	71
Discussion of Results	71
Implication of the Study	76
Recommendations	77
Limitations of the Study	79
Suggestions for further Studies	79
Conclusion	80
Summary of the Study	82
REFERENCES	85
APPENDICES	93

LIST OF TABLES

Table 1:	Mean responses of Social Studies Teachers and JSS2 Students on the instructional materials available for teaching and learning of social studies.	57
Table 2:	Mean responses of Social Studies Teachers and JSS2 Students on the extent instructional materials are available for teaching and learning of social studies.	59
Table 3:	Mean responses of Social Studies Teachers and JSS2 Students on the extent available instructional materials are used for teaching and learning of social studies.	61
Table 4:	Mean responses of Social Studies Teachers and JSS2 Students on the ways instructional materials can be provided and utilized in teaching and learning social studies.	63
Table 5:	t-Test Analysis of the differences between the mean responses of social studies teachers and JSS2 students on the instructional materials available for teaching and learning of social studies.	65
Table 6:	t-Test Analysis of the differences between the mean responses of social studies teachers and JSS2 students on the extent instructional materials are available for teaching and learning of social studies.	66
Table 7:	t-Test Analysis of the differences between the mean responses of social studies teachers and JSS2 students on the extent available instructional materials are used for teaching and learning of social studies.	67
Table 8:	t-Test Analysis of the differences between the mean responses of social studies teachers and JSS2 students on the ways instructional materials can be provided and utilized in teaching and learning social studies.	68

ABSTRACT

This study examined Extent of the Availability and use of Instructional Materials in Teaching and Learning Social Studies in Aba Education Zone, Abia State. The study adopted descriptive survey research design. The study determined the extent instructional materials are available for teaching and learning of social studies, the extent instructional materials are available for teaching and learning social studies, the extent the available instructional materials are used for teaching of social studies and in what ways can instructional materials be provided and utilized in teaching and learning social studies. A total number of 8,475 Social Studies Teachers and JSS2 Social Studies Students were selected for the study through simple random sampling technique in the nine local government education authorities (LGEA) in the education zone. Four research questions and Four hypotheses tested at 0.05 level of significance guided the study. Instrument for data collection was questionnaire developed by the researcher titled "Availability and Use of Instructional Material in Teaching and Learning Questionnaire" (AUIMTLQ) which contain 87 items. The data collected were analyzed using mean and standard deviation (SD) while t-test statistic was used in testing the 4 null hypotheses at 0.05 level of significance. The findings showed that instructional materials are not sufficiently supplied for teaching and learning of social studies. Also in most cases, teachers do not make use of the available instructional materials in teaching their lessons. Based on the findings of the research, it was recommended that instructional materials must be provided and utilized by executors of educational polices in order to achieve the set educational objective of social studies.

CHAPTER ONE

INTRODUCTION

Background of the Study

Instructional materials are vital tools and instruments which must be adopted for effective teaching and learning of social studies in schools. According to Hall (2006), instructional materials are kinds of tools or equipment which can help an instructor effectively in theory or practical classroom teaching and learning processes. According to the author, instructional materials help in concretizing abstract concepts, and help learners understand with ease the objectives of lessons.

Instructional materials generally makes teaching and learning processes easier, and helps to present learning objectives to pupils and students in a more meaningful and practical form. According to Osaigbovo (2007), instructional materials are those objects which promote the effectiveness of instruction and help the teacher to communicate more effectively. Osaigbovo emphasis here is that instructional materials help instructors to deliver their lessons effectively, while on the other hand help learners through the sense of sight and touch in understanding lesson objectives.

Instructional materials serve as an aid both in arousing the interest of learners to learn, and in keeping them attentive all through the teaching period. According to National Open University Commission (NOUC) (2010), instructional

materials are tools used by teachers to help learners improve observation skill, critical things, and communicator to reinforce skill, fact or idea and to make learning interesting. According to NOUC, instructional materials are designed to facilitate teaching and learning objectives very quickly and widely to the target group. To be able to effect the desired change in behaviour in learners which must be through learners' active and meaningful participation, the teacher should use a number of devices to enhance his teaching. Learners on the other hand are expected also to use a number of devices for successful and maximal achievement of the objectives of the teacher. These devices are known as instructional materials.

There has been a trend towards the use of instructional materials over the years in teaching and learning processes. Ema and Ajayi (2004) stated that instructional materials have changed over the years all with the aim of making teaching and learning more appealing to both teachers and learners. Instructional materials have been variously defined as it has been stated by some authors above. It must be stated to satisfy specific purpose. Therefore, for the purpose of this study, instructional materials refers to materials or resources such as charts, slides, television, computers, newspapers, flip charts, graphs, films among others which help to facilitate the achievement and attainment of educational goals.

There are different types of instructional materials that can assist the teachers in the delivery of social studies lesson. Yusuf (1999) listed these materials

as including chalkboards, charts, graphs, diagrams, exhibits, flannel boards, flat pictures, photographs, prints, maps, models, motion pictures, objects, specimens and textbooks. Others include farm tools and equipment, excursion or field trips and demonstrations. Instructional materials in social studies comprise simple and common objects, print and non-print materials and other tools which can be utilized in the teaching and learning process to ensure effective transmission of knowledge and skills.

The classification of instructional materials is carried out according to specific areas of appeal (Ukoha, 1996). The different classes include: Audio-aids which appeal only to the sense of hearing. They include radio, cassette players, head phones and public address systems; Visual aids which appeal to the sense of sight. They include pictures, models, specimens, tools, charts, posters, photographs and periodicals; the Audio-visual aids appeal to both the senses of hearing and sight at the same time. They include television, video films, motion pictures, documentary films, recorded programmes and demonstrations they all aid in achieving and teaching and learning objectives.

Learning takes place in a formal and informal environment. It could be seen as the process through which certain behavioural changes are integrated in the learner. Offorma (1994) defined learning as the process through which behaviour is initiated, modified and changed. According to Onwuka (1996), learning is the

permanent acquisition and habitual utilization of newly acquired knowledge or experience. Hoy and Miskel (2008) see learning as something that happens when experience produces a stable change in someone's knowledge or behaviour. In this context, learning means the ability of the student to understand the lesson taught by the teacher with the use of instructional materials.

National Council for the Social Studies (NCSS) (1994) lends credence to this definition by adding that social studies is the integrated study of the social sciences and humanities to promote civic competence. Social studies focuses on people's relationships with their social, physical, spiritual, cultural, economic, political, and technological environment. Social studies have also been stressed as an inter-disciplinary field in which man learns about problems of survival in his environment (Adarelegbe, 1980). In this context, social studies refer to a subject taught in the junior secondary schools with the use of instructional materials.

The use of instructional material in the facilitation of teaching and learning of social studies is very crucial. Bolick, Berson, Coutts, and Heinecke (2003) asserted that there exists a good relationship between the teachings of the social studies and the use of instructional materials. He further stressed that some educators have been fascinated by the potentials of instructional materials in enhancing teaching and learning. He lamented that some teachers lagged behind in using instructional materials during teaching and learning. Nevertheless, others

expressed doubts that instructional materials are integral components of teaching-learning situations. In fact, the use of instructional material in teaching social studies it is not just to supplement learning but to complement its process. It therefore follows that if there must be effective teaching and learning activity, utilization of instructional materials will be relevant.

However, utilization of instructional materials aids learning one of the recurring issue in teaching and learning social studies may be, the non-use of instructional materials in the teaching and learning of the subject. According to Ekong (1999) students seem to learn better from those practical experiences which the instructional material expose them to, especially in learning social studies. Social studies is a core and integrated curriculum. This means that without the use of instructional materials in teaching social studies, the goals and objectives of that subject may not be achieved. Active learning in social studies involves providing opportunities for students to take part meaningfully by talking, listening, writing, reading and reflecting on the contents taught. Unfortunately, many social studies lessons continue to be dominated by only the use of chalkboard and textbooks (Jimoh, 2009). This dominance prevents teachers from making the lesson student-centered. Furthermore, it forces the teacher to cater for those students who find the texts accessible. This may create barriers for those who do not use textbooks for the acquisition of new knowledge. Although, some students are able to access the

text, there are certain learning contents that require instructional materials if available.

Students may perform better if instructional materials are available. Onyejemezi (2002) opined that, if social studies is to be learned effectively, instructional materials must not only be available but must be utilized. Social studies is so close to the life of every child in the society that no teacher need to teach without instructional materials. Inadequate supply of instructional materials has been one of the greatest challenges in the use of instructional materials. The teaching of social studies with regard to its scope and nature is multidimensional, integrative and dynamic, and cannot be effectively taught without the use of instructional materials.

Nevertheless, the availability and use of instructional materials in teaching and learning social studies is important on one hand and the suitability of the selected materials by the teacher on the other hand. Orakwe (2000: 102) opined that:

Social studies classroom teaching without any use of teaching aid is not worth consideration at all. Because, the primary need of social studies teacher has to affect positive behavioural changes with minimal efforts that would have been a sweating efforts that would have aided in increasing pupils boredom now turns out a very interesting and successful lesson.

In the same vein, Emma and Ajayi (2004) viewed suitable instructional materials as an act of giving helps normally by teachers to provide help and encouragement in students or pupils learning activities. Emma and Ajayi went further in asserting that suitable instructional materials are the back bone of the whole range of classroom communication that expedites learning through the various senses. One of the aims of using suitable instructional materials in teaching social studies is to achieve excellent result. The teacher should possess the ability and intelligence to encourage his students to acquire both the cognitive and technical skills through the use of instructional materials in teaching. It can therefore be added that the professional background of the teacher sharpens and places him/her in a position to effectively utilize instructional materials in the teaching and learning process. This will make for effective teaching of social studies in secondary schools, thereby achieving goals of instruction.

Instructional materials help to correct wrong impressions in social studies concepts in the learners and aid the teacher to instruct effectively with less stress. Based on the foregoing, the researcher is interested in finding out the extent of the availability and use of instructional materials (IM) in teaching and learning of social studies in JSS II, in Aba Education Zone, Abia state.

Statement of the Problem

The usefulness of instructional materials for teaching and learning in school cannot be over emphasized. This is based on the fact that instructional materials help in the simplification and clarification of concepts discussed in the instructional process. Instructional materials also assist in fascinating the interest of students so that they could give their full attention to the lesson. Considering the importance of instructional materials, it is therefore necessary for teachers to utilize it in their day-to-day interaction with the students, so as to arouse the interest of the students while learning the subject.

Social studies has been a core subject in the junior secondary school curriculum which ought to be taught with the use of instructional materials, in order to make the students to be aware of the necessity of having a good interpersonal relationship within their environments and in the world around them. Students of social studies in Aba Education zone, Abia State are expected to find the subject interesting, this could sometimes be expressed in their performance in the subject and in their relationship with man and the physical environment, but sometimes, this could not be achieved by the students. This could be attributed to teachers' non use of instructional materials due to their non-availability, inability of the teachers to use the available materials and sometimes inability of school authorities and government to provide these materials to the school. The problem

of this study therefore, is: what is the extent to which instructional materials are made available and utilized in teaching and learning of social studies in JSSII in Aba Education zone of Abia state.

Purpose of the Study

The main purpose of the study was to determine the extent of the availability and use of instructional materials in teaching and learning social studies in Aba Education Zone of Abia State. Specifically, the purpose of the study was to:

1. Examine whether instructional materials in teaching of social studies is available
2. Determine the extent of availability of instructional materials for teaching and learning social studies.
3. Determine the extent to which available instructional materials for teaching of social studies are used.
4. Suggest ways instructional materials could be provided and utilized in teaching and learning social studies.

Significance of the study

The findings of this study have both theoretical and practical significance to students, teachers, education planners, school authorize and the government.

The theoretical significance was on the students since the topic of this study is on the extent of the availability and use of instructional materialism teaching and

learning social studies. The theoretical significance will centre on the studies since the study will help teachers in adopting appropriate instructional materials when teaching various topics in social studies as to help students in quick grasp of intended education objectives.

The practical significance will be of immense benefit to teachers because they will realize the adopting appropriate instructional materials in the delivery of their teaching to facilitate comprehension of topics taught by learners. Also, school authorities will find this study useful because it will enlighten them on the need to be organizing seminars, conferences and workshops for serving teachers on the importance of using instructional materials in delivery of their lessons.

Educational planners on the other hand will find this study useful because it will help them design education curriculum that will ensure appropriateness of instructional materials suitable for various topics in social studies. While government on the other hand will ensure the availability of instructional materials by providing the finance needed the purchase of these instructional materials having seen the importance of instructional materials in the teaching and learning processes.

Scope of the Study

The study was conducted in JSS in Aba Education Zone, Abia State. It will identify the various instructional materials available, assess their adequacy and extent of utilization by teachers in secondary schools and measures for improving both provision and utilization of instructional materials for teaching and learning social studies. It was concerned with only JSS II students in public secondary in Aba Education Zone, Abia State, to determine the availability and utilization of instructional materials for teaching and learning social studies in secondary schools in Aba Education Zone of Abia State.

Research Questions

The following research questions guided the study:

1. Are instructional materials available for teaching and learning of social studies?
2. To what extent are instructional materials available for teaching and learning social studies?
3. To what extent are the available instructional materials used for teaching of social studies?
4. What ways can instructional materials be provided and utilized in teaching and learning social studies.

Hypotheses

The following null hypotheses was tested 0.05 of significance

- i. There is no significant difference between the mean ratings of teachers and students on the extent to which instructional materials are available for teaching and learning social studies.
- ii. There is no significant difference between the mean ratings of teachers and students on the extent to which social studies teachers utilize instructional materials in Aba Education Zone.
- iii. There is no significant difference in the mean ratings of teachers and students performance in urban areas on the extent of utilization of instructional materials in teaching and learning social studies in Aba education zone.
- iv. There is no significant difference in the mean ratings of teachers and students performance in rural areas on the extent of utilization of instructional materials in teaching and learning social studies in Aba education zone.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter focuses on the review of related literature under the following headings: Conceptual framework, theoretical framework, empirical studies and summary of literature review.

Conceptual framework

Concept of Instruction

Concept of Instructional Materials

Concept of School Curriculum

Concept of Social Studies

Factors Constraining the Provision of Instructional Material

Measures for Improving the Provision of Instructional Materials

Measures for Improving the Utilization of Instructional Materials

Theoretical framework

Reinforcement Theory

Attrition Theory

Review of empirical studies on:

Factors constraining the provision of instructional materials

Measures for improving the provision of instructional materials

Measures for improving the utilization of instructional materials

Summary of Literature Review

Conceptual framework

Concept of Instruction

Instruction is a very important concept in the process of teaching to achieve teaching objectives. Instruction come into stage after instructional objectives have been defined, appropriate content and learning experiences selected and instructional strategies mapped out, the teacher comes into contact with learners to implement his decisions. The teacher sets up different activities, adopts various strategies and tactics to achieve the desired change in learnersö behaviour. Therefore in line with the foregoing, Offorma (2002) defined instruction as planned interaction between the learner and the learning activities. According to the author, instruction involves all the activities the teacher engages in with the ultimate aim of bringing about change in learners behaviour. Here the teacher adopts various strategies and materials to bring about the desired learning objective. Instruction is the implementation stage of curriculum. It is the on-going aspect of teaching and is planed encounter between the teacher and learner.

Teaching is not a process of telling the students what to do. From the view of Onwuka (1996), teaching is defined as the various activities undertaken by a more experienced and more knowledgeable person to enable others learn. It is not just a specific activity but rather involve various activities in different forms by the

experienced person. In the view of Okafor (2006), the term teaching means the art of transmitting to the individual the intellectual content of civilization. In this vein, teaching is seen as the process of inculcating in the individual the ability to be conscious of his environment as a result of his or her acquisition of the appropriate intellectual skills.

Teaching involves someone imparting something to someone else by some process. Teaching goes beyond standing and talking to the students, rather it involves the discharge of ideas and reasonable information by the teacher, with the hope of transforming the mind of students positively (Obi, 2003). The main objective of teaching is to help the learner to respond to his environment in an effective way. This implies that the essence of teaching in education is the ability to solve life problems using the knowledge, skills and attitudes gained in the school. Onwuka (1996) asserted that teaching would be meaningless without keen consideration given to the learner. An effective teaching process should reflect in certain behavioural changes in the learner.

Learning as a concept on the other hand is the process through which behavioural changes are made in the learner. Offorma (1994), defined learning as the process through which behaviour is initiated, modified and changed. In this light, learning involves the process of transforming the behaviour of the learner. Onwuka (1996), on his own part defined learning as the permanent acquisition and

habitual utilization of the newly acquired knowledge and experience. In this regard, learning is conceived as having taken place if the individual is able to make use of the acquired knowledge. Hence, learning is the process through which students acquire knowledge, attitude and skills. In the view of Offorma (2002), learning is believed to be facilitated and more effective through the active participation of the learner. The learner cannot be active if he is not involved. When learners are involved in the learning process, they see themselves as being part of the plan. When they are motivated, learning is facilitated and effective.

The main purpose of learning is to effect change in the behaviour of the learner. This purpose is achieved through effective communication of the teacher. The message becomes effective when the teaching rules and procedures involve the learnersö active and meaningful participation, provoke and guide their thinking, stimulate their imagination and finally effect transfer of knowledge.

Concept of Instructional Materials

The term instructional materials have been conceptualized by different authorities in education, but the fact still remains that instructional material aids teaching and learning situations. Esu (2004) opined that, instructional materials are all the resources within the reach of the teachers and learners, which are employed to facilitate teaching and learning. It therefore follows that such materials may be

both human and non-human, provided they facilitate the acquisition and evaluation of knowledge, skills, attitudes, morals and values.

Instructional materials must be designed to facilitate teaching and learning. In the view of Imagie and Agun (1988), instructional resources and materials are information carriers designed specifically to fulfill objectives in teaching and learning situation. Instructional materials are the backbone of the whole range of classroom communication, and expedite learning through the various senses.

Instructional materials serve as an aid both in arousing the interest of learners to learn, and in keeping them attentive all through the teaching period. According to National Open University Commission (NOUC) (2010), instructional materials are tools used by teachers to help learners improve observation skill, critical things, and communicator to reinforce skill, fact or idea and to make learning interesting. According to NOUC, instructional materials are designed to facilitate teaching and learning objectives very quickly and widely to the target group.

Instructional material resources are mainly objects of any type which the social studies instructor might deem very necessary or adequate in delivering his social studies lesson (Orakwe, 2000). According to the author, they form part of what is normally called teaching aids. He went further to state that teaching aids are mere objects of help in the successful delivery of social studies lessons and

other lessons. Generally, social studies resources are information repositories from where relevant social studies teaching information could be sourced for transfer to the learners during classroom instruction. Hence it can be deduced that, social studies instruction will definitely remain worthless without the use of instructional materials.

Instructional materials generally makes teaching and learning processes easier, and helps to present learning objectives to pupils and students in a more meaningful and practical form. According to Osaigbovo (2007), instructional materials are those objects which promote the effectiveness of instruction and help the teacher to communicate more effectively. Osaigbovo emphasis here is that instructional materials help instructors to deliver their lessons effectively, while on the other hand help learners through the sense of sight and touch in understanding lesson objectives. Instructional materials are what help the students to realize their learning objectives. It also refers to all tools which can easily be used by a teacher to correct wrong impressions and to illustrate things that learners cannot forget easily (Emma & Ajayi, 2004). According to the authors, which promote perceptions, understanding, transfer of knowledge, and retention of ideas.

Instructional materials are devices with instructional content or function that is used for teaching purposes, including books, textbooks, supplementary reading materials, and audio-visual and other sensory materials, scripts for radio and

television instrumentation, programmes for computer-managed package sets of materials for construction and or manipulation (Awotua-Efebo,1999).

Instructional materials are valuable assets in teaching and learning situations, because they make lesson practical and realistic. Knowledge acquired with the use of instructional material is retained for a longer period of time.

Objectives of Instructional Materials

The objectives of instructional materials as listed by Oyedele (1992: 18) are as follows:

- To make an explanation clearer
- To enable the learner to discover a relationship
- To permit the student to proceed at his/her own pace
- To sharpen or extend the senses
- To re-enforce or supply knowledge gained or foster longer retention
- To supply an example of or an exception to general principles
- To provide learner's an opportunity for practice
- To pose a problem
- To inspire to higher level of achievement

Umoren (1998: 99) listed the objective of instructional materials as follows:

- Instructional material is to help not only to explain the lesson point clearly, but also to make it practical and re-enforce verbal message by providing a multi

media approach which afford the students direct association with realities of their social and physical environment.

- To help to appeal to all senses of the learner
- To create varieties which arouses learner's interest and help to sustain their retention of lessons?
- To provide the needed opportunities for experiment.
- To create lasting impression in the minds of the learners and induce longer retention of factual ideas or concepts that are being observed.
- Open room for discursion and interaction, thereby creating a friendly and conducive classroom situation
- To lessen the repetition of words without grasping their meanings and add variation to the method of teaching.

Types of Instructional Materials

Various types of instructional materials are available for use in teaching and learning any subject effectively. However, not all topics require the same type and quantity of instructional materials as far as social studies instruction is concerned. These materials could be purchased, improvised or even imported from other countries when necessary, for effectively teaching of social studies.

Instructional materials available for instruction in social studies into four major categories according to (Adekeye, 2008): visual aids which comprise

pictures, maps, charts, graphs, diagrams, chalkboard, sketches, atlas and paintings. Audio-visual aids which include television, computer programmes, film trips, video recordings and projectors. Auditory aids which includes audio recordings, radios, records or cassette tapes, music and printed materials such as encyclopedias, textbooks, magazines, journals, newspapers, pamphlets, novels, poems, stimulation games, government records and publications, almanacs, biographies, editorial cartoons and case studies.

Similarly, Bozimo (2002) asserts that generally, instructional materials available for use in social studies education can be categorized into three, namely: reading materials, audio-visual materials and community resources. She went further to re-classifying them into two simple groups, namely: reading materials and non-reading materials.

Notable criteria abound in literature on the taxonomical basis of instructional media. As stated by Vikoo (2003), such conditions for classifying instructional materials comprise the degree of expertise or technical skills needed for production, nature of materials, physiological parameter or sensory modality, whether or not projection is involved, place the material is produced, and miscellaneous characteristics. In terms of degree of expertise, there are high technology materials such as computer, television, internet and low technology materials such as pictures, globes, printed such as textbooks, and non-printed

materials such as radio (Alaezi, 1990). On the basis of physiological parameters, we talk of the particular sensory modality of the learner, and thus classify instructional materials into auditory-visual, audio-visual, tactile, olfactory, gustatory, and kinesthetic materials (Romiszowski, 1995).

Visual materials appeal to the sense of vision (the eye), such as still pictures. Auditory materials appeal to the sense of hearing (the ears), such as radio, while audio-visual materials appeal to both senses of hearing and vision, such as the television. Tactile materials appeal to the sense of touching (the skin), such as the braille, while olfactory materials appeal to the sense of smell (the nose), such as some chemical specimen. Gustatory materials involve the sense of taste (the tongue), such as sample foods; while kinesthetic materials involve sense of muscular co-ordination (the muscles) with game materials, such as football as the media example. This study will be interested in determining the extent to which these materials are available for the teaching and learning of social studies.

Availability and Adequacy of Instructional Materials

Availability of suitable instructional materials in good supply and rich variety and range is essential in education and especially crucial for the achievement of curriculum objectives. Availability has been defined by Olaiten et al (1999) as a state of making provision for teaching resources to enhance effective activities in education.

A solid foundation for social studies teaching depends on adequate provision of instructional materials in the teaching and learning process. On seeing the need for the availability of instructional materials, the federal government of Nigeria expressed her appreciation by establishing the National Educational Technology Centre at Kaduna, which is responsible for assisting schools with instructional materials for teaching and learning effectiveness. Many other states of the federation have also established curriculum or resource development centres in order to assist schools with the problem of instructional materials. Several universities such as the University of Nsukka has incorporated curriculum development programme in the faculty of education. Example of this is Curriculum Development and Instructional Materials Centre (CUDIMAC) University of Nigeria, Nsukka. In a situation where these materials are not readily available, a creative teacher can actually improvise methods of getting the needed ones and as well teach the students how these materials could be constructed, thus, helping students to relate their textbook learning to their real environment.

A strategy for the acquisition of instructional materials according to Akpan (1998) is to prepare a list of those materials need and make requisitions, budgets, proposals and plans coupled with sheer persistence. This strategy would help to an extent in acquiring instructional materials in schools. The need for making certain electronic devices such as radio, television, computers, film stripes and film strips

and film slides available in schools for teaching and learning process has been observed by (Ofoefuna, 1990). The author regrets that these important materials are not made available in schools.

For adequate provision of instructional materials in schools, Idika (1997) stated that one major problem which could mar the achievement of the goals of social studies instruction is the inadequate provision of instructional facilities such as workshops, tools and equipment to facilitate learning in conjunction with the actual job. Nwachukwu (2001) buttressed this point by asserting that availability of and effective utilization of instructional materials, tools, equipment and facilities will help students to acquire manipulative skills required to prepare them for immediate employment in the world of work. Being that the provision of adequate materials in the teaching and learning process is very important, Olaitan et al (1999) lamented that without the provision of adequate learning materials for teaching social studies in school, the achievement of objectives might be quite impossible in supporting this assertion, Obodo (1990) warned that inadequate materials for teaching does more harm to students than good. This is because where materials that should go round to students for easy learning are inadequate; students may resort to making noise. At this point, the students could be prone to not understanding the teacher when he teaches. It is on this note that Alele (1990) stated that when materials are not provided adequately, they cannot be used by

teachers; this could therefore cause a set back on the actualization of social studies objectives in secondary schools. Okorie (1997) therefore advocated for adequate provision of instructional materials in both secondary and tertiary institutions, because, when these materials are adequately provided in schools, the job of teaching is made easier while learning is facilitated.

In the opinion of Farombi (1997) for teaching and learning to be effective, simple teaching models should be made not only available but adequately available. On supporting the above assertion, Alonge (1990) stated that for effective teaching and learning in schools, there must be an adequate provision of instructional materials. Alonge further maintained that where these materials are lacking, teachers should resort to improvisation as most of the materials for teaching the subject could be improvised. To buttress the point, Ikwuakam (1997) remarked that a creative teacher can construct some of the needed instructional materials as well teaches students to construct material themselves for their own utilization. This will help the students for easy assimilation of what is taught and also enlighten them on the major aspects of the subject. Dike (2002) in his opinion stated that a resourceful teacher can always improvise materials for teaching his subject. He therefore advised teachers to improve the school's visual aids which will help the student to recall and understand their learning experiences. He was of the opinion that teacher-made materials will be easier to manipulate by the teacher

and pointed out that teachers should also involve learners who then will require little explanation to understand and apply the materials in the teaching and learning process.

Utilization of Instructional Materials

Instructional materials need to be put to proper use in order to achieve the aims and objectives of the new system of education. Effective utilization of instructional materials will depend on teachers' ability to employ appropriate materials professionally and at the right time in order to achieve the instructional objectives. The use of local materials and practices in teaching has been advocated by some researchers, although the extent of involvement of teachers in their utilization has not been given a close study (Eshiet, 1996).

The availability or adequacy of instructional materials is important but of more importance is the extent to which teachers utilize them in the teaching and learning process to bring about improved instruction (Inyang, 1997). In the view of Ike (1997), instructional materials do not achieve values unless when utilized in the teaching and learning process by a competent teacher. In agreement with the assertion above, Azikiwe in Offorma (1994) warned that under no circumstance should instructional aids substitute or replace the teachers, rather, they are there for the teacher to utilize them in making the teaching and learning process more meaningful and effective.

The need for the utilization of instructional materials for teaching and learning in schools was stressed by Mkpá (1989). He was of the opinion that instructional materials increase the speed of learning, save the teacher's time and efforts, increase learner's interests and facilitate the retention of what is learned. The author added that instructional materials help students to grasp intellectually many ideas which would be almost impossible for them to comprehend fully by any amount of explanation, hence the need for teachers to utilize these materials effectively. This is because as had been rightly pointed out by Ike (1997), a teacher can explain and describe a bucket to the students, but it is very hard to tell the students exactly how a bucket looks without the picture of a bucket itself for clarity and understanding.

In accordance with the above assertion, Onyejemezi (1988) illustrated the essence of utilizing audio visuals in teaching by referring to a Chinese saying that 'a look is worth a thousand words'. The author maintained that the use of instructional materials in teaching results in more effective learning of actual information and skills in less time than more verbalization.

Instructional materials help students to learn in a less boring way and less time. Alaneme et al (1988) was of the opinion that teaching materials like diagrams, figures and real objects play the vital role of helping to eliminate the difficulty associated with abstract study of ideas. Alaneme asserted that no matter

how efficient a teacher is in both knowledge and methodology, the use of instructional materials makes him more efficient. The author stressed that effective classroom learning and practical demonstration can only be achieved if every school stocks the basic tools and teachers then make efficient use of them in teaching. This is when students' interest will be captivated to listening to the teacher and instructional objectives achieved. In the view and stipulations of Onyejemezi (2002), no meaningful learning or transfer of what has been learned, if such learning occurs in a situation devoid of relevant activities and concrete experiences. The author therefore stated that time has gone when teachers relied exclusively on imported instructional materials; but rather, they should be able to improvise some of the materials to be utilized in teaching. This is because, the ability of the teacher to use instructional materials for teaching serves to strengthen the degree of students' understanding (Obodo, 1990). To Obodo, the use of instructional materials makes teaching interesting, real, and full of activities for the students. Obodo went further by saying that efficient use of instructional materials helps students to develop originality, creativity and curiosity. The use of such concrete materials in teaching contributes greatly to students' retention of knowledge long after it has been acquired. Emphasis was further laid by Obodo that the effectiveness of any instructional material depends upon the extent to which it is properly selected for a given purpose. He asserted that appropriate use

of instructional materials impairs learning and later maintained that a good teacher is one who takes into consideration the level of the cognitive development of his students, their backgrounds, relevance, suitably and appropriateness of teaching materials before using them.

On appropriate utilization of instructional materials, Onwuka (1996) outlined certain criteria for the successful use of instructional materials in teaching. She stated that for the intelligent handling of teaching materials, teachers must possess the knowledge and skills; they must be competent and be seriously committed to their work. The utilization of various types of instructional materials in the teaching and learning process makes different impacts on the learners. Ike (1997) asserted that when graphic materials relate directly to the facts described in the text, those facts become more clearly remembered. He noted that though pictures may distract a child's attention from what he may be reading, pictures can as well stimulate and help children take active interest in the topic presented; have emotional impact on the children and affect their attitude towards what is portrayed and impress children and give them clear ideas of the topic. He therefore advised that teachers should use these graphic materials in teaching, considering their inherent benefits. From the perspective of Azikiwe (1992), the utilization of instructional material in teaching makes for effective learning with understanding in less time. The use of instructional materials helps the teacher to solve particular

problems with ease. Instructional materials stimulate several senses thus making the learner more involved in the learning process. This is very important as man learns through the different senses. It should be realized that the use of the senses in learning differs from individual to individual. Some learn better by one or the other of the senses. According to Azikiwe, learners are saved from frustrating situations and a lot of obstacles are eliminated when the teacher uses relevant instructional materials in teaching.

Specifically, for the teaching and learning of social studies to be effective, the role of instructional materials cannot be ruled out. Social studies instructors should see it as a necessity to use instructional materials during the teaching and learning process for easy delivery of the lesson, to allow for quick comprehension on the part of the students.

Concept of Visual Aids

Visual aids refer to those materials that do not contain sound, but could be pictorially represented. According to Adekeye (2008) visual-aids include materials such as pictures, maps, charts, graphs, diagrams, chalkboard, sketches, atlas and printing.

Visual aids according to Osaigbovo (2007) are pictures and diagrams. According to him, visual aids are non-projected pictorial materials. He went further to state that they are real objects, things, places, events and people. Visual aids also

refer to those instructional materials which appeal to the sense of seeing only such as pictures, diagrams, buildings, projectors, including, including the teacher himself (Ike, Chimezie, & Iwu, 2002). In this context, visual aids refer to those instructional materials which are attractive and interesting to social studies students, due to how they affect their sense of seeing.

Factors Constraining the Provision of Instructional Materials

Being that instructional material is very relevant for the teaching and learning of social studies in the school system, the supply and utilization of these materials have always been hindered by so many variables. It is on this note that Mkpa (1989) noted that despite the relevance of instructional materials in the teaching and learning process, these material needs to be provided for, although many school heads do not provide funds to teachers for the procurement or production of needed materials. Teachers on their own part are not ready to spend their meager stipends on providing aids for teaching. He further pointed that the production of some of the teaching materials is tasking and time consuming, and not all teachers will be willing to spend such time and energy in improvising such materials. In the opinion of Okpala (1991), funds released for the procurement of thee materials were diverted elsewhere by either the officials in the Ministry of Education or some unscrupulous politicians or school heads (principals). This is not to the best interest of education system.

The lack of appropriate skills needed for the production of these materials by the teachers is another issue of concern (Ofoefuna, 1990). He observed that many teachers in the schools do not possess the needed skills for the improvisation of instructional materials, such teachers are not resourceful. Supporting the opinion, Farombi (1997), asserted that most teachers in schools are not qualified to handle the subjects they are required to teach and cannot therefore possess the needed skills for improvising materials for teaching. Following the trend, Obodo (1990), revealed that a large number of teachers who teach in our secondary schools are not trained to do so. The author observed that Engineers and Accountants are employed to teach Mathematics in some schools while in many others, trained teachers are forced to teach subjects which they received no proper training for. This happens as a result of the ban on employment by both federal, states and local governments.

The problem of inadequate funding from the federal government is a major one. Funds are not adequately provided, and the government has not adequately supplied the facilities it promised to schools as contained in the (FRN, 2004). All of these affect the delivery of social studies instruction in secondary schools since teachers may resort to teaching these subjects without adequate materials.

One problem of education in Nigeria is that of logistic support in terms of resources for teaching and learning process all of which still borders on finance

(Adara, 1991). Government provision specifies the building of laboratories, workshops and supply of laboratory equipment by the federal, state and local governments. Adara pointed out that the fulfillment of this responsibly is still subject to debate and therefore asserted that the general trend has been that of social studies materials. This result in deficiency of skills development and the tendency for mere literally orientation of both learners and teachers.

The factors affecting the provision of instructional materials for the study of social studies in secondary schools do a multi-sectoral problem comprising inadequate finance, lack of skill by teachers for improvisation, negative attitude of parents, students and the general public towards social studies programmes and poor support from the government. These problems need to be tackled to enhance the growth and development of social studies programmes in schools. It is only when the teaching and learning of social studies become functional and motivating to students that they would learn better and acquire skills needed for the development of social studies in schools. This will then help them to study courses relating to social studies, thereby helping to sustain the country's hope for a united, strong and self-reliant nation.

Measures for Improving the Provision of Instructional Materials

It is rightly stated by the Federal Government of Nigeria in the National Policy on education FRN (2004), that government welcomes and encourages the

participation of local communities, individuals, and other organizations in the financing of education and education related matters in the country. The federal and state governments have actually accepted that responsibility of providing educational resources for the schools and have been doing the little they can afford. The problem then is that these materials are expensive that government alone cannot shoulder the responsibility of providing them adequately for all schools without the involvement of other bodies. In view of this, Enemale (1993), stated that the government takes charges of all capital projects and pays staff salaries and therefore needs to be supported by other bodies in the area of provision of instructional resources for teaching in schools.

The government should provide for the establishment of educational loan banks to grant loans to educational institutions for the procurement of educational facilities (Omile,1993). The interest rates charged by the banks should be as low as possible and there should be good management of the banks to ensure the achievement of objectives. Buttressing this fact, Ewuga (1999), suggest that the management of secondary schools should launch appeal fund programmes to finance the purchase of materials and also solicit generous donations from philanthropists and political office aspirants. These people may deem it an honour to be associated with such donations. From the same perspective, Dyikuk (1997), suggested that well to do individuals and philanthropist could be encouraged to

donate materials for teaching, which they would be remembered for. The wealthier ones can be made to build instructional materials centres or workshops in schools, and these centres or buildings could be named after them.

However, because of the prohibitive cost of some instructional materials and the need to achieve the objectives of social studies instruction in secondary schools, teachers should resort to improvisation (Ikwuakam,1997). The author stated that teachers should use inexpensive materials in the locality for teaching social studies. Supporting the above view, Ayinde (1997), stated that improvisation is the only way out of the scarcity of teaching materials in both the primary and secondary schools. He stated that improvisation is the provision of a substitute made from locally or readily available raw materials for real or original equipment or materials. Since some of these locally available raw materials are not bought at times, using them to improvise an original material will go a long way in solving the problem of inadequate provision of teaching materials.

Following the above trend, national teachers' institute (1990), points out the objectives of improvisation to include:

- to get something suitable to replace the original materials which you cannot find;
- to get something not too expensive but effective;
- to get something that can last for some time.

From the above, it could be agreed that the improvisation is a readily solution to the problem of inadequate provision of instructional materials in the schools. Teachers are therefore advised to resort to improvisation for effective teaching and learning.

Measures for Improving the Utilization of Instructional Materials

The utilization of instructional materials is necessary in the teaching and learning process since these materials do not achieve any of their values alone except when utilized effectively by competent teachers. There are certain plans, principles and skills required for the effective utilization of instructional materials in the teaching-learning process which teachers must know and acquire. Not many teachers may have this knowledge and skill. This view was buttressed by Onyejemezi (1988), and Olaitan (1996), as they pointed out that lack of necessary skills to operate some resource materials militate against their use. Onyejemezi later suggested the establishment of resource materials centres in the teacher training institutions where teachers in training will receive adequate instructions on the appropriate utilization of necessary resource materials.

In the view of Olowookere (2004), for the utilization of instruction materials to be effective, only qualified teachers of a subject area should be allowed to teach in the secondary schools. Unqualified teachers should be discouraged from teaching the subject so as to utilize instructional materials to enhance studentsö

interest in the subject. Furthermore, social studies teachers should be encouraged by their school heads to attend conferences workshops and seminars in order to improve themselves academically and skillfully. Government should give incentives in the form of free housing allowance, hazard allowance and extra load allowance so as to encourage them, especially those who utilize instructional materials in teaching; government should also provide those materials adequately in schools so that the teachers will be motivated to teach while the students' interests will be captivated to learn.

Concept of School Curriculum

Curriculum is a broad term used to refer to all experiences the learner is exposed to under the guidance of the school. The experiences include academic, non-academic, vocational, emotional and recreational activities. According to Izuagba (2004) curriculum refers to the totality of all planned and intended experiences and activities which the learner undergoes under the ages of the school.

Curriculum has also been defined as a plan for action, or a written document which includes strategies for achieving desired goals or ends (Fred and Allan, 2008). They want further to state that curriculum can be viewed in terms of specific subject matter (such as mathematics, English, history, etc.) and grade levels. Based on their opinions, this viewpoint emphasizes knowledge, concepts,

and generalizations of a particular subject or group of subjects (such as the core curriculum, which combines two separate subjects such as history and English, or the broad fields curriculum, which combines many similar subjects into new courses such as social studies).

In this context, school curriculum refers to the laid down strategies or plan on how to use instructional materials for the teaching and learning of social studies in JSS 2 class.

Concept of Social Studies

Social studies is a subject taught in primary and Junior secondary schools. Social studies is been viewed by many experts as primarily concerned with the study of human of human beings and how they exist and exert influence in their environment. Social studies are an innovation in the curriculum of Nigeria primary and Junior Secondary Schools. It was introduced with the goal of breaking down regional, ethnic and religious allegiances in order to promote national unity.

However, one of the controversies in the field of social studies is the consensus on its meaning and conceptualization. Thus, different scholars have defined it differently. Though it is not the intention of the researcher to trade on definitions have, rather will be considering a few of them from few scholars. Social studies according to Arisi (2011) is the study of man within his physical, social, economic, psychological, religious, political, cultural, scientific and technological

environments. Arisi further posits that social studies concern with how man exists in his environment, deals with the multitude of factors that bear on man's existence. The author's view is on how man is able through social studies to understand the different components that make up the society he lives and its problems, and to find ways of solving these problems facing him from the society.

Social studies is concerned with what man does in society, why he does them, what he believes in and why he believes in them and also provides him with ways of looking at the society in order to understand its structure. According to Ezeigbe (2010) social studies is a subject that has the capacity to inculcate into the learner the right attitudes, skills and values, and facilitate among learners the functional desirable habits, healthy attitudes and sound moral values. According to the author, social studies involve the study of man's activities in his society and why he engages in these activities. Such activities include his interaction with his fellow men in the society and the various institutions and the different kinds of value systems that he upholds.

Social studies is a functional subject and is used in preparing the young ones to adopt to the values of their society. According to Uche (2006), social studies is a programme of study which societies use in instilling in her citizens the knowledge, skills, attitudes, and actions she considers important as it regards how people relate to one another. The main aim of social studies is to promote the

reciprocal relationship between influenced by the environment and how man in turn exerts considerable influence on the environment. Also to foster and deepen understanding in young (learners) ones of their environments in order to assist them adjust and function effectively in their society.

However, by virtue of the nature of social studies, its philosophy and methodological demands, it requires a vast array of resources to teach it effectively. The use of available instructional resources or media in social studies tend to enrich the subject especially since it contributes in the mastery of some topics such as marriage directly or indirectly to its teaching and culture learning. According to Nwaubani and Obinyan (2010), this position is further predicated on the assumption that social studies and its content reflects the needs of the community and therefore takes cognizance of the problems, values and dynamic aspirations of the society. This is to say that social studies provide ways of working at the society in order to understand its structure and problems and proffering solutions to them.

Therefore, for the purpose of this study in this context, social studies refers to a subject taught in Junior secondary schools with the use of instructional materials to meet the cultural values of a given society.

Theoretical Framework

Reinforcement Theory

The reinforcement theory was propounded by Staw in 1983. It is a popular theory of motivation concerned with behaviour modification; demonstrating the power of extrinsic reward in changing behaviour and arguing that motivation is a non-cognitive form of learning in which one's actions are shaped by the scheduling of rewards and punishments. However, reinforcement theorists have started to acknowledge the cognitive side of motivation with notions like personal efficacy (Bandura, 1977) as well reward interests in behaviour modeling and vicarious learning.

Reinforcement theory considers the use of positive or negative reinforcement to motivate individuals. Operant conditioning (now called behaviour modification) to the management of organizational behaviour is based on two basic principles. The first is Thorndike's 'Law of effect' which states that 'behaviour that results in a pleasing outcome (rewarding consequence) is likely to be repeated; behaviour that results in an unpleasant outcome (punishing consequence) is not likely to be repeated' (Thorndike, 1911:244). The second principle is that by skinner (1953, 1969) which states that by providing properly scheduled rewards, it is possible to influence individual's behaviours.

The relevance of this theory to the present study is on its emphasis on behaviour modification of students and demonstrating the power of extrinsic reward in changing the behaviour or performance of students, and also, its appreciation of the cognitive aspect of motivation expressed in personal efficacy. The use of extrinsic reward in changing behaviour is equivalent to the use of instructional materials in teaching and learning, in order to generate positive change in learners' behaviour. Also, the emphasis of reinforcement theory on the use of positive and negative reinforcers in motivating learners is relative to the present study. This could be expressed in rewarding or appreciating students who perform well with the use of instructional materials and punishing those who perform poorly. It is believed that when instructional materials are used in teaching students, their interest in learning will be reinforced, followed by the enhancement of their cognitive ability, which could result in the modification of their understanding and learning behaviour.

Attribution Theory

The attribution theory was originally propounded by Heider (1944, 1955). Attribution refers to the process by which individuals interpret events as being caused by particular aspects of in the setting around them. It is a judgment about the causes of another person's behaviour. Attribution theory is concerned with the

effects on behaviour due to such ócausal thinkingô (Middlemist, 1981). The theory was proposed to be applied to educational settings by Frasher and Frasher (1980).

According to Heider, behaviour can be accounted for by two classes of factors ñ personal or internal forces and environmental or external forces. The important internal factors are skill or ability and effort, luck and task difficulty are the important external forces. The assumption that a person's behaviour is determined by internal causes or forces such as effort is termed dispositional attribution, while a person's behaviour which is determined by external circumstances such as social pressures, is termed situational attribution. However, even as Middlemist and Hitt (1981) have pointed out, whether a person feels his or her behaviour was self-controlled or controlled by events in the situation, there will be profound effects on such an individual's future behaviour.

Based on the attribution theory, a student who is internally propelled to learn by inherent forces of ability and effort can be assisted by the teacher by using the external or environmental factors such as instructional materials to co-ordinate the student's desire for behaviour modification. In essence, if a teacher applies the external force (instructional materials) in teaching the student the rudiments of social studies, the student's intellectual behaviour could be geared towards easy assimilation and comprehension. This is in concord with the submission of Middlemist and Hitt, that when an individual (student) is controlled by events

(instructional materials) in the situation (teaching or instruction), there will be a profound effect (easy assimilation and understanding) on his or her future behaviour (learning outcome).

Review of Empirical Studies

Studies on Factors Constraining the Provision of Instructional Materials

Onumah (2002) carried out a study on assessment of availability and utilization of Agricultural Science instructional facilities in secondary schools in Anambra State. The population of the study consisted of 300 principals and 300 agricultural science teachers in 300 schools from which 50 principals and 50 agricultural science teachers were sampled by random sampling. A 54 item questionnaire in 4 points rating scale was used to get response from the respondents. The data for the study was analysed using mean, standard deviation and t-test. Findings of the study revealed the following: Teachers lacked the skills required to use instructional materials, students lacked the interest in teaching and learning the vocational subject, teachers are unable to improvise instructional materials, material resources were not adequately provided. This study is relevant to the present study as it emphasizes that the unskillfulness of teachers in improvising instructional materials constitutes a factor that militates against the provision of instructional materials in school, which is of focus of the present study.

Ojiba (2002) carried out a study on the availability of utilization of audio-visual aids in teaching and learning business subjects in secondary schools in Lagos State. The population of the study consisted of 40 business subject teachers and 8 principals. No sample was taken. A 44 item questionnaire structured in 5 points rating scale was used in collecting data from respondents. The data for the study was analysed using mean, standard deviation and t-test. Findings of this study revealed that there were few available instructional materials, concepts of business subjects were not clearly understood by students due to lack of audio-visual aids, factors constraining the provision of audio-visual materials were lack of funds, lack of students interest towards the study of business subjects. The relevance of this study to the present study is on its findings which revealed that lack of fund can impede the provision of instructional materials in school, and this also forms the basis for this study.

Measures for improving the provision of instructional materials

Obi (2006) carried out a study on availability and utilization of instructional materials for teaching and learning Agricultural Science in Secondary Schools in Okigwe Educational Zone of Imo State. The population of the study comprised 5,615 respondents from which 744 were sampled through stratified random sampling technique. A 110 item questionnaire structured in 4 and 5 points rating scales was used in gathering data from respondents. The data for the study was analysed using

mean, standard deviation and t-test. Findings of the study revealed that instructional materials can be provided through the following measures ñ communities support, the government can also make provision for instructional materials; private individuals can also make effort towards the provision of instructional materials as well as Alumni and professional bodies.

While Orem (2006) carried out a study on assessment of availability of instructional materials for teaching of Business Education in secondary schools in Ogoja Education Zone of Cross River State. The population of the study comprised 150 respondents. No sample was taken. A 63 item questionnaire structured in 4 points rating scale was used in collecting data from respondents. The data for the study was analyzed using mean, standard deviation and t-test. Findings from the study revealed that instructional materials can be provided if teachers improvise them, the provision of instructional materials resource centre by the government, and via the effort of the school authority and also the private sector's support. These studies are relevant to the present as they revealed that for instructional materials to be adequately provided the hands of the government, private individuals and school authorities must be on deck. This is in consonance with the present study which seeks to determine the extent to which instructional materials are provided for teaching and learning of social studies.

Studies on Measures for Improving the Utilization of Instructional Materials

Alio (2001) carried out a study on adequacy and utilization of tools and equipment for the teaching of radio and television and electronics trade in technical colleges in Abia, Anambra, Enugu, and Imo States. The population of the study comprised 146 respondents. No sample was taken for the study. A 129 item questionnaire structured in 4 points rating scale was used in collecting data from respondents. The data for the study was analyzed using mean, standard deviation and t-test. Findings from the study revealed that tools were generally inadequate for teaching, majority of the teachers did not use the available tools for teaching and learning, the factor that hindered the provision of tools were insufficient funds, lack of financial support from the government and lack of resources for improvisation. Also, the measures for the utilization of equipment and tools were noted as follows: Teachers should be sent on fresher courses, aims and objectives of every lesson should be clearly stated, only qualified teachers should be allowed to teach, and teachers should be allowed to select the appropriate teaching methods that are in line with the available tools and equipment. This study is relevant to the present study since its findings reveal that for instructional materials to be properly utilized, teachers need to be sent on some courses that will enable them make use of the instructional materials for teaching and learning, and this forms part of the focus of the present study.

Medayese(2009) carried out a study on the use of instructional materials in teaching at the secondary schools of Kabba Bunu local government area of Kogi State. The population of the study consisted all teachers and students of schools within the study area, from which 400 students and 20 teachers were sampled. A 25 item questionnaire structured in 4 points rating scale was used to collect data from respondents. The data for the study was analyzed using frequencies and percentages. Findings of the study revealed that the use of instructional materials by teachers was minimal. Problems associated with the use of instructional materials included cost of manufacturing, inability of teachers to improvise and lack of resource centre. The study also revealed that measures for improving the utilization of materials are improvisation by teachers, government assistance for provision of instructional materials, proper training of teachers in the area of educational technology, provision of resource centre for instructional materials and thorough supervision of teachers on the use and maintenance of the materials. This study is also of importance to the present study which seeks to determine the extent to which teachers use instructional materials in teaching and learning, as it revealed that teachers need to be thoroughly supervised so that they can effectively use instructional materials for teaching and learning.

Summary of Literature Review

Literature review for this study is presented under conceptual framework, theoretical framework, and empirical studies related to the various variables of this research. From the conceptual framework, the researcher reviewed the concept of instructional materials, concept of school curriculum, concept of social studies, concept of visual aids, concept of teaching, and the concept of learning. The review of theoretical framework was based on reinforcement theory and attribution theory. From the review of definitions by different authors, there are evidences that the use of instructional materials facilitates teaching and learning, instructional materials also helps to fulfill the objectives of teaching and also forms part of teaching aids. Review of the concept of teaching indicates that teaching involves the transmission of intellectual content of civilization by a more knowledgeable individual (teacher), so as to enable the students cope with the learning process. The teacher arouses the interest of the students with the use of instructional materials. Review on the concept of learning on the other hand revealed that learning is an activity undertaken with the intension of modifying the behaviour of learners for a positive change. This implies that one of the major objectives of learning is to transform the behaviour of students, and this can be done by making the lesson interesting with the use of instructional materials.

Finally, the researcher dwelt on six various empirical studies that relate to the problem under investigation. The review of empirical studies focused on factors constraining the use of instructional materials, measures for improving the provision of instructional materials, and measures for improving the utilization of instructional materials. The relationship however between these previous studies and the present one is on the basis of the importance of the use of instructional materials for teaching and learning in secondary schools. However, in all the studies reviewed, no study known to the researcher was carried out on the extent of availability and use of instructional materials in teaching and learning social studies in JSS II in Aba Education Zone of Abia state. Thus, this is the gap that this study intends to fill.

CHAPTER THREE

RESEARCH METHODS

This chapter presents the Design of the study, area of the study, population of the study, sample, and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

This study adopted descriptive survey design. According to Nworgu (2006), descriptive survey is a type of study which aims at collecting data on, and describing in a systematic manner, the characteristics, features or facts about a given population. Thus, the researcher deems it necessary to use this design because it uses a representative sample of the entire population.

Area of the Study

The study was conducted in Aba Education zone of Abia State. The zone has nine local government areas namely: Aba South, Aba North, Isialangwa North, Isialangwa south, Obingwa, Osisioma, Ugwunagbo, Ukwu West and Ukwu East. The study was carried out in secondary schools in the nine local government areas. Aba education zone is chosen for this study because observation has shown that students in this education zone perform poorly in recent times in both internal and

external examinations in social studies due to non-utilization of inadequate available instructional materials by teachers.

Population of the Study

The population for this study consists of 180 social studies teachers and 8295 JSS2 social studies students in public secondary schools in Aba Education zone of Abia State. The total population for the study was 8475. (Source: Statistics unit of ASUBEB, 2010/2011 session).

Sample and Sampling Technique

A simple random sampling technique was adopted for this study whereby 7 schools were selected from each local government areas in the zone, making a total of 14 schools selected for the study. Also, all the 28 social studies teachers in the selected schools was used for the study, while 15 JSS2 social studies students was randomly selected from each school, making a total of 210 students used for the study. A total of 238 respondents constitute the sample for this study. (See appendix 1).

Instrument for Data Collection

The instrument for data collection was a structured questionnaire titled Availability and Use of Instructional Material in Teaching and Learning Questionnaire (AUIMTLQ) developed by the researcher. The questionnaire consists of two sections. Section A and section B. section A consist information

regarding the demographic data of respondents. Section B is divided into four parts: I, II, III and IV.

Part I contains 23 items which examines whether instructional materials are available for teaching and learning of social studies in schools.

Part II consists of 23 items used to determine the extent of availability of instructional materials for teaching and learning of social studies in the schools.

Scaling statement: Very Great Extent (VGE) 4 points, Great Extent (GE) 3 points, Low Extent (LE) 2 points and Very Low Extent (VLE) 1 point.

Part III consists of 23 items used in determining the extent of utilization of available materials for teaching and learning of social studies in schools. The scaling statement is as follows; Highly Utilized (HU) 4 points, Fairly Utilized (FU) 3 points, Under Utilized (UU) 2 points and Not Utilized (NU) 1 point.

Part IV consist of 13 items used to determine the ways instructional materials could be provided and utilized in statement is as follows. Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point.

Validation of Instrument

The instrument AUIMTLQ was subjected to face validation by three experts in the Faculty of Education, University of Nigeria, Nsukka. Two from Sociology of Education and one from Measurement and Evaluation; all from Faculty of

Education, University of Nigeria, Nsukka. For the validation, the experts were requested to examine the instrument with regard to: relevance and adequacy, language comprehensiveness of the items, appropriateness of the content and representativeness of the various dimensions in measuring what they are supposed to measure. However, the comments, suggestions, and criticisms made independently by the experts helped the researcher to modify and produce the final instrument which was then subjected to trial testing. (See appendix 2) for copies of the validated instruments.

Reliability of the Instrument

The validated instrument was trial tested on 18 students and 2 teachers at Nsukka High School in Nsukka Education Zone, Enugu State. To ascertain the internal consistency of the instrument Combach Alpha was used. Reliability coefficients for the clusters were as follows: cluster 2: 0.87, cluster 3:0.73, and cluster 4: 0.73. These gave an overall reliability score as 0.88. The result indicated that the instrument was reliable and therefore considered appropriate for use. (Please see Appendix 3).

Method of Data Collection

Data for the study was collected using three research assistants. These assistants were trained and given orientation on the purpose and nature of the study, and how to distribute, collect and handle the retrieved copies of the

questionnaire. This was necessary because in cases where it is not possible to collect the completed questionnaire on the spot, the research assistants helped the researcher in retrieving them on agreed latter dates.

Method of Data Analysis

The data collected was analyzed using mean ($\bar{X}$) score and Standard Deviation (SD). The mean score and standard deviation was used in answering the research questions. The t-test statistics was used to test the null hypotheses at 0.05 level of significance. Limits of real numbers were used to determine the mean range and decision levels as follows:

Decision Rule

Decision Level (DL)	Mean Range
Very Great Extent, Highly utilized and Strongly Agree	3.50 to 4.00
Great Extent Fairly utilized and Agree	2.50 to 3.49
Low Extent Under Utilized and Disagree	1.50 to 2.49
Very Low Extent Not utilized and strongly Disagree	0.05 to 1.49

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF DATA

This chapter presents the analysis of data collected. The results are presented in line with the research questions and the hypotheses that guided the study as shown in tables 1 to 8 below:

Research Question 1: Are instructional materials available for teaching and learning of social studies?

Table 1: Mean responses of Social Studies Teachers and JSS2 Students on the instructional materials available for teaching and learning of social studies

S/N	ITEMS	Social Studies Teachers			JSS2 Students			OVERALL	
		MEAN	SD	DL	MEAN	SD	DL	MEAN	DL
1.	Pictures	3.35	0.62	A	3.29	0.64	A	3.29	A
2.	Visual Maps	1.75	0.44	NA	1.69	0.46	NA	1.70	NA
3.	Charts	1.60	0.49	NA	1.60	0.49	NA	1.60	NA
4.	Graphs	1.78	0.41	NA	1.80	0.39	NA	1.80	NA
5.	Diagrams	1.60	0.49	NA	1.60	0.49	NA	1.60	NA
6.	Chalkboard	3.11	0.78	A	3.10	0.76	A	3.10	A
7.	Atlas	1.85	0.35	NA	1.79	0.40	NA	1.80	NA
8.	Paintings	1.85	0.35	NA	1.90	0.29	NA	1.89	NA
9.	Television	1.85	0.35	NA	1.85	0.35	NA	1.85	NA
10.	Computer Programme	1.75	0.44	NA	1.69	0.46	NA	1.70	NA
11.	Film trips	1.60	0.49	NA	1.60	0.49	NA	1.60	NA
12.	Video Recording	1.78	0.41	NA	1.80	0.39	NA	1.80	NA
13.	Projectors	1.60	0.49	NA	1.60	0.49	NA	1.60	NA
14.	Audio Recording	1.64	0.48	NA	1.70	0.45	NA	1.69	NA
15.	Radios	1.85	0.35	NA	1.79	0.40	NA	1.80	NA
16.	Cassette Tapes	1.85	0.35	NA	1.90	0.29	NA	1.89	NA
17.	Encyclopedia	1.85	0.35	NA	1.85	0.35	NA	1.85	NA
18.	Textbooks	1.85	0.35	NA	1.85	0.35	NA	1.85	NA
19.	Magazines	1.75	0.44	NA	1.69	0.46	NA	1.70	NA
20.	Journals	1.60	0.49	NA	1.60	0.49	NA	1.60	NA
21.	Almanacs	1.85	0.41	NA	1.80	0.39	NA	1.80	NA
22.	Festivals	1.60	0.49	NA	1.60	0.49	NA	1.60	NA
23.	Cartoons	1.64	0.48	NA	1.70	0.45	NA	1.69	NA
Cluster Mean		1.86	0.43	A	1.87	0.44		1.86	NA

Key: SD = Standard Deviation; DL = Decision Level; A = Available; NA= Not Available

Table 1 presents the opinions of social studies teachers and JSS2 students on the instructional materials available for teaching and learning of social studies. All the items with the exception of item 1 and 6 were rated above the agreed criterion mean of 2.5 with the mean of 3.29 and 3.10 respectively. This means that the respondents disagree that pictures and chalkboard as instructional materials are available for teaching and learning of social studies. On the other hand, item 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22 and 23 was rated below the agreed criterion mean of 2.5 with the mean of 1.70, 1.60, 1.80, 1.60, 1.80, 1.89, 1.85, 1.70, 1.60, 1.80, 1.60, 1.69, 1.80, 1.89, 1.85, 1.85, 1.70, 1.60, 1.80, 1.60 and 1.69 correspondingly. This indicates that the respondents maintained that the above items are not available for teaching and learning of social studies. The overall mean for both respondents show a cluster mean of 1.86. This indicates a decision level of not available. Therefore, the table shows that all the items with the exemption of item 1 and 6 confirmed that instructional materials are not available for teaching and learning of social studies.

Research Question 2: To what extent are instructional materials available for teaching and learning social studies?

Table 2: Mean responses of Social Studies Teachers and JSS2 Students on the extent instructional materials are available for teaching and learning of social studies

S/N	ITEMS	Social Studies Teachers			JSS2 Students			OVERALL	
		MEAN	SD	DL	MEAN	SD	DL	MEAN	DL
24.	Pictures	3.00	0.72	VGE	2.94	0.66	VGE	2.94	VGE
25.	Visual Maps	1.71	0.46	LE	1.70	0.45	LE	1.70	LE
26.	Charts	1.32	0.47	LE	1.35	0.47	LE	1.34	LE
27.	Graphs	2.03	0.74	LE	2.00	0.70	LE	2.00	LE
28.	Diagrams	1.50	0.50	LE	1.50	0.50	LE	1.50	LE
29.	Chalkboard	3.14	0.80	VGE	3.03	0.80	VGE	3.05	VGE
30.	Atlas	1.96	0.18	LE	1.95	0.21	LE	1.95	LE
31.	Paintings	2.21	0.91	LE	2.14	0.85	LE	2.15	LE
32.	Television	1.92	0.26	LE	1.90	0.30	LE	1.90	LE
33.	Computer Programme	1.89	0.68	LE	1.84	0.65	LE	1.85	LE
34.	Film trips	1.50	0.50	LE	1.50	0.50	LE	1.50	LE
35.	Video Recording	2.10	0.49	LE	2.04	0.49	LE	2.05	LE
36.	Projectors	1.50	0.50	LE	1.50	0.50	LE	1.50	LE
37.	Audio Recording	1.82	0.39	LE	1.79	0.40	LE	1.79	LE
38.	Radios	1.96	0.18	LE	1.95	0.21	LE	1.95	LE
39.	Cassette Tapes	2.03	0.57	LE	1.99	0.54	LE	2.00	LE
40.	Encyclopedia	1.92	0.26	LE	1.90	0.30	LE	1.90	LE
41.	Textbooks	2.10	0.49	LE	2.04	0.49	LE	2.05	LE
42.	Magazines	1.89	0.68	LE	1.84	0.65	LE	1.85	LE
43.	Journals	1.71	0.65	LE	1.70	0.64	LE	1.70	LE
44.	Almanacs	1.75	0.44	LE	1.75	0.43	LE	1.75	LE
45.	Festivals	1.50	0.50	LE	1.50	0.50	LE	1.50	LE
46.	Cartoons	2.00	0.60	LE	1.94	0.59	LE	1.94	LE
Cluster Mean		1.86	0.42	LE	1.85	0.43		1.85	LE

Key: SD = Standard Deviation; DL = Decision Level; LE = Low Extent; VGE= Very Great Extent; VLE= Very Low Extent

Table 2 displays the views of social studies teachers and JSS2 students on the extent instructional materials are available for teaching and learning of social studies. Item 24 and 29 was rated above the established criterion mean of 2.5 with the mean of 2.94 and 3.05 correspondingly. Meanwhile, item 25, 26, 27, 28, 30, 31, 32, 33, 34, 34, 36, 37, 37, 39, 40, 41, 42, 43, 44, 45 and 46 was rated below the fixed criterion mean of 2.5 with the mean of 1.70, 1.34, 2.00, 1.50, 1.95, 2.15, 1.90, 1.85, 1.50, 2.05, 1.50, 1.79, 1.95, 2.00, 1.90, 2.05, 1.85, 1.70, 1.75, 1.50 and 1.94 congruently. This entails that the respondents maintained that there is low extent of instructional materials that are available for teaching and learning of social studies. The overall mean for both respondents show a cluster mean of 1.85. This indicates a decision level of low extent. Therefore, the table shows that all the items with the exemption of item 24 and 29 confirmed that there is low extent of instructional materials available for teaching and learning of social studies.

Research Question 3: To what extent are the available instructional materials used for teaching of social studies?

Table 3: Mean responses of Social Studies Teachers and JSS2 Students on the extent available instructional materials are used for teaching and learning of social studies

S/N	ITEMS	Social Studies Teachers			JSS2 Students			OVERALL	
		MEAN	SD	DL	MEAN	SD	DL	MEAN	DL
47.	Pictures	2.96	0.83	FU	2.94	0.80	FU	2.94	FU
48.	Visual Maps	1.71	0.46	UU	1.70	0.45	UU	1.70	UU
49.	Charts	1.32	0.47	NU	1.35	0.47	NU	1.34	NU
50.	Graphs	2.03	0.74	UU	2.00	0.70	UU	2.00	UU
51.	Diagrams	1.50	0.50	UU	1.50	0.50	UU	1.50	UU
52.	Chalkboard	3.51	0.80	HU	3.50	0.80	HU	3.51	HU
53.	Atlas	1.96	0.88	UU	1.95	0.21	UU	1.95	UU
54.	Paintings	2.21	0.91	UU	2.14	0.85	UU	2.15	UU
55.	Television	1.92	0.26	UU	1.90	0.30	UU	1.90	UU
56.	Computer Programme	1.89	0.68	UU	1.84	0.65	UU	1.85	UU
57.	Film trips	1.50	0.50	UU	1.50	0.50	UU	1.50	UU
58.	Video Recording	2.10	0.49	UU	2.04	0.49	UU	2.05	UU
59.	Projectors	1.50	0.50	UU	1.50	0.50	UU	1.50	UU
60.	Audio Recording	1.82	0.39	UU	1.79	0.40	UU	1.79	UU
61.	Radios	1.96	0.18	UU	1.95	0.21	UU	1.95	UU
62.	Cassette Tapes	2.03	0.57	UU	1.99	0.54	UU	2.00	UU
63.	Encyclopedia	1.92	0.26	UU	1.90	0.30	UU	1.90	UU
64.	Textbooks	2.10	0.49	UU	2.04	0.49	UU	2.05	UU
65.	Magazines	1.89	0.68	UU	1.84	0.65	UU	1.85	UU
66.	Journals	1.71	0.65	UU	1.70	0.64	UU	1.70	UU
67.	Almanacs	1.75	0.44	UU	1.75	0.43	UU	1.75	UU
68.	Festivals	1.50	0.50	UU	1.50	0.50	UU	1.50	UU
69.	Cartoons	2.00	0.60	UU	1.94	0.59	UU	1.94	UU
Cluster Mean		1.86	0.41	UU	1.85	0.40		1.85	UU

Key: SD = Standard Deviation; DL = Decision Level; FU = Fairly Utilized; HU= Highly Utilized; UU = Under Utilized.

Table 3 presents the opinions of social studies teachers and JSS2 students on the extent available instructional materials are used for teaching and learning of social studies. All the items except item 47 and 52 was rated above the agreed criterion mean of 2.5 with the mean of 2.95 and 3.51 respectively. This means that the respondents maintained that only pictures and chalkboard are the available instructional materials that are highly utilized for teaching and learning of social studies. On the other hand, item 48, 49, 50, 51, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68 and 69 was rated below the established criterion mean of 2.5 with the mean of 1.70, 1.34, 2.00, 1.50, 1.59, 2.15, 1.90, 1.85, 1.50, 2.05, 1.50, 1.79, 1.95, 2.00, 1.90, 2.05, 1.85, 1.70, 1.75 1.50 and 1.94 correspondingly. This revealed the opinions of the respondents that the above items as instructional materials are under-utilized for teaching and learning of social studies. The overall mean for both respondents show a cluster mean of 1.85. This indicates a decision level of under-utilized. Therefore, the table shows that all the items with exemptions of item 47 and 52 that the available instructional materials used for teaching and learning of social studies are under-utilized.

Research Question 4: What ways can instructional materials be provided and utilized in teaching and learning social studies?

Table 4: Mean responses of Social Studies Teachers and JSS2 Students on the ways instructional materials can be provided and utilized in teaching and learning social studies

S/N	ITEMS	Social Studies Teachers			JSS2 Students			OVERALL	
		MEAN	SD	DL	MEAN	SD	DL	MEAN	DL
70.	Government should provide all instructional materials in schools.	3.35	0.48	A	3.34	0.47	A	3.34	A
71.	Community and private sectors should assist by donating materials to schools.	3.64	0.48	SA	3.65	0.47	SA	3.65	SA
72.	Students and professional associations should supply during their first seen of registration.	3.64	0.48	SA	3.65	0.47	SA	3.65	SA
73.	Alumni and professional associations should supply some of these materials to complement government's efforts.	3.00	0.10	A	3.00	0.10	A	3.00	A
74.	The PTA should authorize the principal to levy students.	1.35	0.48	SD	1.34	0.47	SD	1.34	SD
75.	Endowment fund should be launched once a while for the procurement of materials.	3.75	0.44	SA	3.74	0.43	SA	3.74	SA
76.	Teachers should be encouraged to improvise.	3.35	0.48	A	3.34	0.47	A	3.34	A
77.	Resourceful teachers should be rewarded through promotion and special merit awards.	3.64	0.48	SA	3.65	0.47	SA	3.65	SA
78.	Teacher's education programmes should emphasize improvisation's skill culture.	3.75	0.44	SA	3.74	0.43	SA	3.74	SA
79.	Seminars and workshops should be organized to teach the serving teachers how to improvise some materials.	3.60	0.49	SA	3.60	0.49	SA	3.60	SA
80.	Government should employ more social studies teachers to reduce the high student-teacher ratio which prevents the effective use of instructional materials in schools.	3.35	0.48	A	3.35	0.47	A	3.35	A

81.	Electricity should be provided in schools for the operation of the audio-visuals.	3.21	0.41	A	3.20	0.40	A	3.20	A
82.	Organizing seminars and workshops on the use of instructional materials in teaching and learning.	3.50	0.50	SA	3.50	0.50	SA	3.50	SA
83.	School administrators and supervisors should monitor and reward teachers who use instructional materials in teaching and learning.	3.42	0.50	A	3.45	0.49	A	3.44	A
84.	Making these materials available in schools will motivate teachers into them.	3.85	0.35	SA	3.84	0.36	SA	3.84	SA
85.	Teachers who do not use instructional materials in teaching should be queried by school principals.	3.46	0.50	A	3.44	0.49	A	3.44	A
86.	Only technical trained social studies teachers should be made to teach social studies.	3.17	0.66	A	3.15	0.65	A	3.15	A
87.	Government should pay teachers salaries and allowance regularly to motivate them into using the materials.	3.50	0.50	SA	3.50	0.50	SA	3.50	SA
Cluster Mean		3.35	0.51	A	3.34	0.52	A	3.34	A

Key: SD = Standard Deviation; DL = Decision Level; D = Disagree; A= Agree; SA = Strongly Agree.

Table 4 shows the thoughts of social studies teachers and JSS2 students on the ways instructional materials can be provided and utilized in teaching and learning social studies. All the items except item 74 was rated below the agreed criterion mean of 2.5 with the mean of 1.34. This indicates that the respondents disagreed that PTA should authorize the principal to levy students. On the other

hand, item 70, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86 and 87 were rated directly above the fixed criterion mean of 2.5 with the mean of 3.34, 3.65, 3.65, 3.00, 3.74, 3.34, 3.65, 3.74, 3.60, 3.35, 3.20, 3.50, 3.44, 3.84, 3.44, 3.15 and 3.50 correspondingly. This indicates that the respondents maintained that the above items are ways by which instructional materials can be provided and utilized in teaching and learning social studies. The overall mean for both respondents show a cluster mean of 3.34. This indicates a decision level of Agree. Therefore, the table shows that all the items with exemptions of item 74 are ways by which instructional materials can be provided and utilized in teaching and learning social studies.

Hypothesis 1

There is no significant difference in the mean responses social studies teachers and JSS2 students on the instructional materials available for teaching and learning of social studies.

Table 5: t-Test Analysis of the differences between the mean responses of social studies teachers and JSS2 students on the instructional materials available for teaching and learning of social studies

GROUP	N	Mean	SD	t-cal	df	t-crit	Decision
Social Studies Teachers	28	1.86	0.43	0.03	35	1.8	NS
JSS2 Students	210	1.87	0.44				

Key: N = Number of Respondents; SD = Standard Deviation; df = Degree of Freedom; NS=Not significant at 0.05 probability level.

Table 5 shows the summary of the t-test analysis on the difference between the mean responses of the social studies teachers and JSS2 students on the instructional materials available for teaching and learning of social studies. The t-test analysis indicates that the calculated t-value 0.03 is lower than the t-critical value of 1.8 at 35 degree of freedom and at 0.5 significant levels. Hence, the calculated t-value is less than the t-critical value. The null hypothesis stands accepted. Thus, there is no significant difference in the responses the social studies teachers and JSS2 students on the instructional materials available for teaching and learning of social studies with the mean of social studies teachers (1.86) respondents being nearly similar to that of the students (1.87) respondents.

Hypothesis 2

There is no significant difference in the mean responses social studies teachers and JSS2 students on the extent instructional materials available for teaching and learning of social studies

Table 6: t-Test Analysis of the differences between the mean responses of social studies teachers and JSS2 students on the extent instructional materials are available for teaching and learning of social studies

GROUP	N	Mean	SD	t-cal	df	t-crit	Decision
Social Studies Teachers	28	1.86	0.43	0.04	35	1.7	NS
JSS2 Students	210	1.85	0.42				

Key: N = Number of Respondents; SD = Standard Deviation; df = Degree of Freedom; NS=Not significant at 0.05 probability level.

Table 6 shows the summary of the t-test analysis on the difference between the mean responses of the social studies teachers and JSS2 students on the extent instructional materials are available for teaching and learning of social studies. The t-test analysis shows that the calculated t-value 0.04 is lesser than the t-critical value of 1.7 at 35 degree of freedom and at 0.5 significant levels. Hence, the calculated t-value is less than the t-critical value. The null hypothesis stands accepted. Thus, there is no significant difference in the responses the social studies teachers and JSS2 students on the extent instructional materials are available for teaching and learning of social studies with the mean of social studies teachers (1.86) respondents being nearly similar to that of the students (1.85) respondents.

Hypothesis 3

There is no significant difference in the mean responses social studies teachers and JSS2 students on the extent available instructional materials are used for teaching and learning of social studies.

Table 7: t-Test Analysis of the differences between the mean responses of social studies teachers and JSS2 students on the extent available instructional materials are used for teaching and learning of social studies

GROUP	N	Mean	SD	t-cal	df	t-crit	Decision
Social Studies Teachers	28	1.86	0.41	0.07	35	1.10	NS
JSS2 Students	210	1.85	0.40				

Key: N = Number of Respondents; SD = Standard Deviation; df = Degree of Freedom; NS=Not significant at 0.05 probability level.

Table 7 displays the summary of the t-test analysis on the difference between the mean responses of the social studies teachers and JSS2 students on the extent available instructional materials are used for teaching and learning of social studies. The t-test analysis confirmed that the calculated t-value 0.07 is lesser than the t-critical value of 1.10 at 35 degree of freedom and at 0.5 significant levels. Hence, the null hypothesis stands accepted. Thus, there is no significant difference in the responses the social studies teachers and JSS2 students on the extent available instructional materials are used for teaching and learning of social studies with the mean of social studies teachers (1.86) respondents being approximately the same to that of the students (1.85) respondents.

Hypothesis 4

There is no significant difference in the mean responses social studies teachers and JSS2 students on the on the ways instructional materials can be provided and utilized in teaching and learning social studies.

Table 8: t-Test Analysis of the differences between the mean responses of social studies teachers and JSS2 students on the ways instructional materials can be provided and utilized in teaching and learning social studies

GROUP	N	Mean	SD	t-cal	df	t-crit	Decision
Social Studies Teachers	28	3.35	0.52	0.09	35	1.8	NS
JSS2 Students	210	3.34	0.51				

Key: N = Number of Respondents; SD = Standard Deviation; df = Degree of Freedom; NS=Not significant at 0.05 probability level.

Table 8 presents the summary of the t-test analysis on the difference between the mean responses of the social studies teachers and JSS2 students on the ways instructional materials can be provided and utilized in teaching and learning social studies. The t-test analysis established that the calculated t-value 0.09 is less significant than the t-critical value of 1.8 at 35 degree of freedom and at 0.5 significant levels. Therefore, the null hypothesis stands accepted. This indicates that there is no significant difference in the responses the social studies teachers and JSS2 students on the ways instructional materials can be provided and utilized in teaching and learning social studies with the mean of social studies teachers (13.35) respondents being approximately the same to that of the students (3.34) respondents.

Summary of the findings

Based on the research questions and the null hypotheses which guided the study, a number of findings were made. The result revealed that:

1. Instructional materials are not available for teaching and learning of social studies.
2. There is low extent of instructional materials available for teaching and learning of social studies.
3. The available instructional materials used for teaching and learning of social studies are under-utilized.

4. There are ways by which instructional materials can be provided and utilized in teaching and learning social studies
5. There is no significant difference in the mean responses of social studies teachers and JSS2 students on the instructional materials available for teaching and learning of social studies
6. There is no significant difference in the mean responses of social studies teachers and JSS2 students on the extent instructional materials are available for teaching and learning of social studies
7. There is no significant difference in the mean responses of social studies teachers and JSS2 students on the extent available instructional materials are used for teaching and learning of social studies.
8. There is no significant difference in the mean responses of social studies teachers and JSS2 students on the on the ways instructional materials can be provided and utilized in teaching and learning social studies.

CHAPTER FIVE

DISCUSSIONS, IMPLICATIONS, RECOMMENDATIONS, LIMITATIONS, SUGGESTIONS, CONCLUSION AND SUMMARY

This chapter presents the findings of the study based on the research questions and null hypotheses that guided the study. Also contained in the paper are the implications of the research findings, recommendations, limitations, suggestions for further research, summary and conclusion.

Discussion of Results

The results of research question one (table 1) showed that instructional materials are not available for teaching and learning of social studies in Aba education zone, Abia state. Based on the findings of the this study, the following instructional materials such as visual maps, charts, graphs, diagrams, atlas, paintings, television, computer programme, film trips, video recording, projectors, audio recording, radios, cassette tapes, encyclopedia, textbooks, magazines, journals, almanacs, festivals and cartoons are not available for teaching and learning of social studies. On the other hand, pictures and chalkboard are the only instructional materials that are available for teaching and learning of social studies.

Generally, the findings of this study revealed the opinions of social studies teachers and JSS2 students that instructional materials are not available for teaching and learning of social studies. This implies that the achievement of

objectives of social studies as subject might be quite impossible. This is in line with earlier assertion of Olaitan (1999) that without the provision of adequate learning materials for teaching social studies in school, the achievement of objectives might be quite impossible.

Also, the results of research question two (table 2) showed that there is low extent of instructional materials that is available for teaching and learning of social studies. Based on the findings of the this study, visual maps, charts, graphs, diagrams, atlas, paintings, television, computer programme, film trips, video recording, projectors, audio recording, radios, cassette tapes, encyclopedia, textbooks, magazines, journals, almanacs, festivals and cartoons are low in their extent of availability for teaching and learning of social studies. Meanwhile, pictures and chalkboard are the only instructional materials that are very great extent interns of their availability for teaching and learning of social studies.

In general, the findings of this study revealed the opinions of social studies teachers and JSS2 students that there is low extent of instructional materials available for teaching and learning of social studies. This implies that there could be set back on the actualization of social studies objectives in secondary schools. This is the reason why Alele (1990) stated that when materials are not provided adequately, they cannot be used by teachers; this could therefore cause a set back on the actualization of social studies objectives in secondary schools.

The results of research question three (table 3) also indicated that the available instructional materials used for teaching and learning of social studies are under-utilized. Based on the findings of the this study, instructional materials such as visual maps, charts, graphs, diagrams, atlas, paintings, television, computer programme, film trips, video recording, projectors, audio recording, radios, cassette tapes, encyclopedia, textbooks, magazines, journals, almanacs, festivals and cartoons are under-utilized. On the other hand, pictures and chalkboard are the only instructional materials that fully utilized for teaching and learning of social studies.

Generally, the findings of this study revealed the opinions of social studies teachers and JSS2 students that the available instructional materials used for teaching and learning of social studies are under-utilized. This directs the need for proper utilization of instructional materials for teaching and learning in schools. This is in concord with Mkpa (1989) that instructional materials increase the speed of learning, save the teacher's time and efforts, increase learner's interests and facilitates the retention of what is learned.

Also, the results of research question four (table 4) showed that there are ways by which instructional materials can be provided and utilized in teaching and learning social studies. Based on the findings of the this study, government should provide all instructional materials in schools, community and private sectors

should assist by donating materials to schools, Alumni and professional associations should supply some of these materials to complement government's efforts. Equally, endowment fund should be launched once a while for the procurement of materials, resourceful teachers should be rewarded through promotion, teachers education programme should emphasize improvisations skill culture, seminars and workshops should be organized to teach the serving teachers how to improvise some materials. Also, government should employ more social studies teachers to reduce the high student-teacher ratio which prevents the effective use of instructional materials in schools, electricity should be provided in schools for the operation of the audio-visuals, organizing seminars and workshops on the use of instructional materials in teaching and learning of social studies is necessary, school administrators and supervisors should monitor and reward teachers who use instructional materials in teaching and learning, making these materials available in schools will motivate teachers into them. Likewise, teachers who do not use instructional materials in teaching should be queried by school principals, only technical trained social studies teachers should teach social studies and government should pay teachers' salaries and allowance regularly to motivate them into using the materials.

In general, the findings of this study revealed the opinions of social studies teachers and JSS2 students that there are ways by which instructional materials can

be provided and utilized in teaching and learning social studies. This entails the need for adequate provision of instructional materials for teaching and learning of social studies. This informed the earlier assertion of Okorie (1997) who advocated that adequate provision of instructional materials in both secondary and tertiary institutions will make teaching easier and facilitated learning.

The findings of this study also revealed that there is no significant difference in the responses of social studies teachers and JSS2 students on the instructional materials available for teaching and learning of social studies (Hypothesis one, table 5).

The results of hypothesis two (table 6) also indicated that there is no significant difference in the mean responses social studies teachers and JSS2 students on the extent instructional materials available for teaching and learning of social studies

The results of this study likewise discovered that there is no significant difference in the responses of social studies teachers and JSS2 students on the extent available instructional materials are used for teaching and learning of social studies. (Hypothesis three, table 7).

The findings of this study also shown that there is no significant difference in the responses of social studies teachers and JSS2 students on the on the ways

instructional materials can be provided and utilized in teaching and learning social studies. (Hypothesis four, table 8).

Implication of the Study

An insight into the extent of the availability and use of instructional materials in teaching and learning social studies in Aba education zone of Abia state has some important educational implications. The implications of the findings as related to education and administration practices are hereby highlighted.

From the findings of this study, it can be gathered that instructional materials such as visual maps, charts, graphs, diagrams, atlas, paintings, television, computer programme, film trips, video recording, projectors, audio recording, radios, cassette tapes, encyclopedia, textbooks, magazines, journals, almanacs, festivals and cartoons are not available for teaching and learning of social studies. This implies that the achievement of objectives of social studies as subject might be quite impossible and directs for the provision of adequate learning materials for teaching social studies in school.

The findings of the study also presented the views of social studies teachers and JSS2 students that there is low extent of instructional materials available for teaching and learning of social studies. By implication, this could cause a set back on the actualization of social studies objectives in secondary schools. Therefore,

there is a burning need for the provision of instructional materials for the actualization of social studies objectives in secondary schools.

Also revealed in the study are the opinions of social studies teachers and JSS2 students that the available instructional materials used for teaching and learning of social studies are under-utilized. This directs the need for proper utilization of instructional materials for teaching and learning in schools. By implication, proper utilization of instructional materials for teaching and learning of social studies will increase the speed of learning, save the teacher's time and efforts, increase learner's interests and facilitates the retention of what is learned.

This study also displayed the assessment of social studies teachers and JSS2 students that there are ways by which instructional materials can be provided and utilized in teaching and learning social studies. This entails the need for adequate provision of instructional materials for teaching and learning of social studies. By implication, adequate provision of instructional materials in both secondary and tertiary institutions will make teaching easier and facilitated learning.

Recommendations

Based on the findings of the study, the researcher recommends that;

Government, educational practitioners, educational planners and curriculum developers should fully adapt the extent of the availability and use of instructional materials in teaching and learning social studies in Aba education zone of Abia

state as it aims at providing long lasting solution for the provision and proper utilization of instructional materials for teaching and learning of social studies in secondary schools.

Alumni and professional associations should assist the government to provide instructional materials needed for teaching and learning of social studies in secondary schools.

Government should organize seminars and workshops in order to teach the serving teachers how to improve some instructional materials.

Only technical trained social studies teachers should teach social studies and government should pay teachers salaries and allowance regularly to motivate them into using the materials

Endowment fund should be launched once a while for the procurement of instructional materials needed for teaching and learning of social studies in secondary schools.

Government should employ more social studies teachers to reduce the high student-teacher ratio which prevents the effective use of instructional materials in schools.

School administrators and supervisors should monitor and reward teachers who use instructional materials in teaching and learning

Limitations of the Study

In the course of carrying out this study, the researcher experienced the following challenges:

1. Aba education zone of Abia state is large and some secondary schools selected for the study are located in rural areas, this made the research work very tiresome and quit expensive for the researcher.
2. Constraints in explaining the questionnaire to the respondents was time consuming and provoking.
3. Limitation of time in visiting the schools and the request to obtain permission from school principals was also depressing.
4. Many respondents were not at ease in responding the questionnaire particularly, as it coincided with the period of their examinations.

Suggestions for Further Studies

Based on the findings and the limitations of the study, the following are suggested for further research:

1. The present study was carried out in secondary schools in Aba education zone of Abia state; further study can be conducted using primary school or institution of higher learning.
2. Since the present study was conducted in public secondary schools in Abia state; further study can be carried out in another state in the country.

3. The present study was carried out in public secondary schools in Abia state; further study can be carried out in private secondary schools in Abia state.

Conclusion

This research study examined the extent of the availability and use of instructional materials in teaching and learning social studies in Aba education zone of Abia state. Based on the findings of the study, the following conclusions were drawn;

An overview of the overall results showed that instructional materials are not available for teaching and learning of social studies. This implies that the achievement of objectives of social studies as subject might be quite impossible. Likewise, there is low extent of instructional materials that is available for teaching and learning of social studies. This implies that there could be set back on the actualization of social studies objectives in secondary schools. Besides, the available instructional materials used for teaching and learning of social studies are under-utilized. This directs the need for proper utilization of instructional materials for teaching and learning in schools. As well, there are ways by which instructional materials can be provided and utilized in teaching and learning social studies. This entails the need for adequate provision of instructional materials for teaching and learning of social studies.

Based on the findings of the study, government, educational practitioners, educational planners and curriculum developers should fully adapt the extent of the availability and use of instructional materials in teaching and learning social studies in Aba education zone of Abia State as it aims at providing long lasting solution for the provision and proper utilization of instructional materials for teaching and learning of social studies in secondary schools. Likewise, Alumni and professional associations should assist the government to provide instructional materials needed for teaching and learning of social studies in secondary schools. Also, government should organize seminars and workshops in order to teach the serving teachers how to improve some instructional materials. As well, only technical trained social studies teachers should teach social studies and government should pay teachers salaries and allowance regularly to motivate them into using the materials. Moreover, endowment fund should be launched once a while for the procurement of instructional materials needed for teaching and learning of social studies in secondary schools. Also, government should employ more social studies teachers to reduce the high student-teacher ratio which prevents the effective use of instructional materials in schools. Equally, school administrators and supervisors should monitor and reward teachers who use instructional materials in teaching and learning.

Findings from the study also revealed that there is no significant difference in the responses of social studies teachers and JSS2 students on the instructional materials available for teaching and learning of social studies. Equally, there is no significant difference in the mean responses of social studies teachers and JSS2 students on the extent instructional materials are available for teaching and learning of social studies. Also, there is no significant difference in the mean responses of social studies teachers and JSS2 students on the extent available instructional materials are used for teaching and learning of social studies. In the same way, there is no significant difference in the mean responses social studies teachers and JSS2 students on the on the ways instructional materials can be provided and utilized in teaching and learning social studies.

Summary of the Study

This study focused on extent of the availability and use of instructional materials in teaching and learning social studies in Aba education zone of Abia state. The conceptual framework focused on instruction, instructional materials, school curriculum and social studies. The theoretical framework dealt on reinforcement theory and attrition theory. Also, it reviewed six studies that are related to the problems under study. Four research questions and four null hypotheses were stated to guide the study. Instrument titled availability and use of instructional material in teaching and learning questionnaire (AUIMTLQ) was

developed by the researcher to guide the study. 87 items instrument that focused on the extent of the availability and use of instructional materials in teaching and learning social studies was developed and validated by three experts from Faculty of Education, University of Nigeria, Nsukka. The reliability of the instrument was determined, using trial testing method.

The population of the study comprised all the social studies teachers and JSS2 students in Aba education zone of Abia State. The respondents who provided the data for the study were social studies teachers and JSS2 students. The direct delivery method was used to administer and collect data. The researcher employed the services of two trained research assistants. Simple random sampling technique was used to draw the sample size from the population. The four research questions were analyzed using mean and Standard Deviation, while the t-test statistics will be used to test the null hypotheses at 0.05 level of significance.

An overview of the overall results showed that instructional materials are not available for teaching and learning of social studies. This implies that the achievement of objectives of social studies as subject might be quite impossible. Likewise, there is low extent of instructional materials that is available for teaching and learning of social studies. This implies that there could be set back on the actualization of social studies objectives in secondary schools. Besides, the available instructional materials used for teaching and learning of social studies are

under utilized. This directs the need for proper utilization of instructional materials for teaching and learning in schools. As well, there are ways by which instructional materials can be provided and utilized in teaching and learning social studies. This entails the need for adequate provision of instructional materials for teaching and learning of social studies.

Findings from the study also revealed that there is no significant difference in the responses of social studies teachers and JSS2 students on the instructional materials available for teaching and learning of social studies, Equally, there is no significant difference in the mean responses of social studies teachers and JSS2 students on the extent instructional materials are available for teaching and learning of social studies.

Also, there is no significant difference in the mean responses of social studies teachers and JSS2 students on the extent available instructional materials are used for teaching and learning of social studies. In the same way, there is no significant difference in the mean responses social studies teachers and JSS2 students on the on the ways instructional materials can be provided and utilized in teaching and learning social studies. The major findings of the study were thoroughly discussed, their educational implications stressed and recommendations made. Limitations of the study were acknowledged and suggestions for further studies were also emphasized.

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APPENDIX 1

**TABLE SHOWING SAMPLE OF SOCIAL STUDIES TEACHERS
AND STUDENTS IN ABA EDUCATION ZONE**

S/N	SCHOOLS IN ABA NORTH	SAMPLE OF SOCIAL STUDIES	POPULATION OF JSS 2 SOCIAL STUDIES STUDENTS	SAMPLE OF JSS2 SOCIAL STUDIES STUDENTS
1.	Boys Technical College	2	282	15
2.	Eziama High School	2	220	15
3.	Girls Technical College	2	250	15
4.	Girls High School	2	280	15
5.	Osusu Secondary School	2	230	15
6.	Wilcox Memorial Comprehensive	2	215	15
7.	Secondary Technical School	2	260	15
	SCHOOLS IN ABA SOUTH			
1.	Girls Secondary Commercial School	2	213	15
2.	Iheorji Secondary School	2	194	15
3.	National High School	2	205	15
4.	Ohabiam Girls Secondary School	2	217	15
5.	Sacred Heart College	2	212	15
6.	St. Joseph's College	2	345	15
7.	Ndiegoro Girls Secondary School	2	215	15
	TOTAL	28	3338	210

(Source: Statistics Unit of ASUBEB, Aba Zone)