



Impact of Teachers' Use of Instructional Materials on Social ... (Shuaibu, 2021)

Impact of Teachers' Use of Instructional Materials on Social Studies Students' Learning Outcomes in Junior Secondary School in Kaduna State, Nigeria

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Abstract

This study titled, Impact of Instructional Materials on social studies students' learning outcomes among Junior Secondary School Teachers in Kaduna State, Nigeria had one objective, research question and Null hypothesis, respectively. The objective was to determine the impact of instructional material on learning outcome among Junior Secondary School Teachers in Kaduna State, Nigeria. The study adopted the descriptive survey design. The Population of the Study Consist of two thousand two hundred and seventy-one (2,271) social studies teachers of public secondary schools within the three senatorial zones of Kaduna State. A total of three hundred (300) social studies teachers selected from thirty (30) public junior secondary schools were sampled based on stratified sampling technique. The instrument used for data collection was a fixed response questionnaire designed by the researcher. Frequencies and percentages were used in analyzing the respondents' opinion, while one sample t-test was used to test the hypothesis at p value at 0.05 level of significance for acceptance or rejection of the hypothesis. The findings revealed that, social study teachers' use of relevant instructional materials have significant influence on junior secondary school students' learning outcome in Kaduna State, Nigeria. It was recommended that social studies teachers need to be trained through workshops on instructional materials development and utilization.

Keywords; Instructional materials, Teachers, Social studies, Learning outcome



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Introduction

Instructional materials are devices developed or acquired to assist or facilitate teachers in transmitting, organized mastery, skills and attitude to learners within an instruction situation. Teachers use different instructional materials to motivate learning. Teachers often make use of textbooks, charts, models, graphics, relia as well as improvised materials. The success in skill and mastery acquisition in an instructional situation depends on the suitability of the instructional materials, adequacy and effective utilization of the available materials. Experience is an important indicator of professionalism, thus experience teachers have a richer background to draw and contribute insight ideas of the course of teaching and learning are open to correction and are less dictatorial in the classroom. A resourceful instruction needs to give all students the opportunity to grasp the content taught at a time. Parker (2000), notes that the social studies teacher has a responsibility to include controversial issues and current events in the curriculum. He believes that students need to study issues on which there are some disagreements so as to practice analyzing problems, gathering and organizing facts, discussing differing viewpoints and drawing tentative conclusions.

The social studies classroom should therefore focus on using instructional materials which will help mold students' character, Dube (2009). Lack of use of appropriate instructional materials for the intellectual level of the students, denies students' active participation in their learning. As noted by Jotia, (2008), "lack of students' involvement in the teaching process makes teachers the subject of the learning process while students are dissolved to the level of objects that are just receiving deposits and their critical awareness is compromising". Teacher should bear in mind that effective teaching of social studies which can help them achieve the goal is learnt through effective use of instructional materials.

The teacher is a facilitator of learning and therefore must be resourceful and improvisational. Social studies teachers as much as possible should be qualified suitable and interested in teaching profession. They should cultivate the right attitude, be dedicated to duty and professionally qualified. The minimum qualification for teaching at junior secondary school according to National Policy on Education is at least first degree. This will help teachers to teach students successfully. Social studies teachers need to be academically qualified as well as professionally competent to be able to perform in their duty-post.

Social studies plays an important role in national unity and development. As such, there is then a great need to focus on the quality of teaching and learning the subject. The responsibility of teaching social studies rests in the shoulders of those who specialized in the subject. Even among the social studies teachers, some possess some generic pedagogical skills, yet unable to design and implement instructional methods and teaching skills to enhance students' learning due to lack of pedagogical abilities, White (2000). Researches confirm that learning effective learning can take place when students are actively involved in the teaching and learning process and lack of instructional materials utilization in teaching denies students' active participation. It is on this note that, this study aimed at examining the influence of social studies teachers use of relevant instructional materials on students' learning outcome in Kaduna State, Nigeria.

The responsibility of teaching social studies successfully rests on the shoulders of those who specialize in the subject. Today, many teachers teaching social studies and not social studies specialists but specialists in other social sciences. Another major issue is that many schools employ unqualified teachers to teach various subjects including social studies.



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Objective of the Study

To determine the impact of teachers' use of Instructional materials on social studies students learning outcome in Junior Secondary Schools in Kaduna State.

Research Questions

The research question that guided this study was;

What is the impact of teachers' use of instructional materials on social studies students learning outcome in Junior Secondary School in Kaduna State?

Null Hypothesis

The study was guided by the hypothesis below;

There is no significant impact of teachers' use of instructional materials on social studies students learning outcome in Secondary Schools in Kaduna State, Nigeria.

Methodology

The population for this study was two thousand two hundred and seventy-one (2, 271) social studies teachers in Kaduna State, Nigeria. The sample for this study was drawn using stratified random sampling. Thirty (30) schools were sampled across the three senatorial zones of the state. Three hundred (300) social studies teachers were proportionally drawn from the thirty (30) sampled schools. This is in line with Nwana (2011), who asserted that a population of 10% and above can form the sample of a study. The instrument used for data collection in the study was questionnaire designed for social studies teachers. The instrument was divided into two sections. The first section consists of the teacher's demographic characteristics required for the study. These are age, gender, area of specialization, and years of teaching experience. The other section of the questionnaire contained items on the influence of social studies teachers' use of relevant instructional materials on junior secondary school students' learning outcome. After constructing the questionnaire, the researcher ensures its content validity by checking the instrument with the objectives and hypothesis of the study to ensure that, the instrument measured truly and accurately measured what it intended to measure. The instrument was then presented to specialist in measurement and evaluation for their observations, comments and possible improvement.

The designed instrument was printed and administered to fifteen (15) social studies teachers. The questionnaire pilot tested were sorted and coded and was subjected to statistical analysis using the Statistical Package for Social Sciences (SPSS) version 20. The procedures adopted for the determination of the reliability co-efficient included Gutman split half. The reliability obtained was 0.65. an instrument can be said to be reliable when the reliability coefficient can be approximated to one (1) or close to one (1). This is in line with Nworgu (2006), that the closer the instrument to one (1), the more reliable it is.

Data was collected with the help of two (2) trained research assistants in all the sampled schools, that is, the examination officer in each school and social studies teacher. The distribution of the questionnaire was done by the researcher and the retrieval was done by the research assistants. Data collected was subjected to statistical analysis. Statistical analysis used were frequencies and percentages for the analysis of demographic variables and express opinions on the main variables. Inferential statistics, mainly one sample t-test was used to test the null hypothesis. The hypothesis was tested at 0.05 probability level of significance.



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Results

Research Question

What is the impact of teachers' use of instructional materials on social studies students' learning outcomes in junior secondary schools in Kaduna state, Nigeria?

Table 1: Mean score of teachers' responses on effective use of instructional materials

SN	Items	Mean
1	Use of diagrams, pictures and charts in teaching social studies concepts enhances students' performance	4.1
2	Adequate use of visual materials in teaching social studies enhances students' performance	4.0
3	Effective use of Audio visual materials like television and projectors promotes students' performance in social studies	3.8
4	Teaching social studies without instructional materials enhances students' performance	2.9
5	Organizing instructional materials in terms of relevance promotes performances	3.8
6	Teacher ability to teach successfully depends on use of relevant instructional materials	3.9
7	Objectives stated in teaching social studies can only be achieved when teacher use relevant instructional materials in teaching	3.8
8	Instructional materials can be used to arouse the interest of students in teaching social studies	3.7
9	The use of instructional materials in teaching social studies eases the work of the teacher and brings about easy presentation	3.8
10	Instructional materials utilization in social studies makes learning easy for students	3.9
Aggregate mean score		3.8

To find out the impact of teachers' use of instructional materials on social studies students' learning outcomes junior secondary schools in Kaduna state, Nigeria, the teachers expressed their views. Decision on the item was based on the midpoint average of 3.0. mean score of magnitude 3.0 and above indicates agreement while lower mean score indicates disagreement. The teachers were generally of the opinion that, the use of relevant instructional materials for teaching and learning enhances students' learning outcome in social studies. This is seen in the perceived use of diagrams, pictures, and charts in teaching social studies concepts which 153 (57.5%) and 48 (18.0%) of the teachers strongly agreed and agreed respectively have positive impact on students' learning outcome. In the second item, 123 (46.2%) and 81(30.5%) of the teachers strongly agreed, and agreed respectively with the view that adequate use of visual materials in teaching social studies enhances students' learning outcome. Social studies teachers who did not share this positive view of the impact were relatively very few as indicated with the frequency counts of 18 (16.8%) each disagree and strongly disagrees. The mean score of 4.0 clearly revealed that, positive impact was generally a consensus among the teachers. Therefore, teachers agree (with a mean



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score of 3.8) that the effective use of Audio Visual materials positively, impact students' learning outcome in social studies.

The teachers did not agree that teaching social studies without instructional material could enhance student's learning outcome in response to the view only 39 (14.7%) and 7 (2.6%) and 41 (15.4%) disagree and strongly disagreed respectively. Most of the teachers were undecided and the mean score was (2.9) which clearly means that, they do not agree with the view. The teachers agreed that organizing instructional materials in terms of relevance in the teaching and learning process promotes learner's learning outcome and that teachers' ability to teach successfully depends on the use of instructional materials. This are indicated with mean scores of 3.8 and 3.9 respectively.

In emphasizing the importance of the use of relevant instructional materials for the teaching and learning process, 67 (25.2%) and 131 (49.2%) of the teachers strongly agreed and agreed respectively that the objective stated in teaching social studies can only be achieved when teachers use relevant instructional materials in teaching social studies with a mean score of 3.8. As part of the impact of instructional materials, the teachers are of the view that with a mean score of 3.7, instructional materials utilization contributes in raising the interest of students in social studies during the teaching process. Apart from enhancing the students' learning outcome, the teachers were of the view that, the use of relevant instructional materials in teaching social studies ease the work of the teacher and brings about easy presentation of the subject's content or the learners. Thus, the teachers generally agreed that, the utilization of instructional materials make the teaching and learning of social studies, easy for students. With an aggregate mean score of 3.8, the teacher could be said to have agreed that, use of relevant instructional materials in teaching and learning promotes students' learning outcome in social studies among the selected schools.

Null Hypothesis

There is no significant impact of teachers' use of instructional materials on social studies students learning outcome in Secondary Schools in Kaduna State, Nigeria.

The mean score for the respective items were computed and compared with the midpoint average of 3.0 used for the test mean in the test of hypothesis. The one sample t-test was used for the test because of the need to establish whether the respondents agreed that the teacher's use of relevant instructional materials have significant impact on students' learning outcome in social studies or not. The summary of the test is presented in the table below.

Table 2: One sample t-test on social studies teachers' use of relevant instructional materials on student's learning outcome

Variables	N	Mean	SD	t-cal	Df	P	t-cal	Decision
Teacher's use of relevant instructional materials	266	3.85	0.818	17.022				
					265	0.00	1.96	Rejected
	266	3.00	0.000	0.000				

From Table 2, the respondents were of the opinion that, social studies teachers' use of relevant instructional materials have significant influence on students' performance. This indicated with observed t-cal of 17.022 obtained at 265 degree of freedom and an observed level of



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significance of 0.000 ($P < 0.05$). the mean score of point average of 3.00. These observations provide sufficient evidence for the rejection of the null hypothesis. The null hypothesis that impact of instructional materials does not have significant influence on social studies students learning outcome among Junior Secondary School Teachers in Kaduna State, Nigeria is therefore rejected. The result clearly shows that, impact of instructional materials have significant influence on social studies students learning outcome in Kaduna State, Nigeria.

Discussion of Findings

This study examined the Impact of instructional materials does not have significant influence on social studies students learning outcome among Junior Secondary School Teachers in Kaduna State, Nigeria. The null hypothesis was tested in line with the specific objective and research question of the study. In the test of the hypothesis, the opinion of teachers on use of relevant instruction materials on students' learning outcome was found to have significant impact on students' learning outcome. This means that, the use of relevant instructional materials by social studies teachers have significant impact on students' learning outcome in Kaduna State, Nigeria. This implies that, where instructional materials are either not used or poorly used, the learning outcome of students is negatively affected. While on the other hand, an appropriate and effective use of the right instructional materials result in better learning outcome of the students.

The findings here agreed with Dube (2009), who stated that, the social studies classroom should focus on using instructional materials which will help mold students' character and improve their performance. The study stated that, lack of use of appropriate instructional materials for the intellectual development of students denies student's active participation in learning. The findings also agreed with Lathi and Ochnetse (2011), who reported that, the use of instructional materials does not only encourage the teacher and students to work collaboratively but also results in more cooperative learning activities among students. The findings also agreed with Nsa, Ikot and Udo (2013), who reported that students taught history using graphic materials such as charts and pictures perform better than those who were taught using lecture methods without instructional material.

Conclusion

Based on the findings of the study, it was concluded that impact of instructional materials have major influence on social studies students learning outcome among Junior Secondary School Teachers in Kaduna State, Nigeria.

Recommendations

Based on the conclusion obtained from this study, it is recommended that social studies teachers should be trained on how to use relevant instructional materials through workshops especially with the current trends in technology.

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