



## Teachers' Perception of Instructional Materials and Teaching Methods: Implication for Effective Teaching of Social Studies in Junior Secondary Schools in Ekiti State, Nigeria

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### Abstract

*The study examined implication of teachers' perception of instructional materials and teaching methods on effective teaching of Social Studies in Junior Secondary Schools in Ekiti State. Descriptive research design of the survey type was adopted for the study. The population of this study consisted of 8,913 teachers from 187 public secondary schools spread across the three Senatorial districts of the state. The sample for this study consisted of 212 Social Studies teachers selected from 72 secondary schools using a multistage sampling procedure. Questionnaire was the main instrument used to collect data and it was subjected to face and content validity. The reliability of the instrument was determined through test re-test method and 0.75 reliability coefficient was obtained. Data collected were analyzed using descriptive and inferential statistics. Descriptive statistics such as mean and standard deviation were used to answer the question raised while inferential statistics of regression analysis was used to test all the hypotheses at 0.05 level of significance. The findings from the study revealed that teaching of Social Studies in junior secondary schools in Ekiti State was ineffective and that both teaching methods and level adequacy of instructional materials had influence on effective teaching of Social Studies. The study however recommended that Government should employ more qualified teachers who possess both pedagogical and content knowledge of Social Studies in secondary schools. Also, Social Studies teachers should be encouraged to use adequate and appropriate instructional materials in the classroom interaction to aid transposition of abstract knowledge of social studies contents into real life experience.*

**Key words:** Teachers' perception, Teaching methods, Instructional materials, Teaching effectiveness, Social Studies



## Introduction

Social Studies as interdisciplinary subject that deals with interaction between human beings and their environments has global perspectives from diverse countries of the world and in Nigeria, and it was introduced as a subject in the Nigerian school curriculum for achieving national and sustainable development. In America education, Social Studies is considered as integrated study of the social sciences and humanities to promote civic competence. To the Americans, the primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council for the Social Studies, 1994). In Canadian education, Social Studies is taken as an integral process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live (Torney-Purta, & Lopez, 2006). In Ghana, Social Studies is defined as the blending of ideas, theories, principles, generalization and knowledge from the Social Sciences and humanities for the purpose of helping learners to fit well into society (Kankam, 2016). In Kenya, Social Studies is considered as Social Environmental Studies taught in primary schools (Njoroge, Makewa, & Allida, 2017). From the foregoing Social Studies could be taken as interlocking of social interaction between people and their environments.

By understanding human relationships, the introduction of Social Studies in Nigerian school aims at producing citizens with skills, competence, moral values and reasoned judgment to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the Nigerian society. However, despite the importance of Social Studies at ensuring national cohesion it seems the interest of junior secondary school students in Social Studies is gradually dwindling leading to observed poor performance and moral laxity in the recent time. In addition, many teachers teach Social Studies without pedagogical knowledge of the subject matter coupled with lack of instructional materials.

The methodology adopted by the teacher is very vital in any teaching-learning situation. The method adopted by the teacher may promote or hinder learning. It may sharpen mental alertness which is the basis of social power or may discourage initiatives and curiosity thus making self-reliance and survival difficult. According to Kola and Langenhoven (2015), education in Nigerian schools is faced with many challenges, of which out-of-field teaching is one of such challenges. Thus, poor teaching approach is one of such where a teacher is assigned to teach subjects for which he or she has not got adequate training and qualification. It is important to note that the primary purpose of teaching at any level of education is to bring a fundamental change in the



learner, yet adoption of wrong methods may result to negative influence on the learner, thus leading to poor academic performance.

With lecture method, students are deprived the ability to develop their own knowledge but encouraged to rely on facts given by teachers thereby making development of socially desirable attitude and problem solving skills in learners unachievable (Oluwagbohunmi, 2011). Teaching brings about understanding; it involves a teacher, a learner and subject matter and teaching materials. Therefore to bring about learning, the teacher engages in certain activities such as talking, demonstration, and give instruction etc, all these are the various strategies to bring about learning (Adediran, 2014).

Teachers need to use different instructional strategies to ensure students centered method in the classroom for creativity, innovative and critical thinking purpose in students. Classroom teaching is likely to be more effective when it is informed by an understanding of how students learn. It is therefore important that, the major implications of instructional strategies be reflected in classroom practice. In recent times, emerging research findings seem to show that oriented instructional strategies are becoming increasingly popular in the teaching of various subjects in the secondary school level of education in Nigeria (Osakwe, 2009).

Some methods of teaching Social Studies such as inquiry method, problem solving method, discussion method, discovery method and role-playing are preferred to chalk-talk method because they allow students to examine and discuss issues (Oluwagbohunmi, 2016). These instructional strategies involve resolution of problems, active participation of learners in the learning process and emphasis on process rather than products of learning. Some of these strategies and approaches according to Osakwe (2009) are categorized under conventional and innovative appraises, instructional strategies which are classified under conventional are mostly those routine, well-known ones which teachers use predominantly. They are usually teacher-centered with little or no activities for students. These include teaching method like lecture, storytelling, recitation, etc, on the other hand, the innovative strategies include those ones that are much more recent which are predominantly learner-centered. These include questioning, inquiry/problem solving, role-play and dramatization (Adediran 2014).

Effective teaching in secondary schools should emphasize the use of activity-oriented method and instructional strategies that will make students achieve their learning objectives (Adediran 2014). The production of a functional and productive citizenry which is a major focus of secondary school education entails that secondary school education concerns itself with inculcating



creative reflective, competence relational, analytic and decision-making skills and competence in the learner (Mezieobi and Mezieobi 2008). Social studies lend itself more to the application of teaching strategies that are activity-based. This is largely due to the fact that social studies deals with social skills of effective living in society where facts or skills are learned with relevant learning activities the longer the retention of what is learned and the greater the chances of it being internalized by the learner.

Generally, place of instructional materials to ensure effective classroom instruction cannot be over emphasised. Therefore, instructional resources play important roles in teaching Social Studies. Teaching of Social Studies requires the use of various materials and activities that represent the various facts of human behaviour, activities and relationship with others. Instructional materials assist the teachers in arousing the interest of students, sustain their attention and motivate them to learn. According to Amadioha (2009) instructional materials constitute alternative channels of communication, which a teacher can use to convey more vividly instructional information to learners. They represent a range of materials which can be used to 'extend the range of vicarious experience' of learners in a teaching-learning situation. Tety (2016) revealed a strong positive link between instructional resources and academic performance, stressing that schools that possess more instructional resources performed better than

schools that have less instructional resources.

It is sad to note that related instructional materials appear not to be available in most secondary schools. The little available ones are either not relevant to the teaching of Social Studies or poorly utilized. In the absence of adequate and relevant instructional materials, teaching and learning process may be truncated thereby make the whole process cumbersome. According to David and Vera (2017), Social Studies teachers needed to be encouraged and required to use modern instructional materials in order to make the classroom more lively and the lessons understandable and more comprehensive to all Social Studies learners. It seems when learners are made to see, hear, feel, smell and taste, there is every tendency of getting appropriate subject matter taught to their understanding.

Recognizing the importance of instructional material at improving students knowledge, skills and academic performance, it is no more an aberration that inadequate instructional materials in post-primary schools in Nigeria is a serious problem despite the fact that the rapid change in technology and the new techniques of instruction have made it necessary for schools to be adequately equipped with different types of materials, (Abdullahi, 2010). The production of learning materials in support of curriculum depends largely on government policy. The government promises of the availability of the



materials are still very inadequate. The availability and accessibility to instructional materials in many post-primary schools will surely predict the use of materials (Abdullahi, 2010). Recognizing availability of learning material as an important factor in educational attainment, Ogbaji (2017) put learning materials as educational inputs vital to the successful implementation of any curriculum.

From Social Studies perspective, learning materials are the relevant materials utilized by a teacher during social studies instructional process to facilitate teaching and learning and for the purpose of making the contents of the instructions more practical and less vague. These materials according to Ogbaji (2017) include relevant and appropriate textbooks, visual and audio-visual materials like globes, charts, slides, maps, tapes etc are of paramount necessity in the teaching-learning process. Audio-visual materials supplement and consolidate what is read in the textbooks and journals. It therefore follows that such resources should be considered relevant to the teaching of Social Studies provided they facilitate the acquisition and evaluation of knowledge, skills, attitude morals and values.

Effective teaching requires individuals who are academically able and care about the well-being of children. In every instructional setting, a teacher may be confronted by students with varied learning problems and topics that require many hours of preparation

and a limited amount of resources. Therefore, an effective teacher must possess the skills of a detective in an instruction setting. To overcome such obstacles, a teacher is expected to use observation, knowledge and skills to create instructional treatment that goes beyond simple memorization of facts to create new level of understanding within the learners.

The influence of instructional materials in promoting students' academic performance and teaching and learning in educational development is indisputable. Ogbaji (2017) in a study observed that teachers generally agreed that instructional materials are instrumental to the effectiveness of the instructional environment as well as entire teaching and learning environment. He found that even when teachers are reluctant to utilize instructional materials for their lessons, community resources and others resources are rarely available. Therefore, the dearth or utilization of instructional materials in social studies is the bane of the realization of Social Studies objectives.

Most educators generally and equally agree that the creative use of variety of instructional materials will increase the probability that student would learn more, return better and bring about the skills they are expected to perform. Apart from their ability to process meaningful sources of information, instructional materials help the teacher with the means of extending his horizon of experience as well as



providing the teacher with rich sources of procuring communicative materials which could be produced jointly by the teacher and the students (Osalusi, 2012). Aniyewu (2010) opined that instructional materials bring about improvement in the teaching/learning process as well as permit teachers and students to interact as human beings in a climate where people control their environment for their own best purposes. Also, most educators generally and equally agree that the creative use of variety of instructional materials will increase the probability that student would learn more, return better and bring about the skills they are expected to perform. Apart from their ability to process meaningful sources of information, instructional materials help the teacher with the means of extending his horizon of experience as well as providing the teacher with rich sources of procuring communicative materials which could be produced jointly by the teacher and the students (Osalusi, 2012).

Several authors have written on the use of instructional materials both in teaching library education and other related disciplines and subjects in order to enhance teaching for desired social and behavioural change. For instance, Momoh (2010) conducted a study on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE) in Kwara State. He correlated material resources with academic achievements of students in ten subjects. Data were collected from the subject teachers in

relation to the resources employed in the teaching. The achievements of students in WASCE for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on student's achievement in each of the subjects. In the same manner, Moronfolo (2002) carried out a study in Ilorin Local Government Area of Kwara State. She used questionnaires to collect data on the material resources available for the teaching of some selected subjects in ten secondary schools and related these to students' achievements in each of the selected subjects and to the amount of resources available for the teaching of the subjects. Finding showed a significant effect of material resources on the students' academic performance in these subjects.

In the same vein, Popoola and Haliso (2009) investigated the effect of instructional resources on the academic achievements of students in Ogun State. Five secondary schools in Abeokuta were used for this study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected WASC examination results for five years and compared achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources. He found a significant difference in the achievements of the two sets of



students. The schools with adequate instructional materials performed better than those with inadequate instructional materials.

Jimoh (2009) opined that the use of instructional materials by Social Studies teachers is a necessity for teaching and learning to become pleasant. More so, it is now a common knowledge that advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching-learning situation positively. Such technological breakthroughs, which include all networked and non-networked; projected and non-projected; visual, auditory, and audio-visual electronic materials are important landmarks in knowledge transfer. Adekeye (2008) posited that instructional materials useful in the field of Social Studies are human voice, tape records, radio sets, pictures or photographs, maps, charts, graphs, diagrams, chalkboards, sketches, atlas, paintings, television, computer sets, fieldtrips, video records or cassettes, projectors, textbooks, magazines, journals, newspapers, pamphlets, encyclopedia and other forms of text materials. Hence, this paper was designed to examine the implication of teachers' perception of instructional materials and teaching methods on effective teaching of Social Studies in Junior Secondary Schools in Ekiti State.

### **Research Question**

One research question was raised for the study:

How effective is the teaching of Social Studies Curriculum in secondary schools in Ekiti State?

### **Research Hypotheses**

The following hypotheses were generated for the study:

1. Teaching method will not significantly influence effective teaching of Social Studies in secondary schools in Ekiti State.
2. Instructional materials will not significantly influence effective teaching of Social Studies in secondary schools in Ekiti State.

### **Methodology**

The descriptive research design of the survey type was adopted in the study. The population of this study consisted of 8,913 teachers from 187 public secondary schools spreading across the three (3) Senatorial districts of Ekiti state as at the time of this study. The sample for this study consisted of 212 Social Studies teachers selected from 72 secondary schools in Ekiti State. The instrument is tagged 'Teachers' Perception of Instructional Materials and Teaching Methods Questionnaire (TPIMTMQ)' was used to retrieve data for the study. The instrument was subjected to face and content validity. The reliability of the instrument was determined through the test-retest method and 0.75 reliability coefficient was obtained and considered high enough for the study. The instrument was administered on 212 Social



Studies teachers through personal contact. The data collected were analyzed using descriptive and inferential statistics. Descriptive statistics such as mean and standard deviation was used to answer the question raised while inferential statistics of regression analysis was used to test all the hypotheses at 0.05 significant level.

## Results

**Question 1:** How effective is the teaching of Social Studies Curriculum in secondary schools in Ekiti State?

In order to answer the question, items 1- 21 of checklist on Social Studies Curriculum were rated. The rating scale ranges from 0(not taught) to 2(fully taught). Data were subjected to descriptive analysis using mean and standard deviation. The assumption in decision making was that the mean score of  $0.00 - 0.49 = \textit{Not Taught}$ ,  $0.50 - 1.49 = \textit{Partially Taught}$  and  $1.50 - 2.00 = \textit{Fully Taught}$  as presented in Table 1:



**Table 1:** Mean, Standard Deviation and Decision on Teaching Effectiveness of Social Curriculum in Ekiti State Secondary Schools (N=212)

S/N	Social Studies Curriculum	Mean	S.D	Decision
1	Purposes of Marriage	1.67	.62	Fully Taught
2	Promoting Peaceful Living in our Society	1.66	.64	Fully Taught
3	Roles of Extended Family Members in Child Development	1.65	.63	Fully Taught
4	Readiness in Marriage	1.59	.69	Fully Taught
5	Meaning and Characteristics of Culture	1.22	.83	<i>Partially Taught</i>
6	Ways of Solving the Common Social Problems in Nigeria.	1.19	.83	<i>Partially Taught</i>
7	The Consequences of Large/Small Family Size	1.16	.85	<i>Partially Taught</i>
8	Agents and Processes of Socialization	1.14	.83	<i>Partially Taught</i>
9	Family as A Primary Social Group	1.13	.84	<i>Partially Taught</i>
10	Dangers of Drug Trafficking	1.12	.73	<i>Partially Taught</i>
11	Road Safety Club as an Agent of Socialization	1.11	.57	<i>Partially Taught</i>
12	Human Trafficking	1.09	.70	<i>Partially Taught</i>
13	Preventing Human Trafficking	1.08	.72	<i>Partially Taught</i>
14	Common Social Problems in Nigeria	1.06	.69	<i>Partially Taught</i>
15	Similarities and Differences among Cultures in Nigeria	1.02	.71	<i>Partially Taught</i>
16	Social And Health Issues	0.96	.73	<i>Partially Taught</i>
17	Preventing Drug Trafficking.	0.94	.79	<i>Partially Taught</i>
18	History of Nigerian Social Studies Education	0.91	.81	<i>Partially Taught</i>
19	Family Bond and Living Together as one Family	0.86	.49	<i>Partially Taught</i>
20	Meaning and Consequences of Drug Abuse and Harmful Substances.	0.84	.49	<i>Partially Taught</i>
21	Social Conflicts	0.82	.84	<i>Partially Taught</i>
22	Contents of Social Studies	0.75	.82	<i>Partially Taught</i>
23	Managing and Resolving.	0.75	.80	<i>Partially Taught</i>
24	Controlling Cultism in our Society.	0.75	.80	<i>Partially Taught</i>
25	Our Roles in Promoting Safety in Our Community	0.61	.77	<i>Partially Taught</i>
26	General Objectives of Social Studies	0.45	.65	<i>Not Taught</i>
27	Positive Group Behaviours	0.45	.69	<i>Not Taught</i>
28	Harmful Traditional Practices	0.22	.47	<i>Not Taught</i>



Table 1 shows the extent to which 28 items of Social Studies curriculum as specified by Nigerian Educational Research and Development Council (NERDC) are taught. The result revealed that the mean scores of items 1-4 are within 1.50 – 2.00 decision range, indicating that they are fully taught. The result also revealed that the means scores of items 5 – 25 fall within 0.50 – 1.49 mean score decision range,

indicating that they are partially taught while the mean scores of items 26-28 are within 0.00 – 0.49 decision range, indicating not taught. In percentage, about 75.0 % of the items were partially taught while 14.3% and 10.7% were fully taught and not taught respectively. Therefore, it can be concluded that teaching of Social Studies in junior secondary schools in Ekiti State is ineffective.

**Hypothesis 1:** Teaching Method will not significantly influence effective teaching of Social Studies in secondary schools in Ekiti State.

**Table 2:** Regression Analysis showing the Influence of Teaching Methods on Effective Teaching of Social Studies

Model	Standardized Coefficients	t	Sig.	ANOVA			
	Beta			R	R <sup>2</sup>	AdjR <sup>2</sup>	F
(Constant)		16.878	.000				
Methods of Teaching	.711	14.650	.000	0.711	0.505	0.503	214.618

P < 0.05

Table 2 shows that there is positive correlation between the method of teaching used by Social Studies teachers and effective teaching of Social Studies (R=0.711), indicating method of teaching is a factor that can influence effective teaching of Social Studies as perceived by the teachers. The value of the coefficient of determinant (R<sup>2</sup> = 0.505) indicated that adopted method of teaching accounted for 50.5% of the total variance in the

effective teaching of Social Studies while the remaining 49.5% unexplained variation could be due to other variables examined in this study. The F-ratio (214.618) was significant at 0.05 level of significance. Thus, the hypothesis is rejected; this implies that method of teaching will significantly influence effective teaching of Social Studies in secondary schools in Ekiti State.



**Hypothesis 2:** Instructional materials/ teaching aids will not significantly influence effective teaching of Social Studies in secondary schools in Ekiti State.

**Table 3:** Regression Analysis showing the influence of Instructional materials on effective teaching of Social Studies

Model	Standardized	t	Sig.	ANOVA			
	Coefficients			R	R <sup>2</sup>	AdjR <sup>2</sup>	F
	Beta						
(Constant)		16.413	.000				
Instructional Materials	.766	17.272	.000	0.766	0.587	0.585	298.326

Table 3 revealed that there is positive correlation between the instructional materials and effective teaching of Social Studies ( $R=0.766$ ), indicating that instructional materials/ teaching aids is a factor that can influence effective teaching of Social Studies as perceived by the teachers. The value of the coefficient of determinant ( $R^2 = 0.587$ ) indicated that the variable accounted for 58.7% of the total variance in the effective teaching of Social Studies while the remaining 41.3% unexplained variation could be due to other variables examined in this study. The F-ratio (298.326) was significant at 0.05 level of significance. Thus, the hypothesis is rejected, this implies that instructional materials will significantly influence effective teaching of Social Studies in secondary schools in Ekiti State.

### Discussion

Based on the findings of the study, it was discovered that teaching of Social Studies in junior secondary schools in Ekiti State was ineffective. Exactly 75.0 % of Social Studies Curriculum

items were partially taught, 10.7% were not taught while only 14.3% were fully taught and not taught respectively. The reason for ineffective teaching of Social Studies curriculum might be due to inappropriate use of teaching methods couple with inadequacy of instructional materials. The findings further revealed that teaching methods has influence on effective teaching of Social Studies in secondary schools in Ekiti State. This implies that inappropriate teaching methods used in transferring Social Studies knowledge in the classroom is one of the cuasative factors to the poor performance of students in the subject. In line with the findings Osakwe (2009) stressed the need for teachers to use different and appropriate instructional strategies to drive home students centered method in the classroom for creativity, innovative and critical thinking purpose in students. Thus, Oluwagbohunmi (2016) found some methods of teaching Social Studies such as inquiry method, problem solving method, discussion method, discovery method



and role-playing preferable to chalk-talk method because they allow students to examine and discuss issues. However, the design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn.

It was also revealed from the findings that adequacy of instructional materials has influence on effective teaching of Social Studies in secondary schools in Ekiti State. In consonance with this findings, Aniyewu (2010) asserted that instructional materials bring about improvement in the teaching/learning process as well as permit teachers and students to interact as human beings in a climate where people control their environment for their own best purposes. Therefore, David and Vera (2017) suggested that Social Studies teachers needed to be encouraged to use modern teaching aids in order to make the classroom more lively, understandable and more comprehensively to all Social Studies learners.

### **Conclusion**

Based on the findings of the study, it is essential to conclude that in spite of the critical position occupied by Social Studies in the preservation of societal norms and values, teaching of Social Studies in junior secondary schools in Ekiti State can be described as ineffective due to lack of adequate instructional materials and inappropriate use of teaching methods.

### **Recommendations**

The following recommendations were made based on the findings of the study:

1. Government should employ qualified teachers who possess both pedagogical and content knowledge of Social Studies in secondary schools. This is necessary to ensure that teachers employ innovative teaching methods that can help students develop problem solving skills.
2. Government and schools should make adequate provision for instructional materials to aid teaching and learning process.
3. Social Studies teachers should be encouraged to use appropriate instructional materials during classroom interaction process. This will no doubt aid transposition of abstract knowledge of Social Studies contents into real life experience.

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