



## RELEVANCE AND UTILIZATION OF AVAILABLE INSTRUCTIONAL MATERIALS IN TEACHING BASIC SOCIAL STUDIES IN ISEYIN, OYO STATE, NIGERIA

OLAYIWOLA Olujide Adeyemi, Ph.D

Department of Social Studies, Oyo State College of Education, Lanlate  
[jideolayiwola@yahoo.com](mailto:jideolayiwola@yahoo.com) 08033862921

### Abstract

*Despite the inputs of instructional materials as essential tools that make learning practical and interesting and for easy knowledge acquisition, they are not always available, relevant and utilized especially in Nigerian basic schools leading to low level of learners' retention of instructions and poor academic performance. This study therefore examined relevance and utilization of available instructional materials in teaching basic Social Studies in Iseyin, Oyo State, Nigeria. The study adopted descriptive survey research type. Forty five Social Studies teachers were selected from 18 purposively selected secondary schools. A 15 item researcher designed questionnaire titled: Questionnaire on Relevance, Availability and Utilization of Instructional Materials for Basic Schools (QRAUIMBS) was used for data collection. The instrument was validated and reliability co efficient of 0.83 was obtained. The three research questions raised for this study were answered using percentages. The result revealed that instructional materials are available to teach basic Social Studies in the study area. The available instructional materials are also relevant to teaching basic Social Studies in the study area. The result of the study further revealed that the available instructional materials were optimally utilized in teaching basic Social Studies in Iseyin, Oyo State. It is hereby recommended that availability of instructional resources should be sustained while teachers should improvise those that are not available but important in teaching basic Social Studies due to its relevance to effective and efficient delivery of basic Social Studies instructions in schools.*

**Keywords:** Basic Social Studies, Instructional materials, Relevance, Teaching, Utilization

### Introduction

From time immemorial, instructional materials are essential to effective teaching-learning processes. In support of this assertion, Ajayi, Isola, Abdulkareem and Olasehinde (2001) were of the opinion that effective teaching and learning requires an instructor (a teacher) to teach the learners with instructional resources (materials) in a practical activity so as to make teaching and learning more effective, logical, sequential, pragmatic, interesting and realistic. Instructional materials are all things that are used to support, facilitate, influence or encourage acquisition of knowledge, competency and skills (Afolabi & Adeleke, 2010).

Instructional materials are any collection of materials including animate and inanimate objects and human and non human resources that a teacher may use in teaching and learning situations in order to help achieve desired learning objectives. (Lewis, 2018). Olayiwola (2020) went further to reveal that, for effective

teaching to be realized, teacher should incorporate pupil experiences, interest and real life situations in the course instruction delivery. Teacher should also select and utilize a variety of materials/aids that support pupil learning and that teacher should effectively incorporate 21<sup>st</sup> century learning skills and experiences that prepare pupils to meet future challenges.

Instructional materials are also known as teaching/learning resources/aids. Instructional materials usually aid students in concretizing learning experiences in order to make learning experience more exciting, interesting and interactive. They are also employed in instructional activities which include active learning and assessment (Global Dictionary, 2024). They are teaching materials that teachers employ to help students learn. Instructional materials include various objects, materials/resources and activities such as textbooks, worksheets and workbooks, visual aids, digital resources, educational games and



simulations, case studies and real-world within an instructional situation. Abdul-Raheem examples, teacher-made/improvised materials, (2014) also observed that instructional materials audio media etc. These could be modern, are in greater extent intensifying students' full traditional/old or improvised. Instructional participation, interest and concentration in the materials (Teaching aids/resources) are always lesson, allows for inquiry, problem-solving, useful in supporting the sensory organs discussion and clarification of issues and ideas especially during teaching learning processes. among learners and the teacher. Ekpe (2010) They help to avoid overemphasizing rote however believed that instructional materials are learning and recitation. With effective use of not necessarily essential if the learners are instructional materials and adequate delivery of discerning and the teacher has a good disposition the subject matter, Social Studies students and and adequate mastery of the subject matter. other categories of students learn in various ways Ntasiobi, Fransisca and Iheanyi (2014) through asking different types of questions recommended that in making use of any (Lewis, 2018). instructional material, some conditions should be

Social Studies is one of the Nigerian met. These include: Instructional materials must basic school subjects as its peculiarity unveils the be practiced, i.e, having the full knowledge of the knowledge about human beings and their various material; prepare the environment where it will environments. Social Studies is mainly be used; prepare audience by means of making concerned with the study of man in the sure that the materials to be used will attract development of effective thinking and the attention, arouse, motivate and provide the refinement of the society through enlightened rationale that could be used in the beginning, civic viz-a-viz social participation. Social middle or end of the lesson. The effectiveness of Studies instruction is an essential part of the utilizing appropriate instructional resources in curriculum of the contemporary basic schools in teaching and learning Social Studies is not void Nigeria. The goal of Social Studies curriculum of quality teacher (Ntasiobi, Fransisca & Iheanyi, and instructions according to Jekayinfa (2012) is 2014).

to make an enlightened individual that can It is also no gainsaying that instructional actively participate and contribute his or her materials are essential and significant tools quota meaningfully to the growth and needed for teaching and learning in order to development his/her society. It is also an promote teachers' efficiency, effectiveness and integrated discipline that attempts to study facilitate students' learning. Instructional virtually the totality of man's existence on earth materials are thus used to supplement what purposely to encourage learner to acquire textbooks provide in order to simplify concepts knowledge, skills and values needed for and arouse students' interest and participation in understanding and solving/adjusting with the the subject. They are used by teachers to aid various problems confronting man in the course explanations and make learning of the subject of survival in his environments. In Social matter understandable and interesting to the Studies, learners are exposed to the act of critical students especially during teaching and learning thinking skills in quest to evaluating the past and process. In Social Studies teaching, instructional the present in order to understand and adequately materials like textbooks, charts, models, maps, prepare for the future of the human society graphics, posters, role cards, regalia, newspaper, (Olayiwola, 2018). magazine articles, cartoons, artworks, drawings,

The recommendation of several teaching photographs, video tape recorder, television, materials/resources at successive levels/stages of radio, projectors, still pictures, programmed educational pursuits is one of the innovations in instructions, filmstrips, chats and many more the Nigerian educational system (Olayiwola, have been recommended to aid the teaching and 2018). Instructional materials according to learning of Social Studies pragmatic, concrete Nwachukwu (2006) are also regarded as devices and interesting (Aduwa-Ogiogbaem & Imogie, (resources) developed or improvised to facilitate 2005). The relevance of these instructional or access teaching in transmitting organized materials are important because they facilitate knowledge, skills and attitudes to the learners learning of abstract concepts to concrete ideas



and stimulate learners' imagination and interest. The importance of these instructional materials cannot be overemphasized because according to Arum, 2015 it helps to boost effectual participation during teaching and learning processes, thus saving teachers' energy, reducing the verbal instructors.

Availability of the instructional materials on the other hand is the quality, quantity, functionality and disposability of the recommended instructional resources to teachers at every point in time for effective utilization. Availability of instructional resources refers to the condition of being obtainable or accessible at a particular point in time of need. It expresses how a material can easily be gotten and used for a particular purpose and time. It also states how usable the materials are (Ibrahim, 2014). The success in the skill and knowledge acquisition in an instructional situation depends on the relevance, adequacy and effective utilization of the available instructional materials (Olaitan & Agusiobo, 2012). Utilization of instructional materials therefore, is the rate or how often instructional resources are put into use by Social Studies teachers during instructional delivery. Utilization of instructional materials depends on their availability in the school. Teachers (including Social Studies teachers) use different instructional materials to simplify teaching and motivate learning among students (Egbu, 2012). Teachers often make use of textbooks, charts, models, graphics, real objects as well as improvised materials. (Awiotua-Efebo, 2001). Instructional materials are central to teaching and learning because no matter the efficiency of the teacher, effectiveness in lesson delivery cannot be guaranteed without the effective use of instructional materials. The effective use of instructional materials is to aid the teachers in teaching the learners during the teaching and learning process.

To a greater extent therefore, the importance of instructional materials in learning according to Baribor (2003) include, extending the range of experience available to learners; providing the teacher with interest-compelling springboards into wide variety of learning activities, assisting the teacher in overcoming physical difficulties of presenting the subject-matter, helping to stimulate students' interest,

extend attention span and make for larger retention of what is learned; making it possible to cater for individual differences of learners; making teaching and learning easier and more effective as well as facilitating communication (Eya & Ureme, 2011). It beomes imperative that the relevance and utilization of available materials be ascertained since the nature of Social Studies makes its content intensive for its knowledge to be effectively passed to learners without instructional material/resources may be cumbersome. Teachers however have employed conventional instructional delivery with less accomplishment of purpose due to non - relevance, non-accessibility and usability of instructional materials to make communication easier for efficient and effective teaching learning process (Ibrahim, 2014).

Despite the fact that instructional materials are essential tools that can make learning practical and interesting for easy knowledge acquisition, they are not always relevant, accessed and utilized especially in Nigerian basic schools leading to low level of learners retention and poor academic performance in public schools (Abdul-Raheem, 2014). Hence, instructional materials supplied to some schools are grossly underused. Based on this development, this study empirically examined relevance and utilization of available instructional materials in teaching basic Social Studies in Iseyin, Oyo State, Nigeria.

### **Purpose of the Study**

The purpose of the study is to examine the relevance and utilization of available instructional materials in teaching basic Social Studies in Iseyin, Oyo State. Specifically, the study investigated:

1. The available instructional materials in teaching basic Social Studies in Iseyin, Oyo State.
2. The relevance of the available instructional materials in teaching basic Social Studies in Iseyin, Oyo State.
3. The utilization of the available instructional materials in teaching basic Social Studies in Iseyin, Oyo State.

### **Research Questions**

The following research questions were raised



to guide the study:

1. What are the available instructional materials for teaching basic Social Studies in Iseyin, Oyo State?
2. Are the available instructional materials relevant to teach basic Social Studies in Iseyin, Oyo State?
3. Are the available instructional materials utilized in teaching basic Social Studies in Iseyin, Oyo State?

**Method**

This study made use of descriptive survey research type. The population of this study was all basic Social Studies schools teachers in Iseyin, Oyo State. The target population was all upper basic Social Studies teachers in public schools in Iseyin, Oyo State. Forty-five Social Studies teachers were purposively selected from 16 purposively selected Junior Secondary Schools in Iseyin, Oyo State. This type of purposive sampling technique is usually used for relatively small size of the target population. A 15 item researcher designed Questionnaire on Relevance, Availability and Utilization of Instructional Materials for Basic Schools (QRAUIMBS) was used to collect data from the respondents. The face and content validity of the instrument was determined by senior Social Studies experts in Oyo State College of Education, Lanlate and Emmanuel Alayande University of Education, Oyo.

A pilot test on the study was carried out and the split- half method was used to ascertain the reliability of the instrument. The scores obtained were correlated using Cronbach Alpha and a reliability index of 0.83 was obtained. For analysis of data collected, the research questions raised in the study were answered using percentage.

**Results**

**Research Question 1:** What are the available instructional materials for teaching Basic Social Studies in Iseyin, Oyo State?

SN	Items	Agree (%)	Disagree (%)
1.	Instructional materials like textbooks, newspapers, posters, flashcards are available in my school	43	96
2.	Maps, Slides and Overhead Projectors are not available in my school	05	11
3.	White Board, Over head Projectors, slides, Art works and Drawings are not provided for teaching in my school	02	4
4.	Instructional Pictures and Documentaries are not available in my school	02	4
5.	Television, Radio, Computer Systems, Video Machines, Video Clips, Resource Persons et cetera are not provided for in my school	42	93

Table 1 indicates that some important instructional materials like textbooks, newspapers, posters, television, radio, video, computer systems; video clips et cetera are available in basic schools in Iseyin, Oyo State. Table 1 also indicates that some notable instructional materials like white board, slides, over head projectors etc were not available in most of the basic schools in Iseyin, Oyo State.

**Research Question 2:** Are the available instructional materials relevant to teach basic Social Studies in Iseyin, Oyo State?

**Table 2:** Relevance of Available Instructional Materials in Teaching Basic Social Studies

SN	Items	Agree (%)	Disagree (%)
6.	The available Instructional materials are good to teach basic Social Studies	44	98
7.	Some of the available instructional materials are outdated and not up to date	04	9
8.	The available instructional materials in my school are not relevant to teach basic Social Studies	02	4
9.	Computer systems, Televisions, Videos, Overhead Projectors etc are not necessary in teaching basic Social Studies	03	7
10.	The available Social Studies textbooks are relevant to topics in basic Social Studies	43	96

Table 2 indicates that majority of the available instructional materials are suitable and relevant to teach basic Social Studies. Table 2 also reveals that most of the available instructional materials are modern and that computer assisted instructions are pivotal to teaching basic Social Studies. Table 2 also reveals that the available Social Studies textbooks are in congruence with the themes and topics in Basic Social Studies Curriculum.

**Research Question 3:** Are the available instructional materials utilized in teaching basic Social Studies in Iseyin, Oyo State?

**Table 3:** Utilization of Available Instructional Materials in Teaching Basic Social Studies



SN	Items	Agree (%)	Disagree (%)
11.	The available instructional materials are always put into use during teaching Basic Social Studies	43	02
12.	The available instructional materials are not utilized during teaching Basic Social Studies because teachers do not have access to them	02	43
13.	The available instructional materials are not utilized during teaching Basic Social Studies because teachers do not have interest in using them	02	43
14.	The instructional materials are not relevant to the effective teaching of Basic Social Studies	02	43
15.	The available instructional materials have aided effective and efficient delivery of Social Studies instructions in basic schools	44	01

Table 3 indicates that the available instructional materials are optimally utilized for teaching basic Social Studies and that these instructional materials have aided effective and efficient delivery of Social Studies instructions in basic schools. Table 3 also reveals that teachers have access to available instructional materials and are well utilized because most teachers were interested in employing these available instructional materials for teaching basic Social Studies.

### Discussion

The finding of this study revealed that available instructional materials like textbooks, newspapers, posters, computer systems, televisions, video systems, radio, and a host of others are available in teaching basic Social Studies in Iseyin, Oyo State. This portrays that government and proprietors of schools should deem it necessary to continue to make available these instructional materials in schools. This development is in line with Aduwa-Ogiogbaen and Imogie (2005) who stated that in Social Studies, instructional materials like textbooks, role cards, regalia, newspapers, posters, televisions, video tapes, programmed instructions, film strips etc have been recommended to aid teaching and learning Social Studies in schools.

The finding of this study also revealed that most available instructional materials are so much relevant for teaching basic Social Studies and that many of these instructional materials are up to date and modern. The finding of this study also showed that computer assisted instructions and the likes are pivotal to aid teaching Social Studies especially in the basic schools. This is in congruence with the submission of Arum (2015) that the relevance of instructional resources/materials are important because they facilitate learning of abstract concepts to concrete ideas thus stimulating learners imaginations and interests and increase active

participation of learners in teaching learning process.

One of the findings of this study also revealed that the available instructional materials are optimally utilized for teaching basic Social Studies. This claim was however dismissed by Ekpe (2010) that instructional materials are not necessarily essential if the learners are discerning and the teacher has a good disposition and adequate mastery of the subject matter.

### Conclusion

This study examined relevance and utilization of available instructional materials in teaching basic Social Studies in Iseyin, Oyo State. The results of this study have revealed that tangible instructional materials are readily available in basic schools in Iseyin, Oyo State. There are indications therefore that those available instructional material/resources are relevant to teaching basic Social Studies and that those available instructional materials are optimally utilized for teaching basic Social Studies in the study area. The available instructional materials are also in good form especially in basic schools.

### Recommendations

Based on the results and the findings of this study, it is recommended that:

1. The availability of the available instructional materials in basic schools in Iseyin, Oyo State should be sustained and improved.
2. Teachers should also continue to utilize the available instructional materials optimally and improvise those that are necessary but not sufficient or not available in teaching basic Social Studies.
3. The relevance of instructional materials should also be considered by teachers of basic Social Studies because instructional materials/resources are central to teaching and learning process since the efficacy and effectiveness of the teacher and lesson delivery cannot be guaranteed without the availability, relevance and appropriate utilization of instructional materials/resources in teaching Social Studies especially in basic schools.



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