

**EFFECT OF INSTRUCTIONAL MATERIALS IN TEACHING SOCIAL STUDIES  
EDUCATION**



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**ABSTRACT**

Education and the act of instructing it are both vital considerations for educators who are operating in professional capacities. Learning is a challenging process, but one definition of it characterises it as a shift in attitude and a change in behaviour that is largely stable over time. This definition describes learning as a shift in attitude and a change in behaviour. This definition admits that the process of learning may be challenging. This shift in mindset and way of behaving is brought about as a direct result of being exposed to new conditions. Learning is something that can take place as a consequence of newly learned skills, knowledge, observation, facts, principles, newly gained information, and other things that are similar in nature. (Adeyanju, 1997) It is possible to improve one's capacity to learn by utilising a range of instructional materials since these materials have the ability to excite and encourage students while also capturing their attention for a brief amount of time when they are being educated. The processes of teaching and learning take place in schools with the assistance of a wide array of learning aids and technology, which are collectively referred to as instructional materials. According to Akamobi (1998), instructional materials are any things that are used in classrooms or workshops for the purpose of education or demonstration by both teachers and students. This includes objects that are utilized in the

classroom as well as workshops. This term includes all of the many things that are utilized in these kinds of environments.

**Keyword:** skills, knowledge, observation, facts, principles.

## INTRODUCTION

According to Chauha (1973), in order for learners to acquire the level of competencies required by the course requirement, a "hands on" technique was utilised in which learners made use of the actual equipment. This allowed learners to acquire the level of competencies required by the course requirement. The term "instructional materials" can refer to a large variety of separate products, including aids, audio aids, audio-visual aids, real artefacts, and many more of these sorts of resources. The term can also be used interchangeably with "learning materials." The visual aids, such as illustrated images, wall charts, graphical materials, textbooks, and other objects of a similar nature. Therefore, when we talk about things like the radio, audio tape recorders, and other technologies that only utilise the sense of hearing, we are referring about what are known as audio instructional materials. An audio visual educational material will often have a variety of technologies that are designed to engage the user's hearing as well as their sense of sight. The computer, the television, and the movies are some examples of technology that fall under this category. This kind of device is typically incorporated in the presentation of audio visual educational material.

On the basis of the definitions of instructional materials that have been presented above, we are able to deduce that the subfield of education known as social studies focuses on the challenges and solutions related to instruction and makes use of a wide variety of audio, visual, and audio-visual materials and equipment. This conclusion can be reached as a result of the fact that we have been presented with the definitions of instructional materials that have been presented above. This conclusion is attainable as a result of the definitions of instructional materials that have been discussed up to this point in the article. It is an issue because instructors do not have sufficient preparation in order to successfully carry out the reading instruction that it is their responsibility to provide (Bello, 1980). The student's reading skills in social studies, and by extension, in their other subjects, is mediocre due to this deficiency on the student's part. Students in all of our secondary schools are affected by the same issue, which is that they do not have access to the fundamental textbooks and other essential resources that would be useful to them in the process of learning social studies at

that level. This is a problem because these textbooks and resources would be beneficial to them in the process of learning social studies at that level. It is likely that students will not perform well in their other classes if they are not given with appropriate educational resources in the area of social studies. The use of instructional materials makes the tasks of teaching and learning, as well as the achievement of the goals of the lesson, more straightforward and more manageable for the individual involved.

Despite this, it is possible for this to change depending on the quality of the materials that are chosen and how well they meet the standards. This is something that is subject to change. In essence, this indicates that the instructional materials that are used are not chosen by a procedure that involves random selection (iiya, 1993). In point of fact, it is the teachers themselves who are burdened with the responsibility of selecting the many pedagogical materials that are going to be utilised in the course of the instruction. As Brunner (1961) pointed out in Mustapha, oral reports require the use of visual aids in addition to improvisation. This is something that must be taken into consideration (2005). This idea was also emphasised in Mustapha's (2005) work. The ability to provide a substitute or something that is very similar to the genuine item in circumstances when the genuine item is either not accessible or impossible to get is the definition of improvisation. Improvisation can be defined as the ability to provide a substitute or something that is very similar to the genuine item. As a consequence of this, it is of the utmost importance for instructors of social studies to make use of a range of instructional resources or to innovate in order to facilitate learning that is not only simple but also pleasant and effective over time.

### **CURRENT EDUCATION PRACTICE IN UGANDA**

In Uganda, getting an education is seen as a fundamental human right for all of the people who live in the nation. This applies to both children and adults. Article 30 of the Uganda Constitution (1995), which was approved in 1995, states that "all persons have a right to education." This provision was ratified in 1995.

Children in Uganda who have specific requirements for their education can choose from one of three distinct educational models. The units for the deaf and the blind, as well as schools for the deaf-blind, special schools, and mainstream schools, are all included in these models.

Thanks to the efforts of Sir Andrew Cohen, who was serving as the British colonial governor at the time, Special Needs Education (SNE) got its start in Uganda in the 1950s with the

establishment of a programme for children who suffered from vision impairment. This was made possible by the British colonial governor at the time. Today, this initiative is still being carried out in its entirety (Okech, 1993; Matovu, 1994). In the year 1954, the town of Madera, which is found in the Soroti region, became home to the region's first school for visually impaired students. The year 1969 marked the beginning of instruction for students who had vision impairments in the Moroto district.

White Missionaries are often credited as being the first people to introduce Uganda to the concept of formal education. They did this largely for the children of chiefs, with the intention of supplying the British Colonial Government with the officials it wanted at the time. Therefore, right from the very beginning, this educational system was not for everyone. As a consequence of this, it grew to become exceedingly competitive, which led to an ever-decreasing number of students finishing their studies to a higher degree. As a direct result of this, a large number of people in Uganda, especially Karimojong, were unable to learn how to read or write. (Aguti, 2002).

## **LITERATURE REVIEW**

Another challenge that teachers must contend with is the poor salary that they get. In Tanzania, the bulk of public authorities, including teachers, are paid very little, and teachers are no exception. They are unable to enrol in higher education programmes such as Information and Communication Technology; as a result, they are unable to purchase their own instructional materials or gain new knowledge in their field (ICT). This ensures that both the academic and intellectual capabilities of the teachers and students in the classroom will be strongly influenced throughout the time they spend together (Onche, 2014). If educators lack the requisite imagination and aptitude, they may have a tough time improvising their own educational materials.

According to Galabawa, only few different councils in Tanzania are able to successfully obtain funds from the government (1993). However, many local authorities have found that they are unable to handle such a rapid expansion in spending as well as their expanding budget deficit. This is a problem that has arisen because of recent economic conditions. Education is going to be one of the sectors that gets hit the worst by this predicament. Poverty is a further issue that may restrict members of the community from providing financial

assistance to educators and schools in order to enable the latter to access educational resources.

According to Kimego, the level of involvement shown by both parents and communities differs from one sort of economic setting to another as well as depending on the location of the community (2011). Parents who work in the cash crop sector have the financial resources to pay for the education of their children, in comparison to parents who do not participate in the cash crop industry. For instance, pastoral civilizations such as the Masai have shown evidence of insufficient financing for children. Teachers who work in these locations have a more difficult time gaining access to a variety of educational resources.

The lack of a clearly defined policy and monitoring methods to ensure that sufficient funding is given to community secondary schools for the purchase of instructional materials and that these monies are used for the intended purpose is another difficulty that teachers face when attempting to gain access to instructional resources. This is a problem because it prevents them from ensuring that these funds are used for the purpose for which they were intended. According to Onche (2014), the government's policy towards the effective provision of these educational resource features has not been encouraging and has never been adequately planned, managed, overseen, or evaluated, with rural schools being the back bench of these policies' implications. Additionally, Onche states that this policy has never been adequately planned, managed, overseen, or evaluated.

The use of information and communications technology has the potential to alleviate some of the challenges associated with getting access to educational materials. According to UNESCO (2004), the usage of electronic communications and the rising use of such technologies have the potential to affect the efficiency and quality of primary and secondary education all over the world. As a consequence of how straightforward it is for instructors and pupils to locate knowledge on virtually any topic using the internet, there is a possibility that educational content and methods of teaching could undergo transformations in the near future.

According to Tinio (2002), information and communication technology has the potential to expand access to education in undeveloped nations while simultaneously improving the education's relevance and overall quality. Tinio elaborates on the potentials of information and communications technology by listing them as follows: ICTs make the process of learning and absorbing knowledge a great deal simpler, and as a result, they present poor



were utilised in order to exhibit the information that was obtained through the analysis.

### ANSWERING THE RESEARCH QUESTIONS

**Research question 1:** What is the difference in the mean pre-test and post-test performance When students in JSS III are taught Social Studies ideas through the use of instructional resources, what is the difference between their mean pre-test performance scores and their mean post-test performance scores?

In order to get an answer to this study issue, we computed the mean academic performance score of the respondents and their standard deviation depending on the amount of time they spent hawking. The findings are presented in Table 4,1 below.

#### Means and Standard Deviations on pre-test and post-test scores for NCE III taught with instructional materials

Scores	N	Mean	SD	SE	Mean difference
Pre-test	234	21.317	6.184	0.671	-29.0359
Post test	234	50.3529	9.686	1.051	

According to Table 4.1, there was a significant difference in the mean performance scores of JSS III students who were taught Social Studies with instructional materials before and after taking the exam. The pre-test scores were 21.317, and the post-test scores were 50.352. That is to say, the performance scores of the students on the post-test were higher than the scores they received on the pre-test by a difference of -29.0359.

**Research question 2:** When Junior Secondary School students were taught Social Studies ideas without the use of instructional resources, what was the difference in their mean pre-test performance scores and their mean post-test performance scores?

In order to get an answer to this study issue, we computed the mean academic performance score of the respondents and their standard deviation depending on the amount of time they spent hawking. The findings are presented in Table 4.2 below.

#### Means and Standard Deviations on pre-test and post-test scores for NCE III taught without instructional material

Scores	N	Mean	SD	SE	Mean difference
Pre test	234	17.9529	4.140	0.449	

					-17.2706
<b>Post test</b>	234	35.2235	7.965	0.364	

The findings presented in Table 4 demonstrated that there was a distinction between the students' mean pre-test performance scores (17.9529) and their post-test performance scores (32.2235) when they were taught Social Studies without the use of instructional resources. That is to say, the performance scores that the students achieved on the post-test were better than the scores that they achieved on the pre-test by a difference of -17.2706.

**Results of Null Hypotheses**

**Null Hypothesis 1:** The findings presented in Table 4.3 revealed that there was a distinction between the students' mean performance scores on the pre-test (17.9529) and the post-test (32.2235) when it came to JSS III Social Studies classes taught without the use of instructional materials. This means that the students' performance scores on the post-test were higher than the scores they received on the pre-test by a difference of -17.2706.

**Paired sample t-test on pre-test and post-test scores for NCE III taught with instructional materials**

<b>Score</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SE</b>	<b>t-value</b>	<b>df</b>	<b>P</b>
<b>Pre-test</b>	234	21.317	6.184	0.671			
<b>Post test</b>	234	50.3529	9.686	1.051	23.29	233	0.000

If you take a look at Table 4.3, you'll see that the performance scores of JSS III students who were taught Social Studies using instructional materials increased significantly from their pre-test levels (21.317) to their post-test levels (50.3529). This is demonstrated by the fact that the value of t(233) is 23.29, and the value of p is .001; this value is significant at the 0.05 level of tolerance. The results of this study indicate that there is likely to be a difference between the respondents' scores on the pre-test and the post-test that was administered to them. This indicates that the performance on the post-test was higher than the results on the pre-test, with a difference of -29.0359 points. Because of this, the hypothesis that claims that there is no significant difference between the mean pre-test and post-test performance scores of JSS III students who were taught social studies concepts through the utilisation of instructional materials was found to be false and was therefore rejected.



**Null Hypothesis 2:** When students in JSS III were taught Social Studies ideas without the use of instructional resources, there was not a significant change in their mean pre-test performance scores or their post-test performance scores.

A statistical approach known as the paired samples t-test was utilised in order to put this hypothesis to the test. The outcomes of which are shown in Table 4.4 below.

**paired samples t-test on pre-test and post-test scores for NCE III taught without instructional materials**

Score	N	Mean	SD	SE	t-value	Df	P
Pre test	234	17.9529	4.140	0.449			
					17.74	233	0.000
Post test	234	35.2235	7.965	0.364			

If you take a look at Table 4.4, you'll see that there was a significant change in the performance scores of JSS III students who were taught Social Studies without the use of instructional materials between the pre-test (17.9529) and post-test (32.2235). This is demonstrated by the fact that the value of  $t(233)$  is 17.74, and the value of  $p$  is .001; this value is significant at the 0.05 level of tolerance. The results of this study indicate that there is likely to be a discrepancy between the pre-test scores and the post-test scores that the respondents get. This means that the performance on the post-test was higher than the results on the pre-test, with a difference of -17.2706. Because of this, the hypothesis that claims that there is no significant difference between the mean pre-test and post-test performance scores of JSS III students who were taught social studies ideas without the use of instructional materials was shown to be false and was thus rejected.

**DISCUSSION OF FINDINGS**

The outcomes of the first study question indicated that the students who were part of the experimental group had a greater mean difference in their accomplishment scores between the pre-test and the post-test. In the experimental group, the mean score for accomplishment before the exam was 21.317, while the mean score for achievement after the test was 50.352. The mean difference in accomplishment scores between the pre-test and post-test was 29.035, and it was a significant improvement. This suggests that the students benefited from the exposure to instructional materials with a larger mean score gain in their accomplishment categories. This research suggests that students perform better when they are taught utilising

instructional resources rather than when they are not used in the classroom. This discovery comes as a surprise given that instructional materials improve both teaching and learning and ultimately lead to higher performance levels among students (Nwike, & Onyejebu, 2013). This finding collaborates with a previous study by Esu, Erukoha, and Umoren (2004), which found that teaching aids are indispensable to the effective teaching and learning activities and successful instructional delivery in schools. Additionally, these findings are consistent with the opinion of Atanda and Jaiyeoba (2011), which states that the availability and adequate amount of instructional materials enhance effective learning and better performance on the part of students.

### **CONCLUSION**

This chapter provided a concise summary of the most important findings from the research. In addition to this, it presents the findings of the study together with the conclusions and suggestions that were drawn from those findings. The researcher has high hopes that people responsible for education in social studies and other subject areas in Kaduna North and South L.G.A in particular, where this study is situated, and Nigeria in general would put the recommendations provided in this study into practise. The findings of this study have demonstrated that the students' performance in their academic work is significantly impacted by the instructional materials that they are provided with. It was determined that a lack of instructional resources and its application in the teaching and learning of social studies caused students to do badly in their academic work. This conclusion was reached as a direct result of the findings.

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