



Impact Of Instructional Materials On Students Academic Performance In Social Studies In Junior Secondary Schools In Gashua Educational Zone, Bade Local Government Area Of Yobe State

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ABSTRACT

Instructional materials have significant effect on students' academic performance in Social studies, in Junior Secondary Schools in Gashu'a educational Zone of Yobe state, Nigeria. Where instructional materials are available, relevant, adequate and efficiently utilized by Social studies teachers, students academic performance improves remarkably. But where they are inadequate, irrelevant and under-utilized, students' academic performance tends to be low or poor. The study examined the effect of Social studies instructional materials on students' academic performance in junior secondary schools of Yobe state, Nigeria. Findings of this study on the availability of Social studies instructional materials in junior secondary Schools shows that, in all the 52 junior secondary Schools visited by the researcher, the available instructional materials in such Schools are not more than five, out of the 25 mentioned items in the checklist, which indicates that effective teaching of Social studies is deformed, and this poor state of affairs leads to poor performance of students in social studies.

Keywords: academic performance, Instructional materials, students, Social studies

INTRODUCTION

The impact of instructional materials in promoting students' academic performance in teaching and learning cannot be over emphasized. The teaching of Social studies in Nigerian junior secondary schools needs to be properly handled. The materials used by teachers to teach and drive home their subject matter at the junior secondary school level of our education system is an important issue in practical classroom interaction and successful transfer of knowledge from the teacher to the learners.

Social Studies is a subject that aims at helping students who are creative, patriotic, responsible and are able to contribute to the development of the nation (Ezegbe, 2018). Okojie (2015) also maintained that the ultimate goal of Social Studies is to equip individuals with knowledge and understanding for effective relationships and living. Due to its usefulness in national development, it has gained wide acceptance to the extent of becoming one of the core subjects at the basic education level.

In spite of the importance of Social Studies in national development and the efforts of stakeholders to encourage the study of the subject, students have continued to show poor academic achievement (Agara, 2020). Omabe (2016) agreed that students' achievement in social studies leaves much to be desired. Nonetheless, a number of factors have been attributed to poor achievement in junior certificate examination in social studies. One of such factors is non-use of instructional materials. Social studies according to Igu (2012) is an activity based subject and therefore depends on instructional materials utilization for effective teaching.

Omabe (2016) asserted that instructional materials are central in the teaching and learning of social studies because no matter the efficiency of a teacher, effectiveness in lesson delivery cannot be guaranteed without the use of instructional materials. Esu, Erukoha and Umoren (2014) affirmed that instructional materials facilitate learning of abstract concepts by helping to concretize ideas and stimulate learners' imagination. Moreover, instructional materials help to increase active participation in the learning process while saving teacher energy and reducing the verbal instructions. In the same vein, Mathew (2012) stated that the use of instructional materials make teaching effective as it enables learners to participate actively in classroom instruction. All these views suggest that the use of instructional materials bring about improved students' performance.

However, in a clear departure from the above views, Orji and Ekpe (2020) in their independent studies, agreed that instructional materials are not necessarily important if the learners are intelligent and the teacher has good mastery of the subject matter. Egbu (2012) argued that involving learners in classroom activities is what matters most as it makes teaching learner centered. He further maintained that involving learners in classroom activities helps learners to discover new knowledge and gain new insights. From the views of the scholars cited above, there is a strong argument on the place of instructional materials in the teaching of social studies as a means of improving students' academic achievement.

The impact of instructional materials in promoting students' academic performance in teaching and learning cannot be over-emphasized. The teaching of Social studies in Nigerian junior secondary schools needs to be properly handled. The materials used by teachers to teach and drive home their subject points at the junior secondary school level of our education system is an important issue in practical classroom interaction which leads to successful transfer of knowledge from the teacher to the learners.

Instructional materials are materials which assist teachers to make their lessons explicit to learners. They are also used to transmit information, ideas and notes to learners Ijaduola (2017). Instructional materials include both visuals and audio-visuals such as pictures, flashcards, posters, charts, tape recorder, radio, video, television, computers among others. These materials serve as supplement to the normal processes of instruction.

Highlighting the roles of facilities in teaching, Balogun (2002) submitted that "no effective education program can exist without equipment for teaching". This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. It is well known among educators that the educational experiences involving the learner actively participating with concrete examples are retained longer than abstract examples. Instructional materials add elements of reality by providing concrete examples to learning.

The teaching of social studies has always been based on a limited knowledge, and as a result, the utilization of the instructional media among teachers often relies on traditional application of technology. There is however, a tremendous potential for technology to be fostered as a tool that can overcome the traditional isolation of the classroom setting Braun (1997). saye (1998) added, to achieve the desired outcomes with the utilization of technology, the teaching of social studies courses must focus not only on making competent use of such technology, but at the same time, promote strategies that enables the integration of technology for enhanced teaching and learning.

Yadar (2001) opines that no course in Social studies can be considered as complete without including some practical work. The practical work ought to be carried out by individuals either in science laboratories or in classes. At school level, practical work is even more important because of the fact that we learn by doing. Scientific practices and applications are thus rendered more meaningful. It is an established truth that an object handled impresses itself more firmly on the mind than the object merely seen from a distance or in an illustration. Thus practical works form an important feature in any science and mathematics course (UNESCO, 2008). With this concern in mind, the researcher intends to determine the availability, adequacy, and relevance of Social Studies instructional materials in Yobe State Junior secondary schools and their effect on Students' academic performance.

Despite the importance attached to Social studies, the researcher observed that the performance of students in the subject in Yobe state has been poor and as a result, the state cannot produce competitive workers who can match the states demand. There is therefore need to improve students' performance in Social studies in order to produce highly qualified personnel in the state who can address the above cited problems. One of the intervention measures to help improve Social studies academic achievement in the state can be the use of instructional materials during teaching and learning of Social studies.

The researcher intends to determine whether it is lack of available Social studies instructional materials caused students' poor performance in the state?

Is the inadequacy of the instructional materials responsible for the students' poor performance in Social studies? Or is it as a result of using irrelevant instructional materials in teaching social studies?

Is the poor utilization of instructional materials hinders students' performance in Junior Secondary Schools examination? The problem of the present study is to investigate the effect of Social studies instructional materials on Students' academic performance in junior secondary schools in Gashu'a educational zone (Yobe State).

The objectives of this study determined the:-

- i. Availability of social studies Instructional materials in Yobe state junior secondary schools.
- ii. Adequacy of social studies Instructional materials in Yobe state junior secondary schools.
- iii. Relevance of social studies Instructional materials in teaching of Social studies in Yobe state junior secondary schools.
- iv. Utilization of Instructional materials in Yobe state junior secondary schools.
- v. Effect of instructional materials on students' academic performance in Social Studies.

Availability of instructional materials in teaching according to the works cited seems to be an indispensable parameter for achieving educational objectives. This is so because learning is dependent to maximizing hearing in achieving objectives. No wonder Nwafor (1997) argued that availability of instructional materials in teaching should be a compulsory prerequisite for approving new school. Garrison (1998) postulated that the level of academic work at NTI learning centre should be determine by the extent of availability of instructional materials in teaching, just as Ezeuwa (2005) regretted non-availability of instructional materials in teaching in some distant education centres in Ebonyi State and attributed the trend to the end of education in the country.

Indeed, the importance of instructional materials in teaching is to explain clearly and so can be stressed. It is therefore observed that availability of instructional materials in teaching is a serious indicator in quality assurance in education. Similarly, an instructional material in teaching helps to boost the morale of education managers whose occupation is to ensure the realization of educational objectives in their institution. In the same vein, Ebele (2000) lamented lack of instructional materials in teaching in our school, since according to him; available ones appear insufficient compared to the venomous usage. Again, instructional materials in teaching by all extent of availability remains a focal point of researcher, scholars/writers educationalist education manager and indeed all stakeholders in education to maintain standard education invariably will be difficult without adequate resources in the system, both human and materials resources, because they go together as important parameters for sustainable implementation of instructional programmes.

Availability of teaching and learning resources enhance the effectiveness of schools as these are basic things that can bring about good academic performance in the students. Maicibi (2003) opined that all institutions or organizations are made up of human beings (workers) and other non-human resources. He further asserts that when the right quantity and quality of human recourses are brought together, it can manipulate other resources toward realizing instructional goals and objectives. Consequently, every institution should strive to attract and retain the best of human resources. The implication of these opinions is that well trained teachers in social studies if well diploid to the junior secondary schools will bring about well-rounded students who will perform academically well in social studies.

According to Okorie (2001) student learning outcomes in schools is largely dependent on availability and appropriate utilization of resources, because the students acquire skills using these resources. These resources include buildings, furniture, playground, compound, toilet facilities, lighting, books, and teaching materials, among others. These facilities play a pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students. These facilities play a pivotal role in the actualization of the educational goals and objectives by satisfying the physical, emotional and cognitive needs of the staff and students. Abayomi and Olukayode (2006) states those resources in schools are important in education because learning takes place best through discovery, exploration, and interaction with the internal and external environments. As a result one of the main emphases in education today is the shift from a teacher centred approach to a more learner centred approach. This involves actually putting the learner's needs at the centre of activities. To achieve this goal teachers need to use a wide variety of resources, which can enrich the learning environment.

Physical and material resources are other predictors of quality assurance in school. Adeogun (2001) discovered a very positive and significant relationship between instructional resources and academic performance. According to him, schools endowed with more material resources performed better than schools that are less endowed. Adeogun found further that instructional materials increase teachers' effectiveness in the classroom because they augment, complement and supplement their effort. Fernandez and Timpane (1995) give a report on a study conducted on the impact of overcrowded conditions on students' achievement and teachers' efficiency. According to this report, "teachers say that overcrowded schools are noisier, that they create more non-instructional duties and paperwork, and that, without question, they inhibit teaching and learning".

Overbaugh (1990) in her study on the relationship of the physical environment to teachers' professionalism revealed that physical environment or facilities affect teachers in their performance. She mentioned further that the most important environmental features which affect teachers' performance are classrooms, furniture and class equipment. Marianhi (1979) commented that a simply, dignified, artistic exterior is suggestive of the purpose for which school building exists, make the scholars proud of their school and will have an impressive influence on their performance at school.

Newton (1997) profess the magnitude of instructional resources as he stated that they make teaching more productive; give instruction a more scientific base; make teaching and learning more individualistic; make instruction more powerful and immediate; and finally make attainment of objectives easier. Oni (1995) asserts that availability in quality and quantity of suitable material, physical resources, in good supply, are crucial for the achievement of curriculum objectives.

Adeogun (1999) advises that proper planning should be done on school facilities. He affirmed that there is a direct bearing between a range of resources (physical and material) and learning outcomes. Adequate and qualitative facilities are required for an effective learning and teaching to take place. Towards Quality in African Higher Education 63 According to Ehiametalor (2001), "School facilities are the operational inputs, which enable a teacher to achieve some level of instructional efficiency and effectiveness". Emetarom (2003) asserts that school facilities can be said to be the physical and spatial elements of teaching and learning which will increase the production and attainment of desired results. Osifila (2004) found a significant relationship between adequacy of physical plants; and teachers' effectiveness and students' academic performance.

United States District of Education (2002) reports that school buildings that can adequately provide a good learning environment are essential for students' success. In a study of high schools in Nepal, India (Subedi, 2003), a significant relationship was found between students' achievement and the availability and use of physical and material resources. Other studies (Okebukola, 1985; Okunola, 1985; Agusiobo, 1974) indicate that the availability of resources is an important variable in student learning.

Recece and Walker (2001) also pointed out that it is important to use learning aids to enhance students learning experience and they stress the link between poor learning with the failure to use visual aids and similarly effective learning to professional use of visual aids. Bailey and Fox (1996) also find that computer graphics, maps are the effective way of presenting special information and for social studies courses; such maps are considered the most important tool for illustrations. Teachers need to use them effectively in the classrooms and give opportunity to pupils to learn about different types of maps.

In terms of Media involving television, Lambert and Balder-Stone (2000) added that televisions in the classroom are making an increasingly significant contribution to the teaching and learning of social studies where pupils learn about other cultures and develop their sense of place. They also reported that besides TVs, photographs and slides are also important sources of visual materials that help teachers to bring reality in to their classroom. Such Medias also assist in developing students' knowledge, vocabulary, awareness and interpretation skills. Moreover, teachers can go further from just illustrating the content to exploring values, attitudes and beliefs from the media. In terms of effectiveness, recent reviews of researchers indicate that instructional technology has positive effects on the learning of social studies (Diem, 2000). However, there is need for further research to evaluate the integration of particular types of technology in to social studies.

Wales (1999) was of the opinion that the use of instructional materials would make discovered facts glued firmly to the memory of students. Savoury (2010) also added that, a well-planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse students' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. Savoury (2010) suggested a catalogue of useful visual aids that are good for teaching social studies i.e. pictures, post cards, diagrams, maps, filmstrips and models.

In the computer-based instructional media, Davidson (2016) stated that the use of such media in social studies is imperative as it makes a valuable contribution to the quality of students learning. Reece and Walker (2010) also pointed out that it is important to use learning aids to enhance students learning experience and they stress the link between poor learning with the failure to use visual aids. Molstad (1974) also found that the proper use of instructional media positively affects students' achievement. In terms of effectiveness, recent reviews of research indicates that instructional technology has positive effects on the learning of social studies, Diem,(2020). However, there is a need for further research to evaluate the integration of particular type of technology in to social studies classrooms. Mason and Berson (2000). Such research may help in providing further evidence on the use of technology as effective learning tools and also encourage other educators to incorporate relevant technology into their instruction.

Afterward, and Jamison, (2000) described that physical facilities, availability of materials, levels of teacher education collectively created a classroom quality that appeared as the predictor of student achievement. Likewise, Mwamwenda (1997) described that school facilities including text books are the factors that contribute to students' achievement. Research studies in both the developing and the developed countries show that school facilities have a positive relationship with students' achievement. Similarly, Ahmad (1993) found that scholastic factors including basic facilities in school and academic facilities in schools were subjected to significant correlation with the examination results. These factors play a significant role in the improvement of educational standards. However a positive effect on education standards may be obtained if appropriate conditions are created in relation to these factors.

Some other studies Lance (2019), Lance, (2000), Todd and Kuhlthau (2014) confirmed a significant correlation between the presence and the use of library materials by students and teachers with better students' performance. Similarly, they found a simple correlation between the school inputs and better students' achievement. Todd and Kuhlthau. (2014). With this, one may conclude that an effective teaching and learning of social studies cannot easily take place without effective utilization of instructional materials; this is because most of the abstract terms can hardly be explained verbally.

Onyeachu (2016) observed that when instructional materials are not available learners cannot do well. This means that when learners are not doing well, the set objectives of education cannot be achieved. Social studies is a core and integrated curriculum, and without the use of instructional materials in its teaching and learning process, its goals and objectives will not be achieved.

Adequacy of Instructional Materials and Students' Academic Performance

The adequacy and use of teaching and learning materials affects the effectiveness of a teacher's lesson. Teaching and learning resources enhances understanding of abstract ideas and improves performance. The study sought adequacy of learning resources like text books, library books, wall maps and the exercise books. Lack of these essential materials makes learning of subjects like Social Studies very abstract to the learners and could be a factor contributing to poor performance in national examinations. River-Bartiz and Marti (1995) found that overcrowding, due to inadequacy of physical resource affected both classroom activities and instructional techniques. Schneider (2003) found out that school facilities have a direct effect on teaching and learning. Text books enable the pupils to follow the teacher's sequence of presentation and aids in understanding of lessons Ubogu, (2004). Teachers, resources and the school environment have an obvious impact on education and eventually students' performance (UNESCO, 2007). Popoola (1990) 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.

Writing on how to improve primary education in developing countries, World Bank publication (1990), citing Mwamwenda and Mwamwenda (1997) linked performance of students to the provision of adequate facilities while referring to a survey of 51 primary schools in Botswana that students performed significantly better on academic tests when they had adequate classrooms, desks and books. Earlier, Fagbamiye (1979) attesting to

why students' performance standard fall observed 559 cases from 13 secondary schools in Lagos State using age, type of School (Day or Boarding, mixed or single sex), teachers qualification and teaching experience as well as intake quality using students' entrance examination achievement. His findings revealed that schools which are equipped had good records of achievement and attracted more students. He concluded that good quality schools in terms of facilities and younger students' intake perform better in WASCE. Commenting on why high academic attainment is not in vogue in Nigeria, Adesina (1981) identified poor and inadequate physical facilities, obsolete teaching techniques... overcrowded classrooms among others, as factors.

Qualitative education is no doubt a function of availability and appropriate utilization of input resources. According to Wenglinsky (2005) the availability and utilization of human and non-human resources determines the efficiency of the school system. Abdul-Kareem (2003) asserts that teachers require quality and adequate resources in order to ensure school success.

The adequacy of physical resources and teaching materials as well as their effective utilization has been a matter of serious concern to educators. The utilization of resources in education brings about fruitful learning outcomes since it stimulates and motivates students (Okorie, 2001). According to Pearls (2000), though teachers are required to deliver formal teaching in a classroom, much of the day-to-day teaching goes on outside the classroom in the course of interaction between learners and their physical environment. Being aware of the resources available can help to enhance teaching and facilitate learning and thus make a shift to a learner centered approach. A learner centered approach involves enabling students to work with their teachers, with other students and even individually. This is particularly helpful because there are opportunities for learning in virtually every activity that the students carry out; there are not always opportunities for formal teaching events.

The inadequacy of physical and material resources in schools is a major factor responsible for learning outcome of students. Schools that do not have adequate facilities such as workshops, laboratories, classrooms, teaching learning materials are unlikely to post good results. The principles of facilitating effective learning and teaching involves having the practical skills and putting the learners own experience into practice. They receive inputs from the external environment in form of human and material resources, process them and empty the same into the society as finished products and services.

The quality of the products bears a direct relationship with the qualities of the facilities deployed in the process of production. Most of the governments of the world spend a significant amount of their budget on resources inputs in the education sub-sector. They make decisions about providing resource inputs to enhance student achievement and performance. Resource inputs have a vital role in the education process. Student achievement at any point is a cumulative function of inputs such as laboratories, textbooks, school buildings and libraries, among others Dahar & Faize, (2011). The provision of more classrooms/laboratories leads to better academic performance of students. This is followed closely by the provision of stationeries/ instructional materials. This implies that the more the provision of stationeries/ instructional materials to schools the better the academic performance of students.

In another study on raising school quality in developing countries, Fuller (1985) found that collection of books kept for reading in the library is related to performance. Reporting the state of library in Lagos Secondary Schools, Shodimu (1998) submitted that the guidelines that each school should be provided with a library with 100 students seating capacity was not followed as most of the schools he sampled had seating capacity of less than 100 students.

The findings of Yadar (2001) and the Report by UNESCO (2008) have shown that classrooms, instructional materials, stationeries and laboratories affect academic performance of the learners. Further, Mutai (2006) asserts that learning is strengthened when there are enough reference materials such as textbooks, exercise books, instructional materials and classrooms and that academic performance illustrates per excellence the correct use of these materials.

Utilization of Instructional Materials and Students' Academic Performance

The appropriate utilization of resources helps teachers make the shift in their approach to facilitating learning rather than delivering teaching. Wenglinsky (2005) reports that research has consistently highlighted that appropriate utilization of resources in schools as a key determinant of students' academic performance. The research asserts that, in order for learning to be effective, students need an enabling environment that is both psychologically and physically friendly to the learners. Effective schools have rigorous systems of

accountability, a focus on teaching and learning, stimulating and secure learning environments. Poor academic performance is connected with poor learning environment created by a poor state of infrastructural facilities. Johan (2004) states that educational outcomes in schools are closely linked to utilization and adequacy of teaching/learning resources in different ways; poor utilization, underutilization, unqualified educators brings forth low educational achievement.

There have been several studies on utilization of instructional materials and students' academic performance. For instance, Momoh (2010) conducted a research 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 performance 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 performance in each of the subjects.

Ozorehe (1998) also carried out a research study titled: "Utilization of teaching aids in the teaching of vocational agricultural science in secondary schools in Osun State". The target population was two hundred and thirty one (231) secondary schools out of which fifteen (15) secondary schools were selected as the sample by simple randomization. Five (5) null hypotheses were stated which were tested using correlation coefficient test statistics at 0.68 level of significance, and all the five (5) null hypotheses were rejected. The result showed that about 60% of the respondents made use of the teaching aids effectively which had positive relationship in the teaching of vocational agricultural science in secondary schools in Osun State.

In empirical study of use of textbooks and educational achievement involving 1,006 primary school pupils, Fuller (1985) revealed that students who had used more than two textbooks were almost three times as likely to pass... 67 per cent graduating examination compared to students who had no textbooks in schools (only 24 per cent graduating)..

The findings on limited availability and poor utilization of instructional materials in the teaching of social studies in most Nigerian schools have been corroborated by the reports of other investigators both within Africa and outside Africa Jotia and Matlale (2011), In an evaluation of the use of instructional materials in the teaching of social studies in primary schools in Botswana, found that teachers' use of instructional materials was very inadequate and this invariably had impact on pupil's performance in primary school leaving certificate examination. Similarly, Abdo and Semela (2010) reported low use of instructional media in primary schools of Gedeo zone in Southern Ethiopia.

In Malawi, Kadzera (2006) noted that there was infrequent use of higher order instructional technologies such as overhead projectors, videos and computers in Teacher Training Colleges. The author identified lack of creative thinking and initiative on the part of the teachers as factors responsible for failure to use the locally available instructional resources in their teaching. Dahar and Faize (2011) noted that there was great deficiency in the use of instructional materials in schools in Punjab district in Pakistan.

In a study to determine the effects of instructional materials utilization on performance of Junior Secondary Students' in Practical Agriculture in Ikot-Abasi Local Government Area, Ikot (2008) adopted a quasi-experimental design using the population of 1995 students and the intact class sample size of 225 students. The findings showed that there was significant difference between the performance of students taught with filmstrip and those taught without Films trip.

Akolo (1998) conducted a survey of audio-visual materials for eight Teacher Training Colleges in Kwara State and for twelve Teachers' Colleges in Plateau State of Nigeria. His study considered such elements as equipment and materials owned by each of the selected teachers colleges, utilization of equipment and materials owned, and the number of teachers that had some measure of audio-visual related training. The study revealed that there was under-utilization of instructional equipment in some areas and non-utilization in other areas where the research was conducted. Jekayinfa (2005) undertook a study on the use of Instructional materials by Social Studies teachers in 7 States of Nigeria. The findings showed that the schools lacked quality textbooks, slides, audio visual equipment and projectors, while maps, charts and globes were readily available. Arisi (1998) carried out a study on the usage of instructional materials by social studies teachers in junior secondary schools in Oredo Local Government Area of Edo State. In this study female teachers were found to use instructional materials more frequently than the male social studies teachers. The finding

equally showed that female teachers are more predisposed than the male teachers in terms of the improvisation of instructional materials.

In his study on resources and resources utilization as correlates on academic achievement, Oni (1992), reported that there was a significant relationship between recommended textbooks and academic performance in introductory technology, Business Studies and Home Management respectively.

Williams (2004) conducted a study on the extent of utilization of instructional facilities in secondary schools in the Gboko Education Zone of Benue State, which found that instructional facilities appear to be inadequate. Nwafor (2012) carried out a study on the availability and utilization of social Studies instructional materials in secondary schools in Onueke Education Zone of Ebonyi State. According to his study, instructional materials were available but little utilized.

Relevance of Social Studies Instructional Materials and Students' Academic Performance

Successfully management and realization of objectives of teaching and learning to a large extent can be attributed to many factors. Some of these factors include the effective use of relevant instructional materials. The unique role of instructional materials as an integral part of teaching and learning in classroom situation cannot be over emphasized. This is to say that teachers' quality and method of teaching will be grossly incomplete where relevant instructional materials are left out. It is a good policy to use as fully as possible relevant teaching materials that can be made available in school especially in the junior secondary schools in order to make teaching and learning more real, purposeful and meaningful.

A study conducted by Gogo (2002) on the input of cost sharing on access, equity and quality of secondary education in Rachuonyo district found that the quality of education had remained average for the entire period 1996 to 1999. The author concluded that performance could be attributed to inadequate teaching and learning materials and equipment. In addition, Gogo recommended that in order to provide quality education the availability of relevant teaching /learning materials and facilities is crucial.

Ayot (1984) suggested that all that heard and seen, only about 10 percent through the sense of hearing is retained and 80 percent or more through seeing. In this consideration, it would appear likely that the inadequacy of relevant learning facilities affects the quality of education and subsequently learner's performance (Ayot and Olembo, 1994). Maundu (1987) concurs with the above findings that, good performance demanded that every learning institution be equipped with relevant and adequate text books. Mbiti (1994) strongly feels that when equipment and supplies are delayed, the policy implementers cannot work properly. According to Muthamia (2009), teachers can only be effective and productive in their work if they have adequate and relevant facilities. In addition, Makau (1986) stated that relevant instructional materials such as textbook and science equipment for both teachers and students are key variable in student's learning and performance at all school levels. Furthermore, Maundu (1987) states that relevant instructional resources play an important role in explaining the wide variation in academic performance among the students.

The success in the skill and knowledge acquisition in an instructional situation depends on the suitability of the instructional material, adequacy and effective utilization of the available materials (Olaitan and Agusiobo, 1994). Also, noted that the relevance of instructional materials to the objective of the lesson and the use of the instructional materials are serious considerations in instructional materials utilization to better the learner's performance.

Walter (1998) noted that the use of relevant instructional charts in teaching improves the students' reading skill and stimulates creativity in the learners. Charts present an abstract rendition of reality because what is presented is shown as effective in the cognitive domain of learning. Okechukwu (1997) studied the impact of relevant graphic materials on students' academic achievement in history using 925 students as the population size and 120 as sample size in an experimental study adopting 2 × 2 factorial arrangements. The findings of the study showed that students taught history using relevant graphic materials such as charts and pictures performed better than their counterparts who were taught using lecture method without graphic materials.

The importance to teaching and the provision of relevant instructional facilities for education cannot be over-emphasized. The dictum that "teaching is inseparable from learning but learning is not separable from teaching" is that teachers do the teaching to make the students learn, but students can learn without the teacher. According to Akande (1985), Learning can occur through one's interaction with one's environment. Environment here refers to relevant facilities that are available to facilitate students' learning outcome. It

include Books, audiovisual, software and hardware of educational technology; so also size of classroom, sitting position and arrangement, availability of tables, chairs, chalk board, shelves on which instrument for practical are arranged (Farrants, 1991 and farounbi, 1998).

According to Oni (1992), relevant facilities constitute a strategic fact in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity. In his words, Farounbi (1998) opined that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with qualified teachers, relevant learning infrastructures that with such, students may learn with ease thus bringing about good academic performance.

Writing on the roles of facilities in teaching, Balogun (2000) submitted that no effective science education programme can exist without relevant equipment for teaching; this is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Ajayi and Ogunyemi (1990) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students.

Other scholars (Wilcockson 1995, Ajayi 1996, Suleiman 1996) have variously identified the significance of relevant facilities in teaching learning spheres. We can say that absence or poor (and or deteriorating) quality of educational facilities can affect academic performance. Gamoran (1992), however holding a contrary view noted that facilities, teachers' salaries, Books in the library and the presence of science laboratory, had little impact on variation in student achievement once student background variable had been taken into account. This statement connotes that before such student could perform well in higher educational level; he must have been groomed or cushioned by availability of resources in his elementary days upon which he now uses as spring board.

According to Hallak (1990), relevant teaching and learning facilities form one of the potent factors that contribute to academic performance in the school system. They include the school buildings, classroom accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He went further to say that their availability, relevance and adequacy contribute to academic performance. However, quickly added that unattractive school building and overcrowded classrooms among others contribute to poor academic attainment. Describing where these facilities should be located, he ascribed that educational facilities should be located in appropriate places, while the needs of the users should be put into consideration.

In another development, Aliyu (1993) as cited by Johnson (1998) found that there was no significant difference between students in junior secondary schools with and without adequate instructional facilities. However, he submitted that instructional facilities were indispensable to academic performance of students in English language, Mathematics, Biology and Geography while students could perform well in other subjects in without adequacy of sophisticated instructional materials. He concluded that, the effect of instructional facilities on students' academy to identify the contributions of some elements that constitute these facilities and their impact on academic performance of students. They are; Libraries, Textbooks, School buildings, and Laboratories.

Students' academic performance is hampered by absence of sufficient, instructional materials, teachers and adequate classrooms with the required numbers of desks and chairs to accommodate the required number of students (EFA News, 2004; WCEFA, 1990). Inadequate number of teachers, textbooks, instructional materials, classrooms, desks and chairs may lead to poor students' academic performance. This is because students' academic performance depends on these important educational inputs Beynon, (1997).

Teaching of Social studies in respect to its scope and nature, which is multidimensional, integrative and dynamic, cannot effectively take effects without the use of relevant instructional materials, the teaching of social studies contents must focus not only on making teachers competent at using such instructional materials, but at the same time, promote strategies that enables the integration of relevant instructional materials that enhances teaching and learning of social studies goals and objectives. However, the use of instructional materials in the teaching and learning of social studies is not only the issue, but also the relevance of the selected materials by the teacher to the topics at hand which sometimes make the lesson less effective and there by render the materials useless. However, these instructional materials are lacking in Nigerian junior

secondary schools, as a consequence, teachers take to teacher chalk and talk as they have no visual or audio-visual materials which the students can see, touch, smell and hear in the process of teaching and learning.

Effect of Instructional Materials on Students' Academic Performance

Instructional materials which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Adalikwu (2012) conducted a research on the influence of instructional materials on students' academic performance in senior secondary schools in Chemistry, in Cross River State. A two group pre-test, post-test quasi-experimental design was adopted for the study. One research question and one hypothesis were formulated to guide the study. A total of 100 senior secondary one (SS1) Chemistry students were selected from five (5) Schools in Yakuur Local Government Area of Cross River State, through simple random sampling and stratified random sampling techniques. Fifty SSI students (Experimental group) were taught with instructional materials and another forty (Control group) were taught without instructional materials. A validated Chemistry Achievement Test (CAT) was used to gather data for the study and a split-half was carried out using the Pearson product moment correlation to obtain a reliability coefficient of 0.67. Independent t-test was used to test the hypothesis at 0.05 significant levels while the Pearson product moment correlation coefficient at that level was used to analyses the research questions. The study revealed that students taught with instructional materials performed significantly better than those taught without instructional materials. He further asserts that the use of instructional materials generally improved students' understanding of concepts and led to high academic achievements.

Oyedun, (2000) carried out a research study titled: "Effects of Instructional Materials on Students' Performance in Geography in selected Secondary Schools in Ilorin South LGA of Kwara State". The target population was fourteen (14) secondary schools out of which eight (8) secondary schools were selected as the sample by simple random sampling. Three (3) null hypotheses were stated which were tested using correlation coefficient test statistics at 0.8 level of significance, and all the three (3) null hypotheses were accepted. The results showed that about 80% of the respondents did not make use of the instructional materials appropriately which had negative effects on the performance of students in Geography in Secondary Schools in Ilorin South LGA in Kwara State.

Oshadumi, (2003) also carried out a research study titled: "Impact of Instructional Materials on Students' Academic Achievement in Agricultural Science at secondary Schools in Okene LGA, Kogi State". The target population was seventeen (17) secondary schools out of which ten (10) secondary schools were selected as the samples by simple randomization. The instrument used in collecting the data was questionnaire. Four (4) null hypotheses were stated which were tested using correlation coefficient test statistics at 1.00 level of significance. All the four (4) null hypotheses were rejected. The results showed that about 70% of the respondents made use of the instructional materials effectively which had positive impact on the students' academic achievement in agricultural science in Okene LGA.

Educationists share the view that instructional materials in teaching generally and instructional aid in particular are vital in any given teaching and learning situation. Abaas, (2012) in a study to determine the effects of Animated Agricultural Science instructional packages on Attitude and performance of Junior Secondary school Students in South West Area, Nigeria, discovered that the animated Agricultural Science Instructional packages significantly influenced the academic performance of the selected students. Osokoya (2007) in a study to determine the effects of video-taped instruction on Secondary School students' achievement in History discovered that there was significant difference between the mean scores of students taught history with videotaped instructional packages and those taught with the conventional lecture method. In his own contribution, Onyejemezi (1991) stresses that learning takes place when learners are fully involved in the process through the use of proper and variety of instructional materials in teaching. He asked that the use of resources (multimedia approach) gives the learner the opportunity of experiencing as he observes, touches and manipulates things, carries out some experiment or interacts, with some concrete objects and situation reasons, through process, asks questions and finds answers to questions. In this way, learning is enhanced commenting on the use of resources in learning, Lewis (1994) believed in "hear and forget, see and remember, do and understand". He went on to stress that apparatus for public experience must be available in sufficient quality. This view was supported by Cohen (1996) when he expressed a positive view about the effect of instructional materials in teaching in schools and noted that a great deal of cognitive change in the school system could be made possible through the use of audio-visual such as chart, tape recorder, radio and

television programs, pictures and programmed materials, also making reference to Brown and Thompson (1994), Onyejemezi (1996) noted that instructional materials in teaching when properly used perform the following functions:-

- Reinforce verbal message, Get hold of the learners attention
- Provide for direct interaction of students with the reality of the social and physical environments.
- Promote greater acquisition of skills and longer (retention of facts)
- Provide opportunities for independent and individualized learning.

Uyagu (2009) carried out a research study titled: “Effects of Instructional Materials’ Usage and Teachers’ Quality on Students’ Academic Performance in Science in Senior Secondary Schools in Zaria LGA in Kaduna State”. The target population was fifteen thousand four hundred and thirty (15,430) senior secondary school students from twenty-four (24) secondary schools in Zaria LGA and one thousand and thirty-three (1,033) teachers. Sample of eighty (80) students were randomly selected with nine (9) teachers. Three (3) null hypotheses and three (3) research questions were formulated to guide the study. t-test statistical tool was used in testing the null hypotheses at 0.05 level of significance. The findings revealed that students performed better when appropriate and improvised materials were made available and utilized in teaching science and teachers possessing good qualifications enhanced students’ performance in science.

Similarly, Wilkings (2003) supported the view that effective teaching and learning cannot take place without essential resources such as library and audio visual aids. In a related development, Uyoata (1995) postulated that the advancement in technology has made a great demand on the types of resources available for teachers. He also noted that technology in education has made it possible for many audio-visual and electronic media to be used a great deal. Such electronic media he added included television, videotape, cassette recorder overhead projector film, radio or teaching machines such as computer e-mail. Also Agun (1992) while writing on the place of instructional materials in teaching in curriculum development, noted that suitable instructional materials in teaching are facilitators of teaching and learning when they are in good supply, rich in variety and range.

Momoh (2010) conducted a research 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.

Ifeaka (2005) studied the influence of the production and utilization of instructional materials on students’ attitude to chemistry in Anambra State. The results revealed that chemistry teachers tend to show a poor attitude towards the production of instructional materials. In summary, the key issues which could be directly linked to students’ poor performance is improper use of instructional materials; In his conclusion, Uyoata (1995) noted that the availability of learning resources in schools is very important in executing a successful educational programme.

METHODOLOGY

This study adopted descriptive survey and a quasi-experimental pre-test and post-test equivalence design. Green & Salkind, (2003) suggested that the purpose of research design is to provide a structure for to identify and controls independent variables that can help in explaining the observed variation in the dependent variable, which in turn reduces error variance (unexplained variation). Kothari, (2003) described descriptive survey design as a method used to collect detailed description of existing phenomena with the view of employing data to justify current conditions and practices or to make more intelligent plans for improving them. It is concerned with finding out the who, what, where and how of a phenomenon which is the concern of the study.

The population of the study consists of all the fifty two (52) junior Secondary Schools in Gashu’a educational zone. Four hundred students drawn from five junior secondary schools in the study area, and a sample of 200 students were randomly selected from all levels, i.e.70 Students from JSS I, another 70 from JSS II and 60 students from JSS III. Stratified random sampling techniques were used in assigning students to experimental group and control group based on their performance in the pre-test. The students were therefore divided in to five different groups, forming five intact classes.

Table 3.2: Students in the four (4) experimental schools.

Schools 52	Population		Sample			
			Group	Male	Female	Total
A	JSS I 140	70	Experimental I	20	20	40
			Experimental II	18	22	40
B	JSS II 140	70	Experimental III	25	15	40
			Experimental IV	20	20	40
C	JSS III 120	60				
			Control	20	20	40
Total	400	200		103	97	200

Source: principals of each school, July, 2023

Research Instrument

Two research instruments were used for this study, thus, Checklist and Social Studies Achievement Test (SSAT). The first instrument for data collection used in this study was the 25-items checklist developed by the researcher. The instrument was revalidated by two experts in test and measurement, from University of Maiduguri. The checklist is made to determine the availability of Social studies instructional materials in junior secondary schools. The second instrument was Social studies Achievement Test (SSAT), consisted of 50 multiple choice test items. The test items were constructed by the researcher based on the topics in this study, and validated by experts in the field.

A checklist containing 25 items was used by the researcher in all the 30 Junior Secondary Schools in the study area. The researcher personally examined the available Instructional materials like Textbooks, Globes, Maps, Chats, Periodicals, Video players, Radio, Projecting machines and atlases and tick where available.

On the second visit to the schools by the researcher, Social studies teachers in each of the school visited were organized and trained on how the experiment will be conducted. The teachers, serving as research assistants, helped the researcher in conducting the pre-test on the five intact classes selected. The pretest examination lasted for 2 hours. The scripts were collected and scored by the researcher and the research assistants. A week after, The Social studies teachers were given the instructional packages (the lesson plans and the instructional materials) to use in teaching. The packages consisted of charts for teaching of the experimental group one; picture materials for experimental group two, filmstrips materials for teaching group three; the fourth experimental group was taught by the researcher, using all the instructional packages in order to determine the interactive effects, while the fifth group was the control group taught without instructional materials. All the groups were taught for one week of three lesson periods of 40 min each.

In the second week, post-test of the SSAT were administered to the five groups. The test lasted for two hours. The post-test scripts were collected and marked ready for analysis

The collected data were statistically analyzed; using frequency count and percentages to answer research question 1-4. According to Egbzeor (2001), percentage can be used to describe the situation as they were observed. The availability, adequacy utilization of relevant Social studies instructional materials was measured using a validated checklist, while a t-test was used to determine the effect of instructional materials on students' academic performance in the two groups.

The data collected were analyzed, the results were presented and discussed in accordance with the research questions raised.

Research Question; 1. *Are there available social studies instructional materials in Yobe State Junior secondary schools?*

In order to answer the above given question, the researcher used a checklist, containing 25 list of instructional materials in Social studies. The Teachers were asked to display the available materials in their Schools, and the researcher records it. The table below indicates the list of instructional materials available in each of the school visited, and the percentages of the Schools where the materials are available or not available. The research question was answered as shown in the table 4.1 below:-

Table 4.1 Available Instructional Materials in Junior Secondary Schools Observed
SCHOOLS WHERE INSTRUCTIONAL MATERIALS ARE AVAILABLE

MATERIALS	GDJSS BBJ	GDJSS R	USJDSS	GDJSSJK	NGJDSS	GDJSSYF	GDJSSBK
S/Studies textbooks	AV	AV	AV	AV	AV	AV	AV
Chalk board	AV	AV	AV	AV	AV	AV	AV
Maps	AV	AV	NA	NA	AV	AV	AV
Charts	NA	AV	NA	NA	AV	AV	AV
Cardboard paper	AV	AV	AV	AV	AV	AV	AV

Table 4.1 above, indicates the schools where instructional materials are available, this table therefore answered research question one. Thus:- Are there available social studies instructional materials in Yobe State Junior secondary schools?

Out of the fifty two (52) junior secondary schools visited by the researcher, only seven schools i.e. 13% of the schools possessed five different instructional materials out of the twenty five materials mentioned in the research checklist. The result therefore shows that the majority of the schools visited by the researcher, doesn't have the instructional materials for effective teaching of social studies. The most available instructional materials are textbooks, chalkboards, card board papers, maps and charts. These were predominantly used in the classrooms. Other instructional materials such as Globes, graphs, diagrams, cartoons, posters, pictures, periodicals which are locally available and inexpensive are not provided. These are completely neglected in the social studies teaching process. Audio-visual materials like television, computers, overhead transparencies, video recorders are not there at all. This is observed in both urban and rural schools despite the fact that audio-visual materials are very useful in teaching social studies. Most at times social studies teachers relied on only social studies textbooks where available.

Research Question; 2. *Are there adequate instructional materials for teaching social studies in Yobe State Junior Secondary Schools?*

To answer this question, Checklist was also used to assess the adequacy of Social studies instructional materials in junior secondary Schools by comparing the available materials with the number of students per class. Using Junior Secondary School bench mark as enshrine in the regulatory bodies book of guide (2008), i.e. 10 to 15 items per 50 students.

Table 4.2 A: Adequate Instructional Materials in Junior Secondary Schools Observed

GOVT. DAY JUNIOR SECONDARY SCHOOL BABUJE GASHU'A					
MATERIALS	AVAILABLE	NO. OF MATERIALS	OF ADEQUECY	REMARK	
S/Studies textbooks	AV	55	NAD	NOT ADEQUED	
Chalk board	AV	21	AD	ADEQUATE	
Maps	AV	09	NAD	NOT ADEQUED	
Charts	AV	20	NAD	NOT ADEQUED	
Cardboard papers	AV	43	AD	ADEQUATE	

Table 4.2B GOVT. DAY JUNIOR SECONDARY SCHOOL RAMAT GASHU'A

MATERIALS	AVAILABLE	NO. OF MATERIALS	ADEQUECY	REMARK
S/Studies textbooks	AV	30	NAD	NOT ADEQUED
Chalk board	AV	32	AD	ADEQUATE
Maps	AV	20	NAD	NOT ADEQUED
Charts	AV	29	NAD	NOT ADEQUED
Cardboard papers	AV	40	AD	ADEQUATE

Table 4.2C UMAR SULEIMAN JUNIOR DAY SECONDARY SCHOOL GASHU'A

MATERIALS	AVAILABLE	NO. OF MATERIALS	ADEQUECY	REMARK
S/Studies textbooks	AV	12	NAD	NOT ADEQUED
Chalk board	AV	18	AD	ADEQUATE
Maps	AV	10	NAD	NOT ADEQUED
Charts	AV	12	NAD	NOT ADEQUED
Cardboard papers	AV	20	AD	ADEQUATE

Table 4.2D GOVT. DAY JUNIOR SECONDARY SCHOOL JAKUSKO

MATERIALS	AVAILABLE	NO. OF MATERIALS	ADEQUECY	REMARK
S/Studies textbooks	AV	6	NAD	NOT ADEQUED
Chalk board	AV	10	N AD	NOT ADEQUED
Maps	AV	04	NAD	NOT ADEQUED
Charts	AV	5	NAD	NOT ADEQUED
Cardboard papers	AV	10	NAD	NOT ADEQUED

Question 3: *Are there relevant Social studies instructional materials in Yobe State Junior secondary schools?*
 To answer this question, the table below will describe how the available relevant instructional materials are in Junior Secondary Schools of Yobe state.

Table 4.3 Relevant Instructional Materials in Teaching Social Studies

Materials	SCHOOLS						
Materials	GDJSS BBJ	DJSS R	USJDSS	GDJSSJK	NGJDSS	GDJSSYF	GDJSSBK
S/Studies textbooks	R	R	R	R	R	A	A
Chalk board	R	R	R	R	R	A	A
Maps	R	R	R	NR	R	NA	NA
Charts	R	R	R	NR	R	NA	NA
Cardboard papers	R	R	R	R	R	NA	NA

Note: R=Relevant NR=Not relevant NA= Not available

The table above therefore, revealed that all the Seven Schools visited by the researcher have, and utilized relevant Social studies textbook and chalkboard all the time, while the remaining instructional materials like Globbs, Chats, Maps and card board papers are occasionally used.

Question 4: *Are the social studies teachers using Instructional materials in Yobe state junior secondary schools?*

Table 4:4 Utilization of the Instructional Materials

Materials	SCHOOLS						
Materials	GDJSS BBJ	DJSS R	USJDSS	GDJSSJK	NGJDSS	GDJSSYF	GDJSSBK
S/Studies textbooks	U	U	U	U	U	U	U
Chalk board	U	U	U	U	U	U	U
Maps	U	U	U	NA	U	UU	UU
Charts	U	U	U	NA	U	UU	UU
Cardboard papers	U	U	U	U	U	U	U

Note : U = Utilize UU = Under Utilize NA =Not Available

The table above shows that, out of the seven schools visited by the researcher, only four schools utilized the relevant instructional materials in teaching Social studies, the remaining three used only Chalk boards and card board papers as instructional aids.

In Government Day Junior secondary school Jakusko, the social studies head teacher reported that they are always using talk and chalk method in teaching social studies, because they don't have anything at hand to use as an instructional aid in social studies.

A principal was asked in Government day junior secondary school Ngilewa Nguru on the utilization of relevant social studies instructional materials; he said social studies teachers were using the all the available materials there with them, but they don't improvise in the absence of the desired ones.

In Yusufari Junior day secondary school, the Social studies teacher reported that, not only Social studies but almost all the school subject lacked instructional materials. The researcher consulted a total of 62 Social studies teachers on the use of relevant Social studies instructional materials, out of which only 30% were satisfied with the materials they have and used.

Based on the reports gathered in this study, it is clearly indicated that Social studies teachers in junior secondary schools of Yobe State were mostly using the available materials instead of the desired ones, as such; the main objective of teaching Social studies can hardly be achieved due to the unfavorable situation the subject comes across.

Hypothesis Testing

HO₁: Instructional materials have no significant effect on students’ academic performance.

Table 4.5 Effect of Instructional Materials on Students’ Academic Performance

Variable	Mean	Correlation coefficient	t – value	df	Sig. level	p-vale/ Decision
Performance	63.687	0.729	5.563	39	0.001	p>0.05 Reject
Instructional materials	28.450					

Table 4.5 above described the effect of instructional materials on students’ academic performance. The table displayed the average score of students as well as the average rating of instructional materials available in the schools. From the result, there was a $t = 5.563$ at $df = 39$ paired testing level. The result shows that there was a significant effect of instructional materials on students’ academic performance as $p > 0.001 > 0.05$ was obtained for the test at $t = 5.6$, further the t – test shows that there was a correlation between the two subjects as $r = 0.729$ was obtained.

From these results, since $p > 0.001 > 0.05$ was obtained for the test at $t = 5.6$, we then conclude that there is a significant effect of instructional materials on students’ academic performance in junior secondary schools in Yobe state, which implies that the null hypothesis is thereby rejected and the alternate accepted, which can now be stated as; instructional materials has a significant effect on students’ academic performance.

Summary of Findings

From the result of this study, the findings were summarized as follows:-

1. The study revealed that the Social studies instructional materials are not much available in most of the junior secondary schools in Yobe State, particularly in Gashu’a Educational Zone, an evidence proved that out of the twenty five listed items in the research checklist, only five are visible throughout the 52 sampling schools, such include Textbooks, chats, picture, chalkboard and maps. This therefore clearly indicated that, most of the needed and attractive instructional materials for effective teaching and learning of Social studies are not available in junior secondary schools of Yobe state.
2. The study also discovered that, the available instructional materials in those Schools are not enough to satisfy the needs of both the teachers and the learners; this therefore, indicates the inadequacy of instructional materials in junior secondary schools in Yobe state. The little ones at hand cannot serve the expected purpose, in a situation where by a school has only one set of computer, with about four hundred (students in the arm) the material seems inadequate to be utilize appropriately, as such, the teachers will be discourage in handling a larger class without sufficient instructional materials to use.
3. The findings also revealed that social studies teachers in junior secondary Schools in Yobe State, and in Gashu’a educational zone in particular, were not using the relevant instructional materials in teaching Social studies, as such they often used the available materials instead of the desirable ones; this condition therefore makes it necessary for them to use any available material irrespective of its relevancy with the content.
4. The study also discovered that there is a significant effect of instructional materials on students’ academic performance in Social studies.

DISCUSSION

The study examined the effect of Social studies instructional materials on students’ academic performance in junior secondary schools of Yobe state, Nigeria. Findings of this study on the availability of Social studies instructional materials in junior secondary Schools shows that, in all the 52 junior secondary Schools visited by the researcher, the available instructional materials in such Schools are not more than five, out of the 25 mentioned items in the checklist, this therefore clearly indicates that effective teaching of Social studies is deformed, and this poor state of affairs leads to poor performance of students in social studies.

Furthermore, it is discovered that the available materials are not sufficiently enough to meet the needs of the teachers and students for effective teaching and learning. Once the instructional materials needed are not adequate, the teachers will not be enthusiastic to handle the subject, this may therefore leads to completely use of talk and chalk method throughout. The adequate materials found in such Schools are nothing other than Social studies texts books, pictures and card board papers for simple description of things, whereas materials

like Tape recorders, Radio, Video player, Video recorders and Projecting machines are not available in all the Schools visited, this therefore indicates that the most sensitive and interested learning areas in Social studies remained un touch.

The findings of this study in respect to the research question three revealed that, the teachers are generally using the available materials with them in teaching Social studies; possession of relevant materials to them as they said is very difficult. A Principal in Junior Secondary School Jaji-maji reported that, they are most at times using Parents' Teachers' Association (PTA) levy to purchase the materials needed. Adding that, Television, Computers and Projecting machines cannot work as a result of power failure in the area.

Talking on the effect of Social studies instructional materials on students' academic performance, the t-test analysis showed that there was a significant difference between the performance of the students taught with instructional materials and those taught without charts. The finding in hypothesis one is in support of Ibe-Bassey (2000) who asserted that instructional charts appeals to the sensory organs and also enables learners to draw relationship between the various concepts taught.

CONCLUSION

Instructional materials have significant effect on students' academic performance in Social studies, in Junior Secondary Schools in Gashu'a educational Zone of Yobe state, Nigeria. Where instructional materials are available, relevant, adequate and efficiently utilized by Social studies teachers, students academic performance improves remarkably. But where they are inadequate, irrelevant and under-utilized, students' academic performance tends to be low or poor.

RECOMMENDATIONS

The following recommendations are made based on the above findings:

- (1) There is need for all stakeholders including the State and Local Governments and the Private sector to contribute financially and materially in the provision of instructional materials and resources for the teaching of social studies in the junior secondary schools in Yobe State.
- (2) School proprietors should produce adequate instructional materials for effective teaching and learning of Social studies so as to explain the abstract terms.
- (3) Teachers should put it at the back of their mind that a sound learning is always attributed to the utilization of effective instructional materials and resources in teaching and learning social studies, they should therefore keep on improvising the appropriate instructional materials needed for effective teaching.

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