International Journal of Innovative Education Research 14(3):599-606, July-Sept, 2026

© SEAHI PUBLICATIONS, 2026 www.seahipublications.org **ISSN: 2354-2942**

DOI:10.5281/zenodo.22714867

Reforming Social Studies Teaching Through The Use Of Instructional Resources In Secondary Schools In Owerri Zone II of Imo State

[1]Rev. Lasbrey I. Unegbu PhD; [2]Gift Adaoma Ubani & [3]Dr Regina Ukwuoma

[1]Department of Teacher Education
National Institute for Nigerian Languages Aba, Nigeria
Email: unegbulasbrey@gmail.com

[2,3]Department of Vocational and Technical Education.
National Institute for Nigerian Languages Aba, Nigeria
Email: gift_ubani@yahoo.com

ABSTRACT
The study focused on reforming social studies teaching through the use of instructional resources in Owerri Zone II of Imo State Secondary Schools. Two research questions and two null hypotheses were formulated to guide the study. The design of the study is survey research. The population is made up of 10,186 Junior Secondary School Students. Out of the total population, JSS2 students had a population of 9,808 students in the zone. The researcher drew a sample of 250 students in JSS2 studying social studies as a subject. Instrument for data collection is the Rating Scale. The instrument was validated by three experts one in the area of Educational Measurement and Evaluation two in Sociology of Education. The instrument were pilot tested using Cronbach Alpha method to give a value of 0.86 indicating that the instrument is reliable. The data generated were analyzed using mean and standard deviation scores. It was discovered that students rated their perceptions towards the use of instructional resources for social studies teaching and the difference was significant. It was recommended that social studies teachers should improvise the unavailable instructional resources so that the reformation and teaching can be effective.
Keywords: Reforming, Social Studies, Teaching and Instructional Resources

INTRODUCTION

Social studies have been accorded a prominent place under the 9-3-4 System of education in Nigeria. It is marked as one of the compulsory core subjects at the Junior Secondary School (JSS) level. By this rating, it is mandatory that all students offer it at the Junior Secondary Certificate Examination (JSCE). According FRN (2013) to the National Board for Education Measurement (NBEM), the rationale for introducing Social Studies at this level is to expose the students, at early such tender age to complete citizenship education. It is hoped that after three years in the Junior Secondary School, students should be able to develop positive attitude towards one another, the community and the nation at large. According to Ezegbe (2014), Social Studies is the study of man in his environment. Man's environment consists of physical, economic, political and cultural aspects. These aspects of the environment are continuously affecting man and influencing his behaviours, his occupations and activities, working periods, socio-

economic relations, political behaviour and cultural traits are to a large extent controlled and determined by the environment within which he lives. According to Anukam and Anukam (2016:16) as the environment influence man, he on the other hand also influences it. In other words, Social Studies can further be defined as the study of the interactions between man and his various aspects of the environment.

In Nigeria, many of the Social Studies students who have passed through the Junior Secondary School do not possess the right type of values and attitudes which was stated in the National policy on Education (FGN 2013). It has been observed by the researchers that the inculcation of the right type of values and attitudes are lacking and the objective of the USE programme have a long way to go as the youths or learners are yet to achieve the national consciousness which was the basis for the adoption of Social Studies curriculum at the upper basic education for the teaching of Social Studies to be effective. The need for instructional resources is necessary and important.

Instructional resources constitute a very important factor in the functioning of the educational system as the success of the system or otherwise depend on the manpower and materials made available. In support of this, Lyon (2012) identified resources in any educational establishment to include students, personnel, physical facilities, curriculum and finance. These are the major variables that determine the rate of educational development of a given country. In view of the above definition on resource knowledge the importance resource materials have on education help in improving teaching and learning and make teachers job easier and more interesting. Akinsolu (2012) states that resource materials in schools are important in education because learning take place best through discovery, exploratory and interaction with the external and interaction environments. As a result, one of the main emphases in education today is the shift from a teacher centered approach to a more learner centered approach. This involves actually putting the learners' needs at the centre of learning activities. To achieve this goal, both the male and female teachers can use wide varieties of resource materials, to enrich the learning environment. The adequacy of instructional resources in teaching by the male and female teachers by well as their effects with advantage to every good teaching application in education curriculum is taken a closer look.

The availability of instructional resources makes teaching easy for the teachers while the materials that have been put in place are seen as instructional resources to aid students in learning (Akinsolu 2021). However instructional resources development on the availability of money purchase and put them in place. A good relationship between effective teaching and using of instructional resources to enhance the teaching and learning shows that teachers lagged behind in using instructional materials (Bolick, 2013). Furthermore, Ajayi (2014) suggested that teaching equipment and materials have changed over the years, not only to facilitate teaching learning situation but also to address the institutional needs of individuals and groups. Instructional resources are made up of subject matter, pupil material, audiovisual, visual and audio successful delivery of the lesson (Chuba 2000). We can say that instructional resources are objects or things the teacher can use in the classroom while teaching in order to ease up his teaching activities. The lecture method of teaching has made teachers not make use of instructional resources and the lesson more concrete and distinct. It is expected that when these learning materials are unavailable, the teacher should improvise but some hardly do it.

Instructional Resources

Instructional resources are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. Instructional resources refer to the materials, equipment, devices, people, places and other learning supports that teachers use to facilitate the teaching and learning process. They provide learners with concrete or symbolic experiences that make abstract ideas easier to understand, retain and apply. In Social Studies, instructional resources may include textbooks, maps, globes, charts, pictures, photographs, newspapers, real objects, models, radio, television, computers, projectors, videos, internet resources, local community resources and human resources.

Edinyang, Ejoh and Adams (2020) explained that instructional resources are important components of effective Social Studies pedagogy because they help teachers present subject matter in ways that make

learning more meaningful and effective. They also noted that the selection and utilization of resources should be related to the objectives, content and learners' needs. Instructional resources can therefore be grouped into several categories:

Printed resources: textbooks, workbooks, newspapers, journals, handouts and magazines.

Visual resources: charts, maps, globes, pictures, diagrams, posters and photographs.

Audio resources: radio, recorded lessons, podcasts and other sound materials.

Audio-visual resources: television programmes, videos, documentaries, animations and multimedia presentations.

ICT/digital resources: computers, smartphones, projectors, interactive boards, educational websites and digital learning platforms.

Real/three-dimensional resources: specimens, artefacts, models, historical objects and locally available materials.

Community resources: museums, historical sites, markets, government institutions, community leaders and other people or places that provide relevant learning experiences.

In Social Studies, these resources are particularly valuable because the subject deals with people, society, culture, history, geography, citizenship, institutions and contemporary social problems. Many of these concepts can be better understood when learners are exposed to actual objects, photographs, maps, videos, community experiences and other concrete learning materials.

Types of Instructional Materials used in Teaching and Learning

Instructional materials are numerous and varied. Any instructional materials selected for a particular lesson must suit the purpose which is the realization of the objective of the lesson. Some of the most common and economical aids are chalkboards or marker boards, supplemented printed materials such as charts, diagrams, graphs, other aid which usually are more expensive are projected materials video, computer based, programs and models.

A. Chalkboard or marker boards: It is one of the most widely used materials for instructors. First, the materials presented can be erased allowing the surface to be used again and again. Secondly, the board serves as an excellent medium for joint student instructor activity in the classroom. The following practices are the fundamental in the use of chalk or marker board:

B. Keep chalk or marker board clean by erasing all irrelevant material

- Keep chalk, marker, eraser cleaning cloths, rulers.
- Organize and practice the chalkboard or marker board presentation in advance.

C. Supplementary printed materials: They include photographs, drawings, textbooks, cartoons, posters and other print materials are valuable supplement aids. Charts, diagrams, and graphs include any printed materials which gives information in tabular form. There are several types of chart which can be used in presenting data such as pie chart, flow chart, and the organizational chart among others. The types of chart selected for use depend largely on type of information the instructor wants to convey. Since charts may consist of a series of single sheets or to tie together in a flip chart format with several pages, the location and handling of them should be planned in advance.

Graphs: a graph is a symbolic drawing which shows relationship or makes comparisons. The common types are the line graph and the bar graphs. The selection of graph for use in any given situation depends upon the types of information the instructor wants to convey.

Importance of Instructional Resources in Teaching and Learning

1. They make learning concrete: Instructional resources enable learners to move from abstract explanations to concrete experiences. For example, instead of merely explaining population distribution, a teacher can use a map to show where people are concentrated.

2. They improve students' academic achievement: Appropriately selected instructional resources can improve students' understanding and academic performance. Okenyi (2022), for example, reported that

pupils taught Social Studies with instructional materials performed better than pupils who were taught without them.

3. They stimulate students' interest: Pictures, videos, maps, models, real objects and digital resources can make lessons more attractive and interesting. This can encourage learners to participate actively rather than simply listening to the teacher.

4. They promote active participation: Resources provide opportunities for learners to observe, manipulate, investigate, discuss and solve problems. This changes the classroom from a teacher-dominated environment to a more learner-centred environment.

5. They facilitate better understanding: Some Social Studies concepts are difficult to understand through verbal explanation alone. Maps, charts, photographs and videos can simplify complex concepts and help learners develop clearer mental representations.

6. They improve retention: Learning experiences supported by appropriate visual, auditory or practical resources are more likely to be remembered than information presented exclusively through verbal instruction.

7. They cater for individual differences: Students do not learn in exactly the same way. Some respond better to visual materials, others to auditory presentations or practical activities. A variety of instructional resources therefore provides opportunities for different learners to engage with content.

8. They encourage creativity and improvisation: Where standard instructional materials are unavailable, teachers can construct or improvise materials from locally available resources. Recent research on Social Studies has specifically examined the construction and use of instructional resources as a means of improving students' academic performance.

9. They improve teachers' effectiveness: Instructional resources do not only benefit students; they can also assist teachers in presenting lessons systematically and effectively. A 2025 study in Akwa Ibom State found significant relationships between the utilization of textbooks, audio aids, audio-visual aids and phenomenal aids and teachers' effectiveness in Social Studies lesson delivery.

10. They connect classroom learning with real life: Social Studies is concerned with the learner's immediate environment and society. Community resources, newspapers, photographs, historical sites, government institutions and local materials can help learners connect classroom concepts with real-life experiences.

Okenyi (2022) investigated the impact of instructional materials on pupils' academic achievement in Social Studies in Enugu State, Nigeria. The study adopted a quasi-experimental pre-test, post-test control-group design. The population consisted of 1,223 pupils, while 83 Primary 5 pupils from two public primary schools were selected using intact classes. The Social Studies Achievement Test (SSAT) was used for data collection. Mean and standard deviation were used for analysis. The findings showed that pupils taught Social Studies with instructional materials achieved better results than those taught without instructional materials. Gender was also found not to have a significant effect. Farotimi and Yara (2023) examined the influence of instructional materials on the academic achievement of secondary school students in Social Studies in Southwest Nigeria. The study involved 3,482 JSS II students and 36 Social Studies teachers. The researchers used an Instructional Materials Questionnaire and Social Studies Achievement Test. The reported reliability coefficients were .75 for the questionnaire and .652 for the achievement test. Suberu, Ogheneakoke and Dania (2024) investigated the impact of construction of instructional resources on Upper Basic Social Studies students' academic performance in Delta State, Nigeria. The study adopted a quasi-experimental research design. A population of 850 students was reported, and the Social Studies Achievement Test was used. Mean and standard deviation were used to answer the research questions, while ANCOVA was employed to test the hypotheses at the .05 level.Akpan and Asuquo (2025) investigated the relationship between instructional-resource utilization and teachers' effectiveness in Social Studies lesson delivery in Junior Secondary Schools in Mkpat Enin Local Government Area of Akwa Ibom State. The study adopted a correlational research design and involved 300 respondents from a population of 6,661 JSS students. The researchers used the Instructional Resources Utilization and Teacher's Effectiveness in Lesson Delivery Questionnaire. The instrument had

a test-retest reliability coefficient of .84, while Pearson Product Moment Correlation was used for hypothesis testing. Significant relationships were found between the utilization of textbooks, audio aids, audio-visual aids and phenomenal aids and teachers' effectiveness. Obilor and Obubere (2025) examined the effects of teachers' use of improvised instructional materials on Junior Secondary School students' achievement in Social Studies in Abua/Odual, Rivers State. The researchers adopted a quasi-experimental research design involving 120 JS II students from Government Secondary School, Abua. The Social Studies Achievement Test was used for data collection. Dilibe (2025) investigated the effects of instructional materials on secondary school students' academic achievement in Social Studies in Anambra State, Nigeria. The study focused on JSS II students and employed a Social Studies Achievement Test. The study reported that instructional materials contributed to students' academic achievement. Olayinka (2016) examined the effects of instructional materials on secondary school students' academic achievement in Social Studies in Ekiti State, Nigeria. The study involved 180 JSS II students. A 30-item Social Studies Achievement Test was used, with reliability coefficients of .73 and .75 reported for the relevant reliability procedures. ANOVA and ANCOVA were used for data analysis. The study found a significant difference between the pre-test and post-test performance of students in the experimental group. Students taught using instructional materials performed better than those taught without them. Edinyang, Ejoh and Adams (2020) examined the role of instructional resources among Social Studies teachers in Nigeria, with particular emphasis on their contribution to effective classroom pedagogy. The study discussed the types, relevance, sources, selection criteria and constraints associated with instructional resources in Social Studies. Okafor and Aworabhi-Nwabueze (2026) examined the relationship between instructional materials and students' academic performance in Nigerian secondary schools, with evidence from Port Harcourt Metropolis, Rivers State. The study used a descriptive survey design involving 650 SS II students and teachers from 40 schools. Data were collected using an Instructional Materials questionnaire and students' examination scores. The questionnaire had a reported reliability coefficient of .84. Mean, Pearson correlation and t-test were used for analysis. The study reported low overall availability of materials but relatively high utilization of conventional resources, and found a significant positive relationship between utilization and academic performance. The empirical evidence generally indicates that availability alone is not sufficient; the critical issue is the effective selection, adequacy, construction and utilization of instructional resources. The studies also reveal a useful research gap: many Nigerian studies focus on conventional instructional materials and academic achievement, while fewer examine digital instructional resources, teachers' competence in using them, classroom assessment, learner engagement and the integration of digital tools into Social Studies teaching. This gap can provide a strong justification for a contemporary study on instructional resources in Social Studies.

Research Questions

The following research questions were posed to guide the study

1. What are the perceptions of students regarding instructional resources in Secondary Schools?
2. What is the attitude of students towards the use of instructional resources in Social Studies teaching?

Hypotheses

1. The perceptions of students regarding the teaching of Social Studies on instructional resources is not significantly greater than the expected mean score of 17.5
2. The attitudes of students towards the use of instructional resources in Secondary Schools is not significantly greater than the expected mean score of 17.5

METHODOLOGY

The design of the study is survey research. The study area is Owerri zone of Imo State which consist five LGA in the state. The study's population is made up of 10,186 Junior Secondary School students but out of the population, JSS students had a total of 7,385 students in the zone. The researcher drew a sample of 250 students in JSS 2 studying Social Studies as a subject which were randomly selected using multi stage

procedure. Instrument for data collection is the rating scale. The instrument were validated by experts in the area of Educational Measurement and Evaluation and in the area of Sociology of Education. The reliability of the instrument was done using test retest method to give a value of 0.88 indicating that the instrument is reliable. The data generated from the study were analyzed using mean and standard deviation scores. Hypotheses were tested using t test of significance at a probability of 0.05 level.

RESULTS

Research Question One: *What are the perceptions of students on instructional resources in Social Studies teaching in Secondary Schools?*

Table I: Showing the results and responses on the perceptions of students on instructional resources in Social Studies

S/N	Items	(N=250) $\bar{X}$	SD
	Instructional resources;		
1.	are readily available in my school	2.28	0.88
2.	are accessed easily in my school	2.34	0.70
3.	are provided adequately in my schools	2.95	0.82
4.	are used by teachers in my school for the understanding of lessons	2.48	0.68
5.	are available including modern technologies	2.48	0.48
6.	are relevant to the curriculum of Social Studies	2.20	0.40
7.	affects my learning abilities	2.30	0.33
	Total mean and standard deviation scores	2.32	0.68

The data in table I showed the results mean and standard deviation scores on the perceptions of students towards instructional resources in Secondary Schools in the zone. The result showed that mean scores are low in the table which indicated low extent or disagree. The standard deviation scores in the table is a measure of variability and the high standard deviation scores are spread out and far from the mean while the low standard deviation scores are close to the mean.

Research Question Two: *What are the attitudes of students towards the use of instructional resources in secondary schools?*

Table 2: Showing the ratings on the attitudes of students towards the use of instructional resources in secondary schools

S/N	Items Students;	(N=250) $\bar{X}$	SD
8.	Show interest in learning materials	2.80	0.52
9.	Participate actively during lessons involving instructional aids	2.78	0.21
10.	Demonstrate improved understanding and retention of concepts	2.74	0.44
11.	Become more motivated and engaged in learning	2.56	1.37
12.	Encourages independent learning	2.78	0.21
13.	Increases students motivation and participation	2.58	0.84
14.	Develops critical thinking and problem solving skills	2.72	0.69
	Total mean and standard deviation scores	**2.68**	**0.72**

The result in table 2 showed the ratings mean and standard deviation scores on the attitude of students towards instructional resources in secondary schools in the zone. The result show that the mean scores are high above the criterion mean score of 2.50. The standard deviation scores that are high are far from the

mean and spread out. The lower standard deviation scores in the table are close to the mean scores. The higher mean scores showed that the attitude of Students is high and positive.

Hypothesis One

The perceptions of students towards using instructional resources in social studies teaching is not significantly greater than the expected mean of 17.5.

Table I: Showing the summary of test of significance on the perceptions of Students towards Instructional resources.

N	X	SD	t-cal	t-crit	Df	Decision
250	17.5	0.72	325.714	1.645	249	Significant

The data in the table showed the summary of test of significance on the perceptions of students on social studies teaching using instructional resources in tertiary institutions. A look at the table showed that the calculated value of 325.714 is greater than the critical value of 1.96. Therefore, the null hypotheses is rejected while the alternative hypothesis is accepted.

Hypothesis Two

The Students' attitude towards the using Instructional resources in teaching of social studies is not significantly greater than the expected mean of 17.5

N	X	SD	t-cal	t-crit	Df	Decision
250	17.5	0.68	325.02	1.645	249	Significant

The data in the table showed the summary of test of significance on the attitude of students towards on instructional resources in social studies. A look at the table showed that the calculated value of 325.02 is greater than the critical value of 1.96. Therefore, the null hypotheses is rejected while the alternative hypothesis is accepted.

DISCUSSION

The study revealed that Students rated their own perceptions towards the use of instructional resources in Social Studies teaching in their schools. It was discovered that their attitudes is high and positive but difference is significant. This therefore means that the attitude of students is very high. In line with the findings, Akinsolu (2021) in their study, students enjoy instructional resources when used for teaching.

The study revealed that students rated their attitudes towards the use of instructional resources in social studies teaching in secondary schools. It was discovered that their attitude is high and positive but the difference is significant. This therefore means that the attitude of students is very high. In line with these findings, Ekundayo and Alonge (2021) in their study students enjoy instructional resources when used in teaching. Moreover, Ngure (2021) in their study indicated that resources have impact and enhances attitude toward learning among students.

RECOMMENDATIONS

1. Teachers should be motivated and encouraged to teach Social Studies which would go a long way to boost their attitude and perceptions.
2. School management should provide the unavailable ones.

REFERENCES

Ajayi, D.T. (2014). Education Technology*:* Methods, Materials, Machines. Jos, Jos University Press Ltd.

Akinsolu, A.O. (2021): Resource utilization and internal efficiency in Nigerian secondary schools: Implications for social Problems of Education. *International Journal of Sociology and Anthropology* Vol.4 (1) pp.23-26.

Akpan, U. S., & Asuquo, G. O. (2025). Instructional resources utilization and teachers' effectiveness in lesson delivery in Social Studies in Junior Secondary Schools in Mkpat Enin LGA, Akwa Ibom State, Nigeria. BW Academic Journal, 2.

Bolick, C., Benson, M., Coutts, C. & Heineck, W (2013). *Technology Applications* In Social Studies Teacher Education. A Survey of Social Studies Methods Faculty. Contemporary Issues in Technology and Teacher Education 3(3) Retrieved On 15th September, 2018 from https://www.citejournal.org

Chuba, F. (2000). *Teaching aids:* A Panacea for Effective Instructional Delivery. Retrieved on 10 Oct. 2011 From UNIJOS. Edu. Mola JKG @ Rolkertori

Dilibe, C. J. (2025). Effects of instructional materials on secondary schools students' academic achievement in Social Studies in Anambra State, Nigeria. International Journal of Scientific Research in Education, Humanities and Social Sciences, 1(4), 248–255.

Edinyang, S. D., Ejoh, A. O., & Adams, A. P. (2020). The role of instructional resources amongst Social Studies teachers in Nigeria: The quest for effectiveness in classroom pedagogy. Journal of Educational and Social Research, 10(2), 164–176. https://doi.org/10.36941/jesr-2020-0036

Ekundayo, H.T. and Alonge, H.O. (2021): Human and material resources correlates of academic performance of private and public school students in Ondo state, Nigeria. *European Journal May Edition* Vol.8 No. pp.170-180.

Farotimi, G., & Yara, P. O. (2023). Influence of instructional materials on academic achievement of secondary school students in Social Studies in Southwest, Nigeria. Lead City University Postgraduate Multidisciplinary Serial, 2023(3), 66–79.

Federal Republic of Nigeria (2013). *National Policy on Education* (6th Edition) Abuja: NERDC Press.

Lyons, F. (2021): *Human Resources as the wealth of Nations*. Oxford: Oxford University press.

Ngure, J.M. (2021) *Impact of Resource utilization in education as perceived by teachers in Secondary School in Mathiya District, Muranga County, Kenya*. A project report Submitted to the School of Education. In partial fulfilment of the requirements for the award of masters degree in Educational Administration Kenyatta University.

Obilor, E. I., & Obubere, M. (2025). Effects of teachers' use of improvised instructional materials on Junior Secondary students' achievement in Social Studies in Abua/Odual. Rivers State University.

Okafor, I. M., & Aworabhi-Nwabueze, I. (2026). Instructional materials and students' academic performance in Nigeria. International Journal of Education, Management Sciences and Professional Studies, 2(3), 160–175.

Okenyi, E. C. (2022). Impact of instructional materials on pupils' academic achievement in Social Studies in Enugu State, Nigeria. Contemporary Journal of Education and Development, 2(6), 1–9.

Olayinka, A.-R. B. (2016). Effects of instructional materials on secondary schools students' academic achievement in Social Studies in Ekiti State, Nigeria. World Journal of Education, 6(1), 32–39. https://doi.org/10.5430/wje.v6n1p32

Suberu, S. B., Ogheneakoke, E. C., & Dania, P. (2024). Impacts of construction of instructional resources on Upper Basic Social Studies students' academic performance in Delta State, Nigeria. GPH-International Journal of Social Science and Humanities Research. https://doi.org/10.5281/zenodo.11061690

Uchendu, C.C, Ekanem, E.E and Jonah, S.T. (2023) Resource maintenance for the provision of educational Services in public and private Secondary Schools in Rivers state, Nigeria. European *Journal of Business and Social Services* Vol.2 No.1 pp.15-23