

Influence of Instructional materials on Academic Achievement of Secondary School Students in Social Studies in Southwest, Nigeria

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Instructional materials are resources that teacher uses to facilitate the teaching and learning process. Most good teachers appreciate the need for instructional materials in the teaching and learning process. However, permanent learning can take place only when pupils actively participate in a variety of learning activities that challenge them to think creatively. This study investigated the influence of instructional materials on the academic achievement of secondary school students in Social Studies in Southwest, Nigeria. The population consisted of 3,482 Junior Secondary 2 students and 36 Social Studies teachers were randomly selected from all Junior Secondary School 2 students and all JSS2 Social Studies teachers in Southwest, Nigeria. Two research instruments – Instructional Materials Questionnaire (IMQ) ($\alpha = 0.75$) and Social Studies Achievement Test (SSAT) ($\alpha = 0.652$) were developed and used for data collection. Two research questions were formulated and answered. For data analysis, descriptive statistics of frequency, mean, percentages and standard deviation was used. The results showed that instructional materials can be improvised by teachers ($\bar{x} = 3.39$), instructional materials can be improvised with the use of local materials ($\bar{x} = 3.25$), instructional materials makes a teacher vibrant ($\bar{x} = 3.25$), a teacher without instructional materials is incomplete ($\bar{x} = 2.81$), teaching without instructional materials is obsolete and futile ($\bar{x} = 2.75$), classroom lesson cannot be effective without the use of instructional materials ($\bar{x} = 2.58$), teachers cannot teach well without instructional materials ($\bar{x} = 2.36$), many teachers use instructional materials just to please supervisors ($\bar{x} = 2.25$). Lastly, only government can provide instructional materials ($\bar{x} = 1.58$). The results also showed that there was significant relationship between the use of instructional materials and academic achievement of students in Social Studies ($r = 0.62, p < 0.05$).

It can be concluded that the use of instructional materials can help teachers of Social Studies to perform better in teaching. It was suggested that teachers of Social Studies should make all efforts to use instructional materials in teaching and encourage students to get local materials in their environment.

Key Words: Instructional materials, Students' Academic Achievement, Social Studies, Southwest

Introduction

Social studies as a subject is one of the subjects that can only be understood better if taught with instructional materials(Ogbondah, 2019). This is because Social Studies is connected with all aspects of human beings. It studies people in relation to the social, academic, economic cultural, physical and psychological lives. **It has been** observed that the objectives of Social Studies is yet to be achieved as a result of poor teaching and lack or inadequacy of instructional materials. Adaliku (2018) attested that there are inadequate use of instructional materials and resources in all the schools which has impeded students' academic achievement.

Instructional materials are resources that teacher uses to facilitate the teaching and learning process (Akomolafe, & Adesua, 2016). Experience has shown that most good teachers appreciate the need for instructional materials in the teaching and learning process. However, permanent learning can take place only when pupils actively participate in a variety of learning activities that challenge them to think creatively. The use of instructional materials to teach helps teachers to explain the content of the topic for better understanding of students. Instructional materials can be visual, audio, audio visual, projected media, non-projected media, printed, non-printed, display board, graphic materials, software, hardware, 2-dimensional objects and 3-dimensional objects (Shabiralyani, Hasan, Hamad, Iqbal, 2015).

Instructional materials can gain and hold the attention of the learner, provides visual aspects to a process of technique, focus attention or highlight a portion of the lesson, create impact, facilitates the understanding of abstract concepts, save time by limiting the use of wordy explanations, provides a common framework of experience to a large number of learners, simulate reality, provides opportunity for the learner to manipulate objects in the environment and helps to convey the message objective(Sachan, Dubey, Xing, 2016). It is obvious that the use of instructional materials to teach Social Studies will increase the level of interaction between the teacher and students during classes. It is meant to serve as a foundation to make learners have permanent experience. For learning to be permanent, the use of instructional materials is very necessary. Teachers should take the pain of providing instructional materials by using available resources in their locality to enhance effective teaching and learning of Social Studies. On the other hand, when lessons are taught without instructional materials, teachers may not be effective and

efficient in the class, which has been presumed to contribute to the high level of poor academic performance observed in Nigerian students (Adalikwu, Iorkpilgh, 2018).

There are many types of instructional materials that can be used in teaching. Among these are (i) visual materials - these are materials that can be seen and they can be real or representational visual materials. They are real visual materials because they can physically be seen and representational when they are presented through a mechanical device like the computer or any projecting device. Visual instructional materials are (1) projected instructional materials which include: Overhead projectors, slide projectors, microfiche, microforms, opaque, projector, film stripes projector and (2) Non-projected visuals which are those materials that do not need to be projected for their content to be displayed. Examples are; modules, reliable objects. (ii) print materials – these are hard copies of factual and pictorial instructional materials which can be obtained from books, magazines, journals, bulletins newspaper, charts, diagrams, histograms. Print material is essential to teaching learning process. Without books, effective teaching may not take place. Books and other printed materials are very important because they carry a lot of information. They help in making content to be learned clearer and easily understood(Shabiralyani, Hasan, Hamad &Iqbal,2015). This is why most schools introduced books and other essential print materials to children from the grassroots. Books or print materials for learners must be interested and relevant to the lesson objectives, the content and evaluation. Print materials cover variety of books like workbooks, school textbooks, supplementary readers, teacher's guide, magazines, newspapers, fiction, poetry, drama, dictionaries, encyclopedias and journals. Some of these are used as reference materials, while others are for specific information, general reading, news and entertainment. They can be obtained in the libraries. (iii) Audio materials these are those instructional materials that appeal to the sense of hearing only(auditory). It could be real audio material like human or animal but when it is recorded and played back through a mechanical device. Other examples of audio resources are audio tape recording, compact discs (CDs), mp3 players and telephones. (iv) Audio visual materials - these are materials that combine the features of visual and audio materials concurrently. They appeal to the senses of sight and hearing. Examples include television, video recordings; Digital Video Discs (DVD), sound films and harmonized sound-slide system using the sound-on-Slide projector(Ogunyinka, Okeke, Adedoyin,2015). The computer is also adaptable to provide audio visual services with resources downloaded from YouTube and Skype as well as other computer application packages.In social studies, and civic education video clips can be prepared and use on some topics like social injustice showing demonstrating workers and also video clips of principle and social environment to teach the concept of man and his environment. Tutorials on moral and religious values as well as security education in audio-visual can be obtained from a satellite/internet. (v) Display boards - Chalk board, felt board, notice board, magnet board, plastic board.

Chalkboard is the carved part of the classroom painted with black in which the teachers use chalk to write on when teaching. It can also be plywood designed as a chalkboard painted with black for writing others like felt board, notice board, magnetic board and plastic board are boards like designed wood or plywood where information can be pasted. Some are even covered or protected with glass to avoid quick damage. (vi) Graphic materials - Charts of all kinds-graphs, pictures, posters, diagraphs and others. (vii) Software - these are programmes stored in diskette, flash drive, CDs, tapes, Cassette transparency films, slides and others. (viii) Hardware - these include computer radio set, television set, tape recorder projections and others. (ix) 2-Dimensional objects are maps, chart, pictures, posters, comics, cartoons and others., and (x) 3-Dimensional objects such as globes, model, puppets, robot and others.

Some of the qualities of instructional materials include its appropriateness as it should be related to curriculum, unit of instruction, the lesson to be taught and suitable for particular age group; it should be free from bias, prejudice, distortion and truthfulness; it should be up to date and reflect current realities; it should be easily obtainable when needed; it should be able to catch and hold the attention of pupils; it should be simple and easy to operate and must not be too expensive but should be affordable.

Instructional materials may be acquired by school through the collection of items from the immediate locality of the schools; the production process by teachers and learners; the distribution to school

by Local Government and Non-Governmental Organisations (NGO) of posters, charts, textbooks, computers, science equipment; donation from Parent Teachers Associations(PTA), community, cooperate bodies, philanthropist, alumni and others; the distribution of production by student in tertiary institutions; Education Resources Centre (ERC); and other sources like:

1. Collecting items from the immediate locality: Based on the advice of the teacher, learner could collect the following item from their homes or container, discarded plastic containers, bottle taps, old magazines, calendars etc.
2. Production process by teachers and learners: The teacher and learners should produce some materials such as maps, charts and models made from locally available materials.
3. Governmental Organizations: Occasionally, government acquires and distributes to schools, items ranging from expensive materials such as chalks, maps, globes, textbooks, to more sophisticated materials/equipment like computers, projectors and laboratory equipment. NonGovernmental Organisations such as UNESCO, UNDP, UNICEF, USAID and others also donate instructional materials to schools.
4. Donation from several sources: philanthropists and other public-spirited people within the school community, town unions, old pupil's association, Parent Teacher Associations, Board of Governors, and other similar bodies can also donate instructional materials to schools.

5. Distribution of productions by students in tertiary institutions: instructional materials produced by pupils in tertiary institutions as part of their projects are subsequently distributed to neighboring schools after being graded. These materials are then used in schools for the promotion of teaching and learning process(Uzochukwu&Obiyo 2018).
6. Educational Resources Centre (ERC): A resource Centre is a place where varieties of teaching learning materials exist for use by teachers, learners and other interested persons within a school or an area. ERC can be established by institutions, a state or Local Government, an individual or Non-Governmental Organisation. Virtually, all the states have ERC. These Centres not only store, sell and distribute teaching learning materials; they also run short courses on how to use them.
7. Direct purchase by school authority: School authority should make available funds for the purchase of instructional materials directly from producer. In the absent of all these, the teacher must improvise to make learning effective.
Improvisation of instructional material is the making of substitutes from local material when the original ones are not available. The improvised materials should be able to convey instructional messages as the original.

Improvisation of Instructional Material

This is the making of substitutes from local materials when the real or the original ones are not available (Abdu-Raheem 2014).The improvised materials should be able to convey instructional messages like the original ones especially when the real objects or equipment are not available or too expensive to buy, improvisation is the way of creating one's own materials using locally made materials like the original or imported instructional materials. Social studies which comprises a number of subjects like history, geography, economics, sociology etc. interactively needs aids for proper and permanent learning. Therefore, teachers must learn to improvise instructional materials in teaching social studies to make learning permanent and meaningful(Nja& Obi,2019). The only thing is that, improvised instructional materials needs to be carefully handled so that they can last long because they can get damage as they pass from pupil to pupil due to repeated display, frequent retrievals and long period of storage. To preserve them therefore, you have to either laminate them or mount some of them on harder materials like plywood, so as to last long(Akani &Oketa, 2018) The following techniques could be employed in the improvisation of instructional materials by the teacher.

Drawing: Examples of these are maps, charts, diagrams etc.

Lathering: Examples of these are labelling of materials such as charts, drawing and diagrams.

Tracing:This is a technique that involves the use of tracing paper to trace visual

objectives. **i. Modelling:** You can use papermache/pulp, clay, plastic etc. **ii. Coping:**

This is copying original materials to cardboard sheet.

- iii. **Laminating materials:** This is the use of cellophane or polythene bag to cover materials for protection from damage.
- iv. **Photograph:** The real objects can be brought to the classroom situations through pictures from the photographers.
- v. **Mounting:** Cut out materials from calendar and newspaper could be mounted on a board.

HOW TO UTILIZE INSTRUCTIONAL MATERIALS

After getting the instructional materials, the teacher must prepare the classroom, in other to get ready the necessary equipment and facilities, identify points when you can pause to allow your pupils to respond to questions or to ask questions, also anticipate and provide for small group and individual activities involving specific instructional materials (TESSS, 2011).

The following steps must be followed to produce desired result:

Step 1: You must preview the materials to ensure that the materials are good for your audience and the

objectives you have set, censored the materials so as not to embarrass the pupils you must also practice your presentation.

Step 2: In preparing the environment you need to arrange the necessary materials and the equipment where you will use them, but if you are to use a film or other materials in your classroom, you should check to see that:

- i. The seats are comfortable
- ii. There is adequate ventilation
- iii. There is suitable lighting

Using a film will require the room to be darkened; there should be convenient power supply and access to light switches.

Step 3: In preparing your pupils for the materials you need to brief the class. Introduce the materials and tell them what is expected of them; tell them how they can profit from the experience. Remind them of the objectives you set for them. Again, if the vocabulary is too high for them, you need to explain the difficult words so as to make the students gain and use their curiosity (Edinyang, 2017).

Step 4: You must control the attention of the class. Avoid distracting the pupils so that they can concentrate and benefit from the educational experience.

Step 5: After showing the materials, you must allow the pupils to respond to them. If it is a film or a television programme, they can respond to it during the review period. Allow the pupils to ask questions or you can give already prepared written questions for them. Written response from your pupils can facilitate learning. You can use discussion method or short quizzes to find out how much the class has gained from the materials (Taridi, 2019). This will lead you to the last step which is evaluation.

You need to prepare yourself fully so that you won't fumble during the presentation; you need to prepare the environment so that your pupil can gain from the experience. Before showing them the instructional materials, you need to brief them in advance so that they will understand it

After exposing the learner to the instructional materials, you must allow them to react or respond to the experience gained. You must allow them to ask questions or give them already prepared questions to judge their gains from the instructional materials. It was stated that poor performance in secondary school examinations like the Senior School Certificate Examinations in Nigeria could be associated with lack of the use of instructional materials for teaching of classes. **Unfortunately, in** most secondary schools in Nigeria, teaching and learning take place under a most un-conducive environment without access to essential materials. It is against these background that this study intends to examine the influence of instructional materials on the academic achievement of Junior Secondary School students in Social Studies in Southwest, Nigeria.

Methodology

Research Design:

The study adopted the descriptive research design of the survey type.

Research questions

1. What are the identified instructional materials indices that can influence academic achievement of students in Social Studies in Southwest, Nigeria?
2. Is there any significant influence of instructional materialson Students' Academic Achievement in Social Studies in Southwest Nigeria?

Sample and Sampling Techniques

All the six states in South West Nigeria were used in this study. Two senatorial districts were purposively selected from each State to make 12. Five local governments were randomly selected from each senatorial districts using multi-stage random sampling technique to make 60 Local governments, three Schools were randomly selected from each Local government making 36 local governments. All JSS2 students in the selected schools were used and one Social study teacher in each school were selected, making a total of 36 teachers.

Table 1. Number of Secondary Schools selected for the study by States

STATE	SENATORIAL DISTRICTS	NO OF LOCAL GOVT.	NO OF LG. RANDOMLY SELECTED	NO OF SCHOOLS	NO OF SCHOOLS RANDOMLY SELECTED	NO OF STUDENTS IN JSS2	NO OF TEACHERS RANDOMLY SELECTED
EKITI	Ekiti Central	5	5	60	3	Intact	3
	Ekiti South	6	5	36	3	Intact	3
LAGOS	Lagos East	10	5	120	3	Intact	3
	Lagos West	5	5	82	3	Intact	3
OGUN	Ogun Central	7	5	90	3	Intact	3
	Ogun east	7	5	68	3	Intact	3
ONDO	Ondo North	6	5	87	3	Intact	3
	Ondo South	5	5	98	3	Intact	3
OSUN	Osun West	10	5	225	3	Intact	3
	Osun East	10	5	175	3	Intact	3
OYO	Oyo Central	9	5	139	3	Intact	3
	Oyo South	14	5	196	3	Intact	3
			60		36		36

Instruments: The study utilized a self-structured questionnaire tagged: Instructional materials Questionnaire(IMQ)and Social Studies Achievement Test (SSAT) for data collection. The IMQ consist of 10 items dealing with the instructional materials indices that can influence academic achievement of students in Social Studies with the options Strongly Agree(SA), Agree(A), Disagree(D) and Strongly Disagree(SD). This was administered to Social Studies teachers. The SSAT consist of 40 objective test items relating to the Junior Secondary School 2 curriculum of Social Studies with the options A, B, C and D. This was administered to Junior Secondary 2 students.

The data collated were analyzed using simple frequency, percentages, mean and standard deviation.

Results and Discussion

The results will be discussed according to the research questions stated.

Research Question 1. What are the identified instructional materials indices that can influence academic achievement of students in Social Studies in Southwest, Nigeria?

Table 1: Instructional materials and Student’s Academic Achievement in Social Studies

Items	SD	D	A	SA	\bar{x}	SD
Instructional materials can be improvised by teachers to ensure the desired academic achievement of the students	2 (5.6%)	1 (2.8%)	14 (38.9%)	19 (52.8%)	3.39	0.80
Instructional materials can be improvised with the use of local materials	1 (2.8%)	5 (13.9%)	12 (33.3%)	18 (50%)	3.31	0.82
Instructional materials engender teaches’ effectiveness	1 (2.8%)	5 (13.9%)	14 (38.9%)	16 (44.4%)	3.25	0.81
Instructional materials make a teacher vibrant.	-	1 (2.8%)	25 (69.4%)	10 (27.8%)	3.25	0.50
A teacher without instructional materials is incomplete	2 (5.6%)	12 (33.3%)	13 (36.1%)	9 (25%)	2.81	0.89
Teaching without instructional materials is obsolete and futile.	-	16 (44.4%)	13 (36.1%)	7 (19.4%)	2.75	0.77
Classroom lesson cannot be effective without the use of instructional materials	1 (2.8%)	16 (44.4%)	16 (44.4%)	3 (8.3%)	2.58	0.69
Teachers cannot teach well without instructional materials	6 (16.7%)	15 (41.7%)	11 (30.6%)	4 (11.1%)	2.36	0.90
Many teachers use instructional materials just to please supervisors.	4 (11.1%)	22 (61.1%)	7 (19.4%)	3 (8.3%)	2.25	0.77
Only government can provide instructional materials	21 (58.3%)	11 (30.6%)	2 (5.6%)	2 (5.6%)	1.58	0.84
Weighted mean = 2.75						

Key: Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3, Strongly Agree (SA) = 4

SD = Standard Deviation

Source: Field Survey 2019

From the table above, the results showed that Instructional materials can be improvised by teachers” ($\bar{x} = 3.39$) ranked highest by the mean score rating and was followed in succession by “Instructional

materials can be improvised with the use of local materials” ($\bar{x} = 3.31$), “Instructional materials engender teaches' effectiveness” ($\bar{x} = 3.25$), “Instructional materials makes a teacher vibrant” ($\bar{x} = 3.25$), “A teacher without instructional materials is incomplete” ($\bar{x} = 2.81$), “Teaching without instructional materials is obsolete and futile” ($\bar{x} = 2.75$), “Classroom lesson cannot be effective

without the use of instructional materials” ($\bar{x} = 2.58$), “Teachers cannot teach well without instructional materials” ($\bar{x} = 2.36$), “Many teachers use instructional materials just to please supervisors” ($\bar{x} = 2.25$)

and lastly “Only government can provide instructional materials” ($\bar{x} = 1.58$) respectively.

Instructional materials also have a moderately high influence ($\bar{x} = 2.75$) on the academic achievement of students in Social studies. It was observed from the study that teachers use the proper instructional materials to drive home their point so that students will easily comprehend the subject matter which in turn influenced academic performance of students in Social studies. This was supported by studies carried out which showed that Social Studies is one of the subject that can only be understand better if taught with instructional materials (Abiodun-Oyebamiji, & Adu, 2007). This is because Social Studies is connected with all aspects of human beings. Instructional materials are such that are used by teachers to aid explanations and make learning of subject matter understandable to students during teaching learning process (Isola, 2010). Non availability and inadequacy of instructional materials are major causes of ineffectiveness of the school system and poor performance of students in schools (Obanya, Onasanya, 2004). It is very important to use instructional aids for instructional delivery to make students acquire more knowledge and to promote academic standard (Ahmed, 2003). Instructional materials help teachers to teach conveniently and the learners to learn easily without any problem (Enaigbe, 2009). Also instructional materials have direct contact with all sense organs. Instructional materials are very significant learning and teaching tools. The need for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students' interests in the subject are some of the ingredients of the use of instructional materials (Olumorin, Yusuf, Ajidagba, & Jekayinfa, 2010). The advantages of instructional materials are that they are cheaper to produce, useful in teaching large number of students at a time as it encourages learners to pay proper attention and enhance their interest (Kochhar, 2012). From the above results we can conclude that all the above instructional materials indices can influence academic achievement of Junior Secondary School students in Social Studies in Southwest, Nigeria.

Research Question 2: Is there any significant influence of instructional materials on Students' Academic Achievement in Social Studies in Southwest Nigeria?

Table 2: Relationship between Instructional Materials and Academic Achievement of Junior Secondary School Students in Social Studies

Variations	Correlation coefficient	Significant
Instructional Materials	0.62	Strong relationship
Academic Achievement		

Table 2 described the relationship between instructional materials and the academic achievement of students in Junior Secondary Schools in Southwest, Nigeria, and it was found to be positive with correlation coefficient of 0.62. In other words, the academic of achievement of students in Junior Secondary Schools in Southwest, Nigerian Social Studies is influenced by the instructional materials being used by the teachers of Social Studies. The results are also in confirmation of all the instructional indices that influence academic achievement of students in Junior Secondary School 2 in Southwest, Nigeria.

Conclusion

The usefulness of instructional materials in the teaching and learning process especially at the Junior Secondary School levels of education and how to make them especially using our local environment has been highlighted. It has also been found out that all the instructional materials indices enumerated above can influence academic achievement in Social Studies. Results have shown that there is a significant relationship between the use of instructional materials and academic achievement of Junior Secondary School students in Social Studies.

Recommendation

It is therefore recommended that there is need for the teachers to be resourceful by using different textbooks for the students and different instructional materials. Teachers should have concerted efforts to improvise instructional materials in the teaching of Social Studies.

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