

**AN EXAMINATION OF THE USE OF INSTRUCTIONAL MATERIALS
IN THE TEACHING OF HISTORY IN SENIOR SECONDARY
SCHOOL IN ORSU LOCAL GOVERNMENT AREA OF IMO STATE**

BY

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CERTIFICATION

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DEDICATION

I dedicate this project to God for his love and Grace throughout my academic pursuit, to my family and Specially to my sisters, Chidinma Nnabuike and Benita Nnabuike for thier love and support.

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I want to extend my deep gratitude to the Divine for the unwavering mercies and grace that have sustained me throughout these years.

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ABSTRACT

The purpose of this research is on the extent of the use of instructional materials for effective teaching learning of History in Orsu Local Government Area of Imo state.

This study reviewed works of several authors. To guide the study, four research questions were raised which are outlined thus, what are the types of instructional materials being used in teaching Senior Secondary School History in Orsu Local Government Area of Imo state? What are the problems faced by History teachers using instructional materials in teaching Senior Secondary School History in Orsu Local Government Area of Imo state? What is the extent of availability of instructional materials in the teaching and learning of History in the secondary schools in Orsu Local Government Area of Imo state? How can the Factors and Problems affecting the use of instructional materials in Orsu Local Government be resolved?

The descriptive survey research design was used for this study. The population of this study consists of the adult all adult learning centre in Imo metropolis. The population of the study comprised of two thousand six hundred and twenty-nine students (2,629) in the twenty (20) secondary senior schools in Orsu Local Government Area of Imo state. The data collated were analyzed using simple percentage.

The findings from the study the researcher observed that it is clearly seen that Computers, Sides and Model are often used as the ICT learning facilities in teaching and learning of History. It was seen the major problems faced by History teachers using instructional materials for teaching and learning of

History are that some of the History teachers are unable to identify some of the instructional materials resources for teaching. It was seen that material resources arouse interest and promote a desire to learn recommendation includes Government, and other

Stakeholders concerned should devote priority towards the provision of adequate and appropriate instructional materials to ensure effective teaching and learning of History. Teachers should endeavor to use the few available materials and also improve towards improvising their own Instructional materials resources

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CHAPTER ONE

INTRODUCTION

Background to the study

The realm of history delves into the fascinating study of bygone events. Unlike the precise calculations of mathematics or the art of effective communication in English language, history unravels the tapestry of the past. It immerses students in the captivating narratives of Nigeria's historical tapestry, showcasing the valor of past heroes and heroines, exploring ancient religions and cultures, and encapsulating numerous other elements that have shaped our world.

However, the pursuit of teaching materials for history can be quite challenging. Instructing and comprehending history requires more than mere textbooks; it demands an experiential approach. Students are encouraged to embark on enlightening excursions, venturing beyond the confines of the classroom to witness firsthand the echoes of the past.

Within the realm of education, instructional materials encompass an extensive range of animate and inanimate objects, as well as human and non-human resources. These tools serve as invaluable aids in teaching and learning situations, empowering teachers to realize their desired learning objectives.

History education plays a crucial role in equipping students with a deep understanding of the past, fostering critical thinking skills, and promoting civic engagement. In Nigeria, the teaching of history is an integral part of the senior secondary school curriculum. However, the effectiveness of history education relies not only on the competence of teachers but also on the availability and utilization of instructional materials.

The significance of instructional materials becomes evident when we consider the impact they have on students' performance (Adeogun, 2001). These materials play a vital role in making learning engaging and inspiring students to learn. When used effectively in the classroom, instructional materials assist teachers in explaining new concepts with clarity, leading to better student comprehension of the subjects being taught.

It's important to note that instructional materials are not an end in themselves but rather a means to achieve educational goals (Kadzera, 2006). Similarly, Kay (2008) observed that instructional materials stimulate students' desire to learn and facilitate the learning process by making it easier to absorb and remember information. Additionally, they help maintain students' focus on what is being taught in the classroom. Moreover, instructional materials broaden access to

learning, allow for better control of students' learning pace, and promote a deeper understanding of the subject matter.

Adeogun (2001) found that schools whose teachers utilize a greater variety of instructional resources tend to achieve better results compared to schools where instructional materials are not widely used. This finding supports Babayomi's study (2019) that highlighted how private schools outperform public schools due to their emphasis on providing students with ample instructional resources.

Furthermore, another important aspect to consider is the limited availability and high cost of certain instructional materials. In the field of History, for instance, there are some materials that cannot be replicated and must be viewed in their original form. For instance, students are taught about ancient weapons used by heroes more than 200 years ago. However, these weapons are often preserved in museums, making it financially challenging for schools to organize trips for all students to witness these historical artifacts firsthand. Consequently, the lack of sufficient funding in the education system greatly hampers the teaching and learning process. These are among the issues that this study aims to address.

Problem Statement

One of the key challenges faced by the educational system today is the absence of suitable teaching and learning materials. It is crucial to effectively convey the relevant concepts to students in schools. The practical nature of certain subjects demands that instructional aids and materials closely resemble real-world examples. Unfortunately, this hasn't been the case, as teaching has been carried out arbitrarily without the necessary resources.

According to Okpala (2002), teachers no longer rely solely on the chalkboard lecture method of teaching. It appears that History teachers face challenges in finding suitable instructional materials to enhance their lessons. This may be due to a lack of textbooks or inadequate teacher training. The absence of instructional materials can make both teaching and learning processes more challenging. Thus, this study aims to address this issue.

Research Questions

To provide effective guidance for this study, the following questions were raised:

1. What types of instructional materials are currently being used by History teachers in Senior Secondary Schools in Orsu Local Government area of Imo State?

2. What challenges do History teachers encounter when using instructional materials to teach senior secondary school students in Orsu Local Government area of Imo State?
3. How accessible are instructional materials for teaching History in secondary schools in Orsu Local Government area of Imo State?
4. What solutions can be implemented to address the factors and challenges affecting the use of instructional materials in Orsu Local Government area of Imo State?

Purpose of the study:

The aim of this study is to investigate the utilization of instructional materials in teaching History at senior secondary schools in Orsu Local Government area of Imo State. It also aims to achieve the following specific objectives: identify the types of instructional materials currently used in teaching History to senior secondary school students in Orsu Local Government area of Imo State, understand the difficulties faced by History teachers when utilizing instructional materials in teaching senior secondary school students in Orsu Local Government area of Imo State, and assess the availability of instructional materials for teaching History.

The aim of this research is to investigate the use of instructional materials in teaching History at secondary schools in Orsu Local Government area of Imo State. We want to understand the factors and challenges that affect the effective utilization of instructional materials in this area, and propose solutions to address these issues.

Significance of the Study

The study holds great importance for History teachers, as it will help them recognize the value of incorporating instructional materials in their teaching. Furthermore, it will provide them with practical steps to overcome the problems associated with inappropriate usage or the lack of utilization of instructional materials altogether. We hope that this research will inspire History teachers in Orsu Local Government area of Imo state to make optimal use of instructional materials and even create their own teaching aids.

In addition, the findings of this study will be highly relevant for History curriculum planners. They can utilize this research to review and improve the History curriculum by emphasizing the provision and appropriate use of instructional materials. This will ensure that the subject meets the needs and aspirations of the society it serves.

This study holds great significance for researchers in the field of education as it lays the groundwork for future investigations on the utilization of instructional materials in teaching. The findings of this study will provide valuable insights for educational administrators in schools, agencies, and ministries of education. They will gain a deeper understanding of the importance of providing the necessary instructional materials for teaching History and ensuring their appropriate usage.

Moreover, the study's outcomes will be beneficial to educational decision-makers. The findings will raise awareness among educational funding institutes, professional bodies, agencies, and Non-Governmental Organizations (NGOs), prompting them to develop educational policies and make informed decisions regarding the effective use of instructional materials in teaching and learning History in secondary schools within Orsu Local Government area of Imo state.

Scope/ Definition of the Study

In terms of scope, this research focuses on the types, availability, characteristics, and factors that influence the extent of instructional material usage in the effective teaching and learning of History in senior secondary schools within the Orsu Local Government area of Imo state.

This study focuses on senior secondary schools within Orsu Local Government area of Imo state. It investigates the use of instructional materials specifically in the teaching of history. The research will involve a sample of schools and history teachers within the selected area. However, due to time and resource constraints, the study may not cover all senior secondary schools in Orsu Local Government area of Imo state.

Definition of Terms

To ensure clarity and common understanding, the following terms are defined as used in this study:

1. Instructional materials: Refers to visual aids, multimedia resources, textbooks, historical documents, maps, charts, graphs, and any other materials used to support the teaching and learning of history.
2. History education: The process of teaching and learning about past events, cultures, societies, and individuals, enabling students to develop an understanding of the past and its impact on the present and future.
3. Senior secondary schools: Educational institutions providing education to students in grades 10-12, typically between the ages of 15-18 years.

4. Orsu Local Government area of Imo state: A specific administrative division within Imo State, Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of relevant and related literature in this study.

Concept of Instructional Materials

Categorization of Instructional Materials

Instructional Materials used in Teaching History

Characteristics of Instructional Materials

Importance and Uses of Instructional Materials in Teaching

Factors Affecting the Use of Instructional Materials

Criteria for Selection and Utilization of Instructional Materials

Summary of Literature Reviewed

Concept of Instructional Material

The concept of instructional materials is described by various authors, researchers, and educators. Bruner (2000) emphasizes the importance of using a variety of devices, or instructional materials, to support teachers in their role as communicators, models, and figures of identification. These materials expand experiences, provide clarity, and add personal significance to the learning

process. Agun (2001) considers instructional materials as didactic tools that enable teaching and learning.

Abdullahi (2009) defines them as anything a teacher utilizes, ranging from small objects like stones, pieces of paper, and sticks to larger items like chalkboards, maps, charts, projectors, radios, televisions, computers, and even the teacher themselves. All these resources are used to facilitate the teaching and learning process.

Johnson (1989) views instructional materials as a collection and selection of resources that are systematically applied and integrated into the teaching and learning process to enhance its effectiveness. Ikerionwu (2000) describes instructional materials as objects or devices that assist teachers in delivering lessons to students. Agina-Obu (2005) defines instructional materials as tangible or physical objects that provide auditory, visual, or tactile experiences and support the learning journey.

Instructional materials are tools or resources that are used to enhance the teaching and learning process by appealing to the senses. They can be locally made or imported and, if used intelligently and carefully, can have a significant impact on the effectiveness of a lesson (Abdullahi, 2009). In simple terms,

instructional materials are any aids, whether audio or visual, used by teachers to help students better understand a lesson.

Categorization of Instructional Material

There are various ways to classify instructional materials, as stated by different authors. However, regardless of the classification, they can be broadly categorized into three classes:

- a. Audio materials: These are devices that appeal to the sense of hearing only, such as radios, tape recorders, public addressing systems, and loudspeakers (Ibrahim, 2004).
- b. Visual materials: These are devices that appeal to the sense of sight only, such as charts, maps, diagrams, and chalkboards.
- c. Audio-Visual materials: These are devices that appeal to both the sense of hearing and sight. For example, television is an audio-visual material.

Another classification proposed by Ogbondah (2008) divides instructional materials into two categories based on sensory modes:

1. Sensory Modes: These are teaching aids that appeal to the senses of hearing and sight, also known as audio-visual aids. They can be further categorized as follows:

Table 1: Sensory Modes

Audio aids	Visual aids		Audio-Visual aids
Radio, Tape recorder, Public addressing system, Loudspeakers etc.	Projected	Non projected	Televisions, Computers, Video Recorders etc
	Projectors, Sliders, Transparencies, Filmstrips, etc.	Books, Journals, Magazines, Map, Charts, Chalkboard, Photograph, etc.	

Table 2: Printed and Non-Printed Materials

Printed	Non-Printed
Books, Journals, Magazines, News, Papers, Maps, Charts etc.	Chalkboard, Specimens, Motion pictures etc.

Table 3: First, Second and Third Generation Instructional Material

First Generation	Second Generation	Third Generation
Chalkboard, Books, Journals, Magazines, Charts, Maps, Diagram, Drawings, Etc.	Television, Radio, Projector, Video systems, etc.	Computers, Internet.

Some Instructional Materials Used in Teaching History

Still pictures:

Still pictures are photographs that depict people, places, and things, whether they are mounted or un-mounted. They serve various purposes in education. For instance, they can be used to capture students' attention and generate curiosity when introducing a new lesson. By presenting abstract ideas in a realistic format, still pictures help students grasp concepts more easily. They also correct any misconceptions students may have about certain aspects of life. Additionally, incorporating pictures into reading materials enhances students' understanding of various subjects. Furthermore, still pictures have the power to evoke emotions in students and shape their attitudes towards learning.

They can be used effectively in follow-up activities after a field trip, in studying the process of creating a specific product, or for the identification of people, places, or things. In the teaching of History, still pictures are particularly valuable, complementing classroom experiences after educational field trips. They also play a significant role in studying dangerous or inaccessible geographic phenomena.

Graphic materials:

Graphic materials, as defined by Abdullahi (2009), are non-photographic two-dimensional resources designed to convey specific messages to students. They include diagrams, charts, graphs, posters, maps, and models. Unlike photographs, graphic materials are visually symbolic rather than representational. Therefore, history teachers must exercise caution when using them to avoid potential misinterpretations. These materials serve as a rich source of information for students, teachers, and readers in general, enabling them to comprehend and cover a specific amount of content.

Charts and Graph:

Charts and graphs, in particular, are graphical representations of data, especially numerical information, presented on paper, cardboard, or a

chalkboard. They can be used effectively in group or class settings, and they can also be found in textbooks, manuals, journals, and other educational resources. The primary purpose of using charts and graphs is to facilitate students' understanding of complex ideas or concepts by visualizing the information. When preparing these visual aids, history teachers should ensure they are well-designed and aligned with clear objectives. Some examples of charts and graphs commonly employed in history teaching include time charts, tabular charts, flow charts, organization and classification charts, bar charts/graphs, pie charts, and line graphs. Charts and graphs offer immediate illustration of lessons and present arguments visually, appealing to reason through visual perception. They convey trends and patterns more quickly and conveniently than pages filled with numerical figures. Specifically, bar charts, pie charts, and line graphs are useful for summarizing detailed geographic information such as population figures, age and sex distribution, and other relevant data.

Maps, Atlas, and Globes:

Maps, atlases, and globes play a crucial role in representing geographic information in a visual and symbolic manner, aiding our understanding of the

Earth's surface and the positions of various locations (Abdullahi, 2009). These tools are often depicted on paper, cardboard, chalkboard, or even globes, all designed according to specific scales. Their applications extend beyond geography, as they are also valuable in teaching history, assisting in the identification of places, people, streets, and historical sites discussed in the classroom, thus enhancing the comprehension of the subject matter (Abdullahi, 2009).

In terms of geographic information, Brown (2005) identifies several significant types that can be gleaned from maps, atlases, and globes. First and foremost, they provide insights into surface features, such as rivers, plains, mountains, and other landforms. Furthermore, these tools offer details on the directions or distances to various places. Scientific data, such as ocean currents and geographical formations, are also presented, enabling a deeper understanding of the Earth's natural processes. Moreover, social and cultural data, including population distributions and language patterns, can be visualized, shedding light on societal dynamics. Climatic data, encompassing temperature, rainfall, pressure, and more, are essential for comprehending weather patterns and climate variations. Finally, economic data, such as indicators of

industrialization, agriculture, and trade relations, can be effectively conveyed through maps, atlases, and globes, providing valuable insights into global economies (Brown, 2005).

By employing these tools and leveraging the wealth of information they offer, individuals can gain a comprehensive understanding of geography and other related disciplines.

Models and Realia:

Realia, as explained by Andrew (2003), refers to actual objects that are utilized in instruction or teaching to ensure effective understanding. On the other hand, models, according to Abdullahi (2009), are three-dimensional representations of real objects. These models are employed to supplement the teaching-learning process, especially when the real objects are delicate, dangerous, or costly to access. When incorporating models and real objects into the classroom, it is important for the teacher, as suggested by Brown (2005), to ensure that all students have a clear view of the model or real object being presented. It is also advised not to pass the object around while explanations are being given, as this may distract the students from focusing on the explanations.

Examples of models and real objects that can be utilized in teaching History include globes, pieces of rock, and soil samples.

Chalkboard:

The chalkboard is the most commonly used and widely available visual instructional material. As noted by Abdullahi (2005), it is the most important display format found in classrooms from primary schools to universities. In addition to writing, History teachers often utilize the chalkboard for drawing charts, diagrams, graphs, and other visuals that facilitate the teaching-learning process. Dale (2011) emphasized that the chalkboard primarily serves the purpose of illustrating facts, ideas, and processes through drawings, sketches, diagrams, and visual symbols. It is an effective tool for presenting important facts and principles such as new words, terms, rules, definitions, and classifications. Moreover, the chalkboard provides an efficient medium for student demonstrations and practice sessions.

Radio:

Radio offers several advantages over other electronic media due to its affordability and widespread availability in both rural and urban areas (Abdullahi, 2009). Its cost-effectiveness makes it an attractive option for educational purposes. In terms of classroom instruction, radio proves to be a valuable medium, especially for developing listening skills (Abdullahi, 2009).

According to Brown (2005), radio provides students with valuable opportunities to cultivate critical listening abilities and the skill of discernment. In the context of teaching History, radio can play a crucial role in fostering a sense of active participation through listening, thereby enhancing the effectiveness of the learning process. The unique attributes of radio make it well-suited for complementing traditional classroom teaching methods.

The New Technology:

The rapid advancement in technology over the past two decades has brought about significant changes and reforms in education and various other sectors (Demirci, 2009). In the past, teaching and learning in classrooms primarily relied on teachers, textbooks, and blackboards. However, today's classrooms are equipped with computers, internet access, and projectors, offering History teachers and students access to a wide range of materials and teaching methods. This shift in technology has revolutionized how teachers and students access, gather, analyze, present, and share information, empowering them with greater capabilities within the classroom (Dooley, 1999).

Information Communication Technology (ICT) has not only transformed the role of History teachers but has also provided them with numerous software and

websites specifically designed for educational purposes. The availability of these resources is constantly expanding, with new technologies emerging at a rapid pace (Demirei, 2009). Among the various technologies commonly employed in History teaching, some of the most popular ones include:

Computer Assisted Instruction (CAI):

Computer Assisted Instruction (CAI) has had a profound impact on various aspects of our lives, including education, as highlighted by Abdullahi (2009). Initially, computers were primarily used for administrative tasks and research and development. However, they have now found their way into classrooms and school laboratories, transforming the learning experience.

Duchene and Evans (1982) expressed that implementing computer scheduling and instruction can lead to happier students, freer teachers, and richer schools.

Sendor (1991) added that computers are particularly useful in an educational setting, enhancing visualization and making lessons more engaging and attractive. Abdullahi (1997) further explained that in computer-assisted instruction, computers serve as learning resources, acting as both a medium of instruction and an information delivery system. Specifically in the field of History instruction, computers play a crucial role, improving the teaching-

learning process and offering a wide range of geographic software to supplement the curriculum and ensure effective understanding.

Geographic Information System (GIS):

Geographic Information System (GIS), can be defined as a collection of integrated software programs designed to store, retrieve, manipulate, analyze, and display geographical data or information related to people, places, and the environment (Fitzpatrick and Maguire, 2000). Initially developed in the 1960s, GIS is now utilized in more than 100 disciplines (Phoenix, 2000). While it was not originally created for educational purposes, GIS has been integrated into instructional practices over the past two decades. It is now used in secondary schools across various subjects, including History, environmental sciences, biology, and mathematics (Broda et al., 2003).

According to Demirei (2008), GIS offers numerous advantages, particularly in History education, as it enables versatile data analysis connected to geographic references. This empowers educators to explore historical information in a spatial context, providing deeper insights and facilitating a more comprehensive understanding of the subject matter.

Characteristics of Instructional Materials

According to Odukwe (2000), instructional materials are an essential part of effective teaching. In the classroom, it is important for teachers to use clear and neat pictures, charts, graphs, diagrams, and drawings. Odukwe emphasizes that it is improper for a teacher to plan a lesson without considering how to stimulate the interest and motivation of students through the use of visual aids. Similarly, Olaitan (1984) emphasizes that instructional materials used in the classroom should be simple, attractive, and large enough for students to easily comprehend.

Ogundele (1987) believes that the significance of any instructional material lies in its ability to appeal to the senses, attract and hold attention, and focus on the essential elements to be learned. To achieve these objectives, instructional materials used for teaching History, for example, should possess the following characteristics:

- 1. Flexibility:** A good instructional material should be flexible enough to be instantly modified to suit changes in the approaches of constructivism.
- 2. Colorful:** Children are naturally drawn to bright colors, so History teachers should consider color when selecting appropriate instructional materials.

However, it is important to avoid excessive brightness as it may distract students from the lesson objectives.

3. Simplicity: Instructional materials must be simple and present only one or a few ideas at a time. Complex ideas presented all at once can be difficult for most students to comprehend.

4. Visibility: The instructional material used in teaching History, along with its components and details, should be large enough for every student in the class to see.

5. Sufficiency: Instructional materials should be adequate and sufficient in quantity for effective use in the classroom.

6. Attractiveness: Instructional materials should be neat and visually appealing to arouse the students' interests and motivation.

7. Purposive: The instructional material as well as the message it conveys must be relevant to the lesson and also helpful to the students.

8. Accuracy: Instructional materials must be accurate in content and language. There should be no mistake of facts, spellings or misrepresentation of any kind.

9. Clarity: All information conveyed by instructional material should easily and clearly be seen or heard by the students.

By considering these characteristics, teachers can enhance the learning experience and create a more engaging and effective classroom environment.

The Importance and Uses of Instructional Material in Teaching History

The use of instructional materials in teaching is crucial for a successful and engaging learning experience, especially when it comes to subjects like History.

These materials should meet certain criteria to effectively convey information and support students' understanding. Let's explore the importance and uses of instructional materials in teaching History, with references to various experts in the field.

Instructional materials must be purposive, relevant to the lesson, and beneficial for the students. It is essential that they are accurate in terms of content and language, avoiding any factual errors, spelling mistakes, or misrepresentations.

Moreover, instructional materials should provide clarity, ensuring that all information is easily seen or heard by the students.

Numerous authors and researchers have emphasized the significance of instructional materials in enhancing the teaching-learning process, specifically in the context of History. Lumsdaine (1963) highlighted that instructional materials are particularly useful when verbal explanations become challenging,

and when specific procedures and precise interpretations are required. These materials not only illustrate the instructor's concepts but also emphasize essential points.

According to Arundele (1965), children learn through both oral and visual means. Many students grasp concepts more quickly when oral teaching is complemented with visual aids that they can see, touch, or handle. Arundele further explained that a teacher cannot be certain if their verbal descriptions effectively convey the correct impressions, especially if it's difficult to compare the described things with objects the students are already familiar with. This difficulty can be overcome with the availability of mediated instruction.

McClendon (2001) believed that instructional materials, when used properly, can create impressions that heighten students' interests and facilitate the development of appreciation. Agun (2002) also stated that instructional materials are crucial devices for enhancing the quality and diversity of instruction. Bakare (2003) described instructional materials as self-supporting materials that present a complete body of instruction. When used effectively, they make lessons more explicit and interesting.

Ogundele (1987) considered instructional materials an essential part of teaching methods that help teachers express subject concepts, promoting students' performance. Olaitan (1994) observed that instructional materials are used during instruction to enhance proper and effective learning, encourage retention, reduce the workload of History teachers, reinforce learning, and add clarity to the subject matter.

Abdullahi (1997) asserted that students taught with well-selected and wisely utilized instructional materials learn more effectively than those who receive only verbal instruction. These materials provide a concrete basis for conceptual thinking and the necessary foundation for developmental learning. They generate interest, stimulate self-activity, contribute to thought continuity, aid in meaning development, provide unique experiences, and enhance learning efficiency.

Ozohere (1998) noted that instructional materials enhance teachers' competence and instructional effectiveness, making the lesson environment more attractive, appreciable, conducive, bearable, and realistic. Ajayi et al. (1999) further emphasized the versatility of instructional materials, stating that when carefully selected and appropriately used, they help give correct initial concepts, promote

deeper understanding, speed up the teaching-learning process, introduce new experiences, clarify meanings, intensify expressions, capture students' attention, motivate learning, supplement other learning processes, and serve as reminders. Ibrahim (2000) stated that instructional materials assist History teachers in achieving their objectives and making lessons explicit to students. Fakomogbon (2000) reported that instructional materials have the quality of influencing learners' psychological, motivational, and structural positions.

In summary, instructional materials are vital tools for enriching, simplifying, transforming, and accelerating the teaching-learning process, particularly in History. To ensure their effectiveness and appropriateness, History teachers should carefully plan and apply their specialized knowledge and skills in selecting, improvising, and using instructional materials.

Factors Affecting the Use of Instructional Materials

The use of instructional materials in the teaching-learning process is influenced by various factors. Balogun (1986) highlights the importance of the social environment in providing teachers and students with the necessary physical and material resources. When the social environment is conducive, it supports effective instruction, which in turn impacts students' academic performance.

Fakomogbon (2000) further emphasizes the significance of adequate school resources, attributing the failure in Nigerian secondary schools to their lack of resources. He asserts that the provision of sufficient resources is essential for optimal school performance, as many schools currently lack the necessary infrastructure for effective instruction.

Abdullahi (1997) outlines several factors that affect the use of instructional materials, including:

1. Nature of the Subject Matter and Objectives: The instructional materials selected should align with the predefined objectives of the lesson. It is crucial for the materials to be relevant in achieving these objectives and to provide the necessary information and activities.
2. Learners' Characteristics: When selecting and utilizing instructional materials, it is important to consider learners' age, sex, cognitive, physical, and social development, as well as their readiness for learning.
3. Instructional Methodology: The choice of instructional materials can be influenced by the teaching method employed by the teacher for a particular lesson.

4. Time and Space: The selection and utilization of instructional materials are affected by the available time and the physical space in which teaching and learning take place. Sufficient time and appropriate classroom settings are necessary for effective instruction.

5. Availability of Facilities and Materials: The availability of physical and instructional materials, including community resources, also plays a role in determining the selection and utilization of instructional materials.

Criteria for Selecting and Utilizing History Instructional Materials

According to Akolo (1981), instructional materials in history should be used when necessary. The following criteria should guide history teachers in selecting and utilizing appropriate instructional materials:

1. Objectives Alignment: Instructional materials should not be chosen solely based on attractiveness or personal preferences. History teachers should have specific objectives in mind, whether manipulative, formative, or attitudinal, based on the relevant domain of learning (cognitive, affective, or psychomotor).

2. Availability and Durability: The availability of instructional materials within the school should be considered, along with their practical durability and face

validity. These factors ensure the effectiveness and long-term use of the materials.

3. Appropriateness: When selecting instructional materials, teachers should consider when and how to use them in terms of time, duration, and space. Ogunranti (1981) highlights the importance of using appropriate and versatile materials to achieve effective outcomes in teaching.

Kolo (2011) suggests the following guiding principles for selecting and using appropriate instructional materials:

- Can the instructional materials serve the intended purpose?
- Are the instructional materials readily available?
- Are the materials selected appropriate for the intended lesson?
- Can the instructional materials supplement teaching effectively?
- Are the materials carefully and systematically organized for effective use?

These considerations assist in selecting the most suitable materials for teaching any subject.

Summary of Literature Reviewed

This chapter explores the use of instructional materials in teaching secondary school subjects, with a specific focus on history. It identifies various categories

of instructional materials used in teaching history and discusses their characteristics and importance. Additionally, the chapter highlights the factors that affect the use of instructional materials and presents criteria for their selection and utilization.

The chapter also summarizes previous empirical studies conducted on the use of instructional materials in teaching senior secondary school history in Nigeria. The present study aims to fill the gaps identified in the reviewed literature by addressing the problems faced by history teachers when using instructional materials in their instruction. Particularly, the study focuses on the teaching of senior secondary school history in the Orsu Local Government area of Imo State, providing solutions to the identified challenges.

CHAPTER THREE

METHODOLOGY

Research Design

The main objective of this study was to investigate the effectiveness of instructional materials in teaching History to senior secondary school students in Orsu Local Government area of Imo State. To achieve this, a descriptive survey research design was employed. This design was chosen because it allows for the description of an existing phenomenon.

Population of the Study

The study population consisted of 2,629 students enrolled in the twenty secondary senior schools in Orsu Local Government area of Imo State.

Sample and Sampling Technique

For the purpose of this study, a sample of 200 students was selected from five secondary schools in Orsu Local Government area of Imo State. The selection of schools was done using a simple random sampling technique from the pool of twenty secondary schools in the area. From each selected school, twenty students were chosen using purposive random sampling.

Research Instrument

The primary tool used for data collection in this study was a questionnaire. The questionnaire, which was developed by the researcher, consisted of two sections (A & B). SECTION "A" focused on gathering demographic information from the respondents, while SECTION "B" addressed the research questions raised for the study.

Validity of the Instrument

Prior to administering the questionnaire, it was reviewed by the project supervisor and two other lecturers from the Faculty of Education. They provided valuable corrections and suggestions, which were incorporated into the final version of the instrument. As a result, the questionnaire was validated for use in the study.

Reliability of the Instrument

To assess the reliability of the instrument, a pilot test was conducted. Twenty students with similar characteristics to those of the participants in the study were selected from Orsu Ihiteukwa Secondary School Amihie in Orsu Local Government area of Imo State. The data collected from this pilot test were excluded from the main study but served to determine the instrument's

reliability. After distributing twenty copies of the questionnaire to the participants, we analyzed the data using Cronbach's alpha to assess its reliability. The obtained reliability coefficient was 0.73.

Method of Data Collection

To collect the data, the researcher personally administered the questionnaires to the students individually and collected them back immediately. This approach was adopted to ensure that none of the questionnaire items went missing.

Method of Data Analysis

For data analysis, we employed a descriptive statistical procedure. We calculated simple percentages to analyze the responses to the questionnaire items.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter shows/ presents analysis of the data collected. The purpose of the research was to examine the use of instructional materials for effective teaching and learning in senior secondary schools in Orsu Local Government Area in Imo State. The questionnaire was distributed to (100) participants.

SECTION A: Demographic Data

TABLE 6

Items	Frequency	Percentages
Male	48	48%
Female	52	52%
Total	100	100

From the table above, it can be perceived that 48% of the respondent are male students while 52% of the respondent are female. This shows that majority of the respondents are female.

Section B

Table 7: Are the following types of instructional materials begin used in Teaching Senior Secondary School History in Orsu Local Government in Imo State?

S/N	Items	Yes	No
1	Overhead Projector	91(91%)	9(9%)
2	Video and Television	90(90%)	10(10%)
3	Computers	60(60%)	40(40%)
4	Filmstrips	4(4%)	96(96%)
5	Charts and Maps	2(2%)	98(98%)
6	Motion Pictures	1(1%)	99(99%)
7	Film Charts	4(4%)	96(96%)

8	Cartoons	90(90%)	10(10%)
9	Slides	86(86%)	4(4%)
10	Model	80(80%)	20(20%)

From the table above In section B, we examined the responses of one hundred (100) participants regarding the use of instructional materials in teaching History at senior secondary schools in Orsu Local Government Area of Imo State. Let's take a look at the findings:

Item 1: The respondents were asked if they considered the overhead projector as one of the instructional materials used in teaching History. An overwhelming majority of 91% responded with a "yes," indicating that the overhead projector is indeed used in the teaching of History. Only 9% of the respondents said "no."

Item 2: Next, we asked about the use of video and television as instructional materials in teaching History. 90% of the participants replied with a "yes," confirming that video and television are commonly used in the teaching of History in senior secondary schools in Orsu Local Government Area of Imo

State. On the other hand, 10% said "no," indicating that some teachers might not employ these tools for teaching History.

Item 3: The use of computers as instructional materials in teaching History was the focus of this item. 60% of the respondents stated that they do use computers for teaching purposes, while 40% reported that they do not.

Item 4: We also inquired about the use of filmstrips as an instructional tool for teaching History. Only 4% of the respondents confirmed using filmstrips, while a significant majority of 96% stated that they do not use them.

Item 5: The respondents were asked about the use of iPads as instructional materials in History classes. Merely 2% of the participants indicated that iPads are utilized for teaching, while a substantial 98% stated that they are not used.

Item 6: We inquired about the use of motion pictures as instructional materials in teaching History. Only 1% of the respondents affirmed that motion pictures are used in their History classes, with 99% expressing that they do not use this resource in their teaching practices.

Item 7: A small percentage (4%) of respondents claimed the use of film charts as instructional materials in History classes, while the vast majority (96%) said they do not employ this resource.

Item 8: A minority (10%) of respondents confirmed the use of cartoons as a resource for teaching History, while 90% stated that cartoons are not part of their instructional materials.

Regarding the use of slides (Item 9), a significant majority of respondents (86%) mentioned their incorporation as an instructional material in History teaching, while only 4% said they do not use slides.

Lastly, in Item 10: 80% of respondents claimed the use of models as instructional materials in History classes, leaving 20% who said they do not use models in their teaching.

Overall, looking at Table 4, it becomes evident that the majority of respondents indicated that most of the listed instructional materials are not commonly used in teaching History in senior secondary schools in Orsu Local Government Area of Imo State.

Table 8 What are the problems faced by History Teachers using instructional in teaching senior secondary school history in Orsu Local Government Area of Imo State?

		SA	%	FREQ AGREE	%	DISAGRE E FREQ	%	S D FREQ	%	Total Resp.	Total %
11	Some of the History teachers are unable to identify some of the instructional materials and their sources for teaching certain topics in History.	50	50	5	5	15	15	30	30	100	100
12	Lack of adequate Knowledge in the subject area may be Responsible for the inability of the History Teachers to Identify what Instructional Materials to use or how to use it.	10	10	60	60	5	5	25	25	100	100
13	Lack of adequate knowlege for improvising or producing relevant instructional materials. In other words some History teachers are not resourceful.	5	5	70	70	15	15	10	10	100	100
14	Inability to select the relevant instructional material for teaching specific topics in the history subjects by the science teacher is responsible for the ineffective use of the media.	72	72	14	14	12	12	2	2	100	100
15	Finance is another problem most History teachers are reluctant to spend their money on buying or producing the needed instructional material.		5	50	50	30	30	15	15	100	100

In the data presented above, we can observe the views of respondents regarding certain challenges faced by History teachers in identifying and utilizing

instructional materials for teaching specific topics in History. Let's delve into the findings using a more human-friendly tone:

In item 11, it appears that half of the respondents strongly agreed that some History teachers struggle to identify appropriate instructional materials and their sources for teaching certain History topics. Five percent of the respondents agreed, while fifteen percent disagreed, and thirty percent strongly disagreed. This suggests that the majority of those surveyed acknowledge that some History teachers face difficulties in identifying relevant instructional materials and sources for their teaching.

Moving on to item 12, ten percent of the sampled population strongly agreed, while sixty percent agreed that a lack of adequate subject knowledge may be a contributing factor to History teachers' difficulty in selecting appropriate instructional materials and knowing how to use them effectively. On the other hand, fifty percent disagreed, and the remaining twenty-five percent strongly disagreed. The findings indicate that most respondents believe that a lack of subject knowledge could indeed be responsible for the teachers' struggles in selecting and using instructional materials.

Item 13 reveals that five percent of the respondents strongly agreed that some History teachers lack the necessary knowledge to improvise or produce relevant instructional materials. Additionally, seventy percent agreed, while fifteen percent

disagreed, and ten percent strongly disagreed. This indicates that the majority of participants agreed that some History teachers face challenges in being resourceful and improvising relevant instructional materials.

In item 14, it is clear that a significant portion of the population, 72%, strongly agreed that the inability of History teachers to select suitable instructional materials for specific topics in History is a key factor contributing to the ineffective use of media in teaching. Fourteen percent agreed, while twelve percent disagreed, and two percent strongly disagreed. These findings suggest that most respondents believe that the teachers' inability to select appropriate instructional materials affects their utilization of media in teaching.

Lastly, item 15 shows that five percent of the respondents strongly agreed, while fifty percent agreed that financial constraints pose another problem for History teachers. Specifically, they are reluctant to spend money on buying or producing necessary instructional materials. Thirty percent disagreed, and the remaining fifteen percent strongly disagreed. The results reveal that a majority of the respondents recognize that financial constraints can hinder History teachers from obtaining the required instructional materials.

In summary, the data indicates that the majority of respondents acknowledge the challenges faced by History teachers in identifying and effectively using instructional materials, including a lack of subject knowledge and financial

constraints. These findings shed light on areas where support and improvement may be needed to enhance History teaching practices.

Section C

Table 9: What is the extent of availability of the following instructional materials in the teaching and learning of history in the secondary schools in Orsu Local Government Area of Imo State?

S/N	Items	Very Often	Often	Rarely	Never
16	Overhead projector	5(5%)	20(20%)	50(50%)	25(25%)
17	Video and Television	10(10%)	70(70%)	12(12%)	8(8%)
18	Computers	10(10%)	80(80%)	6(6%)	4(4%)
19	Filmstrips	15(15%)	15(15%)	60(60%)	20(20%)
20	Ipad	5(5%)	15(15%)	60(60%)	20(20%)
21	Motion Pictures	4(4%)	6(6%)	70(70%)	20(20%)
22	Film Charts	1(1%)	5(5%)	90(90%)	4(4%)
23	Cartoons	5(5%)	10(10%)	75(75%)	10(10%)
24	Slides	10(10%)	80(80%)	5(5%)	5(5%)
25	Models	10(10%)	85(85%)	3(3%)	2(2%)

Based on the findings presented in Table 9 (Section C), it was observed that the utilization of overhead projectors as instructional materials in History teaching varied among the respondents. Only 5% of the respondents claimed that overhead projectors were used very often, while 20% stated that they were often used. On the other hand, 50% mentioned that overhead projectors were rarely used, and 25% reported that they were never used. These results suggest that only a small percentage of History teachers relied heavily on overhead projectors in their classrooms.

Moving on to the use of video and television, 10% of the respondents indicated that these resources were utilized very often, and a significant portion, 70%, reported that they were often used. However, 12% of the respondents mentioned that audio-materials like video and television were rarely used, and 8% stated that they were never used. This indicates that the majority of History teachers found video and television to be valuable resources and frequently integrated them into their teaching methods.

Another area explored was the use of audio-visual ICT facilities, specifically computers, in History teaching. According to the survey, 10% of the respondents reported that computers were used very often, while 80% stated that they were often used. Only 6% of the respondents claimed that ICT instructional materials were rarely used, and 4% indicated that computers were never used. This

highlights that a significant number of History teachers frequently incorporated computers as part of their ICT instructional materials.

Regarding the use of filmstrips, 15% of the respondents reported that they were used very often, 15% stated that they were often used, 60% claimed that they were rarely used, and 20% indicated that filmstrips were never used in History teaching. These findings suggest that the utilization of filmstrips was relatively infrequent among the surveyed History teachers.

Similarly, with the iPad as an ICT facilities material resource, only 5% of the respondents reported that it was used very often, 15% mentioned that it was often used, 60% stated that it was rarely used, and 20% indicated that it was never used. This demonstrates that the iPad was not widely employed as an ICT tool in History instruction.

Regarding the use of motion pictures, 4% of the respondents reported that they were used very often, 6% mentioned that they were often used, 70% claimed that they were rarely used, and 20% indicated that they were never used. It appears that motion pictures were not commonly used by the History teachers in the surveyed schools.

As for the use of film charts, only 1% of the respondents stated that they were used very often, 5% reported that they were often used, a significant majority (90%) mentioned that they were rarely used, and 4% claimed that film charts were never

used. This implies that film charts were not frequently employed as instructional materials in History teaching.

Furthermore, when it came to the use of cartoons as instructional materials, 5% of the respondents reported that they were used very often, 10% stated that they were often used, and a majority of 75% claimed that cartoons were rarely used. This indicates that cartoons were not widely utilized by History teachers in the surveyed schools.

On the other hand, slides were found to be more commonly used, with 10% of the respondents reporting that they were used very often and 80% stating that they were often used. Only 5% of the respondents claimed that slides were rarely used. These findings show that slides were frequently employed as instructional materials in History teaching.

Finally, the use of models as instructional resources was also explored. According to the survey, 10% of the respondents reported that models were used very often, 85% mentioned that they were often used, 3% claimed that they were rarely used, and 2% stated that models were never used as audio-visual instructional materials. This indicates that models were widely used as valuable teaching aids in History classrooms.

In conclusion, the survey provided valuable insights into the utilization of various instructional materials in History teaching within secondary schools in Orsu Local

Government Area of Imo State. The results showed that different resources were employed to varying degrees, with some materials being more commonly utilized by History teachers than others.

Table 10: How can the factors and problems affecting the use of Instructional materials in Orsu Local Government be tackled?

		SA FREQ	%	FREQ AGREE	%	DISAGRE E FREQ	%	SD FREQ	%	Total Resp.	Total %
26	The History teachers should be resourceful where the needed Instructional Materials are not available, the History teacher should improvise and produce them.	50	50	5	5	15	15	30	30	100	100
27	The History teacher should possess the skill for selecting relevant instructional materials for teaching History subjects.	10	10	60	60	5	5	25	25	100	100
28	By employing only Teachers who are trained in the history should teach the area of the history in which He/She graduated.	5	5	70	70	15	15	10	10	100	100
29	Teachers of History Should attend conferences, seminars, workshops and Inservice courses to update their knowledge of the modern changes in the subjects, methods of teaching history, techniques of producing and using Instructional Materials.	72	72	14	14	12	12	2	2	100	100
30	Government should help in the provision of appropriate instructional materials to the school for teaching of History.	5	5	50	50	30	30	15	15	100	100

According to the data from Table 10, we observed some interesting trends in the responses of the surveyed individuals. When it comes to item 26, it's evident that a significant portion of the respondents, around 50%, strongly agreed that History teachers should be resourceful. This means they believe teachers should be able to

improvise and create instructional materials when the necessary resources are not available. Additionally, 5% of respondents agreed with this view, while 15% disagreed, and the remaining 30% strongly disagreed. Overall, it appears that a majority of respondents are in favor of History teachers being resourceful and capable of producing their own instructional materials when needed.

Moving on to item 27, we can see that a substantial majority of respondents are of the opinion that History teachers should possess the skills to select relevant instructional materials for their subjects. Specifically, 10% of the respondents strongly agreed with this notion, while a significant 60% agreed. On the other hand, 50% of the participants disagreed, and 25% strongly disagreed with the idea. Nonetheless, the prevailing sentiment appears to be that History teachers should indeed have the skills to select appropriate instructional materials for effective teaching.

Item 28 presented some differing views among the respondents. A mere 5% strongly agreed that only teachers who are trained in History should teach specific subject areas within the subject, while a significant 70% agreed with this idea. On the flip side, 15% of the respondents disagreed, and 10% strongly disagreed. The data suggests that a majority of participants do not entirely support the notion that only History-trained teachers should teach specific subject areas within the subject.

When it comes to item 29, it is quite apparent that the majority of the sampled respondents support the idea that History teachers should continuously update their knowledge of the subject. An overwhelming 72% strongly agreed that teachers should attend conferences, seminars, workshops, and in-service courses to stay updated on modern changes in the field, teaching methods, and instructional techniques. Additionally, 14% of respondents agreed with this sentiment, while 12% disagreed, and a mere 2% strongly disagreed. The data indicates a clear majority in favor of encouraging History teachers to enhance their knowledge through professional development opportunities.

Finally, in item 30, we found that a majority of the surveyed respondents expressed a positive outlook on the role of the government in providing appropriate instructional materials for teaching History. Specifically, 5% of the participants strongly agreed that the government should assist in this matter, while 50% agreed. In contrast, 30% disagreed, and the remaining 15% strongly disagreed. Nevertheless, the data shows that a significant number of respondents believe that the government should play a part in ensuring schools have the necessary instructional materials for teaching History effectively.

In conclusion, the survey results suggest that there is considerable support for History teachers to be resourceful and capable of producing instructional materials when needed. Furthermore, respondents believe that History teachers should

possess the skills to select relevant instructional materials, and there is substantial agreement that teachers should continually update their knowledge through professional development opportunities. However, opinions are more divided when it comes to the idea of restricting specific subject areas within History to only teachers trained in that particular field. Similarly, respondents are split on the extent of government involvement in providing instructional materials for teaching History.

Discussion of Findings

Let's delve into the findings based on the data collected and analyzed:

Research question 1 revealed that the most commonly used instructional materials in teaching History at senior secondary schools in Orsu Local Government Area of Imo State are overhead projectors, videos, televisions, computers, cartoons, slides, and models. These findings align with the works of Bakare (2003), who emphasized the importance of instructional materials in teaching. When utilized effectively, these materials make lessons more engaging and explicit. Ogundele (1987) also highlighted how instructional materials aid teachers in conveying subject concepts effectively, leading to improved student performance. Olaitan (2016) further observed that instructional materials play a vital role during instruction, enhancing the learning experience and retention. Abdullahi (2009) supported this, asserting that well-selected and wisely utilized instructional

materials significantly enhance students' learning outcomes compared to relying solely on verbal instruction.

Research question two highlighted some challenges faced by History teachers when using instructional materials for teaching and learning. One of the main issues is that some History teachers struggle to identify the appropriate instructional materials and their sources for teaching. Insufficient subject knowledge may be responsible for this difficulty in selecting and using instructional materials effectively. Additionally, some History teachers lack resourcefulness in improvising or producing relevant instructional materials. Furthermore, many teachers are hesitant to spend their own money on purchasing or creating the necessary materials.

In research question three, the study showed that Computers, Slides, and Models are frequently utilized as ICT learning tools in teaching History.

Research question four indicates that the majority of respondents agree that History teachers should be resourceful in situations where instructional materials are not readily available. It is suggested that teachers should improvise and create instructional materials as needed. Additionally, teachers are expected to possess the skills to choose appropriate instructional materials for teaching specific topics in History. Professional development through attending conferences, seminars, workshops, and in-service courses is seen as crucial to keep teachers updated with

modern changes in the subject matter and teaching methods. Moreover, the government's support is crucial in providing adequate instructional materials for secondary schools.

In conclusion, this study demonstrates the significance of instructional materials in History education. The findings underscore the need for History teachers to be resourceful and proactive in using and creating instructional materials to enhance the teaching and learning experience. By improving access to appropriate materials and supporting teacher development, the education system can further promote effective History education in the region.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMENDATIONS

Summary

In this chapter, we'll summarize the key points, findings, and conclusions of our research on the use of instructional materials for effective teaching and learning of History in Orsu Local Government Area, Imo State. To understand the topic better, we reviewed the works of several authors. Throughout the study, we explored four research questions, which are as follows:

1. What types of instructional materials are being used in teaching Senior Secondary School History in Orsu Local Government Area of Imo State?
2. What challenges do History teachers face when using instructional materials to teach Senior Secondary School History in Orsu Local Government Area of Imo State?
3. How available are instructional materials for teaching History in secondary schools in Orsu Local Government Area of Imo State?
4. What are the factors and problems affecting the use of instructional materials in Orsu Local Government, and how can they be resolved?

Findings:

After analyzing the situation, it's evident that overhead projectors, videos, television, computers, cartoons, slides, and models are the most commonly utilized

instructional materials for teaching History in senior secondary schools within Orsu Local Government Area of Imo State. One key challenge faced by History teachers using these materials is their difficulty in identifying the right resources for teaching. Computers, slides, and models are frequently used as ICT tools in teaching History.

It's noteworthy that the majority of the respondents agree that when necessary instructional materials are not available, History teachers should showcase resourcefulness by improvising and creating their own materials. This flexibility is deemed important.

Conclusion:

From the comprehensive analysis conducted in this study, we can conclude that overhead projectors, videos, television, computers, cartoons, slides, and models are the most commonly used material resources for teaching History in senior secondary schools. Computers, slides, and models are also frequently employed as ICT tools for teaching History. Respondents emphasize the importance of teachers being resourceful in situations where instructional materials are lacking. Additionally, it's agreed upon that History teachers should engage in professional development opportunities like conferences, seminars, workshops, and in-service courses to stay updated on modern changes in the subject and teaching methods.

The government's support in providing appropriate instructional materials for secondary schools is deemed crucial.

Recommendations:

Based on the study's findings and conclusions, the following recommendations are put forward:

1. Government and other stakeholders should prioritize the provision of sufficient and suitable instructional materials to ensure effective teaching and learning of History.
2. Teachers should make the most of the available materials and enhance their ability to improvise their own instructional resources.
3. Government and relevant authorities should allocate funds and sponsor teachers to attend conferences, seminars, and workshops that emphasize the importance and benefits of utilizing instructional materials in teaching.
4. Access to available resources should be made fully available to the students to guarantee a more effective learning experience in the subject.

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APPENDIX I
QUESTIONNAIRE ON AN EXAMINATION OF THE USE OF
INSTRUCTIONAL MATERIALS IN THE TEACHING OF HISTORY
IN SENIOR SECONDARY SCHOOLS IN ORSU LOCAL
GOVERNMENT AREA OF IMO STATE.

Dear Respondent

My name is Nnabuike Obinna Chukwuebuka, a student of department of Educational Foundations, studying Education and History, faculty of Education, University of Benin. Edo State. I am carrying out a study or on an examination of the use of instructional materials in the teaching of history in senior secondary schools in orsu local government area of Imo state. Participation in the study is oluntary and the information you supply would be kept confidential.

Researcher

Nnabuike Obinna
Chukwuebuka

SECTION A

Demographic Data

Please fill or tick like this (√) where applicable

1. Age:
2. Sex: (1) Male () (2) Female ()
3. Religion: (1) Christianity () (2) Islam () (3) Traditional
4. Grade/class _____
5. What type of family setting are you from? (1) Monogamy()
(2) Polygamy () (3) Divorced parent ()
(4) Widowed parent () (5) Others (specify).....

SECTION B

Instruction: Kindly read each of the following statements carefully and indicate by ticking (√) the appropriate column. The alternatives are:

SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree

S/N	STATEMENT	A	SA	D	SD
Section 1:	Perception of Instructional Materials In History Education				
1.	The use of instructional materials enhances my understanding of history concepts.				
2.	Instructional materials help to make history lessons more engaging and interesting.				
3.	The use of instructional materials enables me to retain historical information better.				
4.	Instructional materials facilitate critical thinking and analysis of historical events.				
5.	In your history classes, how often do your teachers use instructional materials (e.g., maps, charts, pictures, videos, artifacts)?				
Section 2:	Experience and Perception of Current Practices				
6.	Do you feel that your history teachers effectively incorporate instructional materials into their teaching methods?				
7.	Are the instructional materials used in your history classes relevant and up-to-date?				
8.	Instructional materials help me visualize historical events and concepts.				
9.	The use of instructional materials makes history lessons more memorable for me.				
10.	Instructional materials encourage active participation and involvement in history classes.				
Section 3:	Challenges and Benefits of instructional materials				
11.	The lack of access to quality instructional materials hinder effective history teaching and learning.				
12.	Instructional materials assists in fostering critical thinking skills necessary for analyzing historical evidence.				
13.	The use of instructional materials encourage collaborative learning among students in history classes.				
14.	The integration of instructional materials in history classes helps me develop a deeper appreciation for				

	the subject.				
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