



# EFFECT OF INSTRUCTIONAL MATERIALS ON LEARNING RATE OF NOMADIC PUPILS IN SOCIAL STUDIES IN NORTHEASTERN NIGERIA

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## ABSTRACT

This study determines the effectiveness of instructional materials on students learning rate of social studies in nomadic primary schools North Eastern Nigeria. The specific objectives include to determine the effect of availability of instructional materials on pupils' interest in learning Social Studies; to ascertain the effectiveness of improvisation of instructional materials on students' participation in Social Studies class,

## INTRODUCTION

### GENERAL FRAMEWORK

In education, the desire of every educator is to progressively engaging the learners through their participation, interest, motivation and disciplining. No educator could boast recording better performance among his/her students when levels of engagement as well as retention rates among students are very low. Thus, there is always needs for the persistent efforts to ensure that pupils' level of engagement is sustained to achieve higher learning rate, especially at nomadic schools where pupils' attention can be easily distracted. Abdelraheem and Al-Rabani (2013) expressed that the purpose of instructional material in teaching and learning is to ensure higher retention rate among learners. Thereby, instructional materials become what every teacher must use in their classroom in order to completely meet the needs of today students. Enhancing student retention rate offers students many other benefits such as expanded opportunities to extend learning beyond the four-corners of their classroom, the flexibility and adaptability of differentiating instruction, and improved opportunities for meaningful and relevant learning that connects to real-world events.

In Nigeria, nomadic education aims at preparing the nomadic pupils for useful living within the society and secondary



and to determine the effective of appropriate utilization of instructional materials on retention rate of students in Social Studies. The study adopted survey research design, while data collection was achieved through administration of questionnaire to the sampled 384 Social Studies teachers across the 324 nomadic primary schools at rate of 64 schools per state in the north eastern Nigeria. The study used frequency count, percentage and weighted average for analysis of research question while hypotheses were tested using chi-square at 0.05 significance level. The study found that availability of instructional materials influenced pupils' interest in learning Social Studies. Also, improvisation of instructional materials promoted students' participation in Social Studies class. Likewise, appropriate utilization of instructional materials boosts retention rate among nomadic pupils. The study concluded that instructional materials are highly relevant in teaching Social Studies for pupils in nomadic schools. The study recommends for provision of necessary learning facilities by the government and other concerned agencies. Also, teachers' training on how to use instructional materials through workshops and seminar was recommended.

**Keywords:** Instructional materials, learning rate, retention rate, classroom participation and learning interest.

education. Specifically, it aims at offering diversified curriculum to cater for differences in talents, opportunities, and future careers choice among nomadic pupils. Social studies is one of the subjects in nomadic schools through which the Nigerian government intends to expose the nomadic society to the living pattern of the rest of Nigerians (Abdu-Raheem, 2011). The aim of Nigeria education cannot be attained without mentioned the focused of the central government that aim at unified Nigeria society including hard-to-reach group, thereby, identifying Social Studies as one of the subjects that can lead the nation back to its lost harmony era.

Learning is multifaceted and dynamic process, which involve the teacher activities and have to be supported with necessary learning facilities such as instructional materials. Teaching Social Studies require demonstration approaches which can only be accomplished through effective instructional materials (Abiona, 2016). However, evidences from studies such as Chodavarapu and Digumarti (2010) and Abdu-Raheem (2011) showed that instructional materials for teaching Social Studies in classroom is uncommon, compare to other science subjects that seemingly gotten attentions of both the educational planners and schools managements. Also, the mode of teaching Social Studies in nomadic schools has not been getting adequate attention of empirical studies,



this create dearth of literature evidence regarding extent to which the use of instructional materials in teaching Social Studies is influence nomadic pupils' learning rate. Therefore, the current study is an effort to determine the effect of instructional materials on pupils' learning rate in Social Studies in nomadic schools in north eastern part of Nigeria.

### **Objectives of the Study**

1. To determine the effect of availability of instructional materials on pupils' interest in learning social Studies in nomadic school in north eastern Nigeria
2. To ascertain the effect of improvisation of instructional materials on pupils' participation in Social Studies class in nomadic school in north eastern Nigeria
3. To determine the effect of appropriate utilization of instructional materials by social Studies teachers on retention rate of pupils in nomadic school in north eastern Nigeria

### **Research Question**

1. To what extent does the availability of instructional materials influence pupils interest in learning Social Studies in nomadic school in north eastern Nigeria
2. What are the effects of improvisation of instructional materials on pupils' participation in Social Studies class in nomadic school in north eastern Nigeria?
3. How effective is the appropriate utilization of instructional materials by teachers on retention rate of pupils in Social Studies in nomadic school in north eastern Nigeria?

### **Hypotheses**

- H<sub>01</sub>:** Availability of instructional materials does not significantly influence pupils' interest in learning Social Studies in nomadic school in north eastern Nigeria
- H<sub>02</sub>:** Improvisation of instructional materials does not significantly influence pupils' participation in Social Studies class in nomadic school in north eastern Nigeria
- H<sub>03</sub>:** The level of utilization of instructional materials by teachers does not significantly influence the retention rate of pupils in Social Studies in nomadic school in north eastern Nigeria

### **PREVIOUS STUDIES**

#### **Instructional materials**

According to Carpinelli, Kimmel, Hirsch and OShea (2012) instructional materials can be defined as resources that organize and support instruction, such as textbooks, tasks, and supplementary resources. Instructional materials refer to the human and non-human materials and facilities that can be used to ease, encourage, improve and promote teaching and learning activities. They are whatever materials used in the process of



instruction (Adazie, 2013). Ndukwe (2015) defines Instructional materials as educational resources used to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing. According to Ndukwe (2015) any device that helps teach can be called a teaching aid. These devices can be traditional items such as blackboards and flannel boards as well as modern devices such as tablets and projectors. Scientific tools such as telescopes and microscopes could also be used as teaching aids in a given context. Two overarching common factors between most teaching aids: mediums that promote sensory engagement and stimulation. However, instructional materials are those items that assist the information aspect of teaching. These could take the form of textbooks, worksheets, 3D models, charts, info-graphics among others. Instructional materials also include assessment and testing methods. Onche (2014) argued that testing materials do not necessarily contain information, but they help the retention and learning of information, thus, they are instructional materials. Sometimes, they are a means to an end, the end being the assimilation of information.

#### **Necessity for the instructional materials in schools**

In teaching and learning environment the need for instructional materials could take many forms and basis. The following are the literatures identified needs for instructional materials in academic activities:

- i. **Conceptual knowledge requires illustration:** when concept is abstract or to be present in the absence of real sample, the instructional material could be handy to establish familiarize the students with the concept's features, contexts, engagement and experience. Instructional materials can be used to as tools to directly help students to conceive the idea present abstractly.
- ii. **Bringing learning creativity:** when learning activities involved use of videos clips, audio or screen presentation it bring the dense information in a familiar context. According to Carpinelli et al. (2012) video clips such as YouTube is now part of human culture that suitable for putting information in the context of the internet culture which can motivate or change the perception of the so-called 'boring' topics.
- iii. **Serves as source of motivation:** Instructional materials motivate students at the level of the classroom. Motivation goes hand in hand with confidence, which implies security that one *can* learn since availability of materials is a sign of access to information. Jekayinfa (2012) expressed that having access to learning information can, at the very least, influence students to learn. Relying on general information on the internet can overwhelm students due to an inherent lack of direction and potential misinformation..



- iv. **Cost effectiveness:** Carpinelli et al. (2012) argued that the cost of implementing instructional materials is not trivial. However, improved teaching efficacy and learning efficacy can significantly lower the burden of learning course content. Teachers may save time, students may require lesser effort to achieve learning goals, and primary organizational resources would be better managed (man-hours to pay for, classroom upkeep, scheduling). And even if it does cost the organization a little more, better learning would probably always be worth it.
- v. **Efficient learning evaluation technique:** Testing and assessment not only helps to confirm the learning of content but also helps improve the learning. Research has shown that being tested (the testing effect) can promote memory and conceptual understanding. Attempting worksheet exercises, quizzes, essays, etc. reinforce learning as well as create a hub for further self-motivated learning. Instructional materials would work even better if they are aligned with **brain-based learning concepts**. These concepts are a framework to design a way the brain processes information. If instructional materials hijack these processes or even reinforce them, the growth in learning would be dramatic (Chodavarapu & Digumarti, 2010).

## METHODOLOGY

This study is conducted in north eastern Nigeria, which comprises of Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe. The target population was 1153 social studies teachers across the teachers across the 324 nomadic primary schools in the six states of north-eastern part of Nigeria. The study randomly sampled 384 social studies teachers from nomadic school after determined the size through Taro Yamane formula. Thus, 64 teachers were randomly selected per state. The study used structured questionnaire named “Effect of Instructional Materials on Learning Rate of Nomadic Pupils in Social Studies” for data collection. Data were analysed using simple percentage and mean.

## RESULTS

**Research Question 1:** To what extent does the availability of instructional materials influence pupils interest in learning Social Studies in nomadic school in north eastern Nigeria

Table 1: Effect of Availability of Instructional Materials on Students Interest in Learning Social Studies Classes

S/n	Items	SA Fx(%)	A Fx(%)	D Fx (%)	SD Fx(%)	Avg	Rmk
1	Presences of teaching aid classroom is one of means of making students pay more attention toward lesson in Social Studies classes	282(73%)	60(16%)	24(6%)	18(5%)	3.58	A



2	Students attentions can be sustain throughout the lesson when teachers use instructional materials	264(69%)	54(14%)	30(8%)	36(9%)	3.42	A
3	Students show more curiosity to learn when teachers introduce concept with concrete demonstration through teaching aid	306(79%)	60(16%)	18(5%)	0(0%)	3.75	A
4	Students takes classroom lesson more serious when teacher support teaching with instructional materials	294(76%)	24(6%)	24(6%)	42(11%)	3.48	A

**Note:** SA: Strongly Agree; A: Agree; D: Disagree; SD: Strongly Disagree, Avg: Average; Rmk: Remark

The results on table 1 present the responses of sampled teachers on the effect of availability of instructional materials on pupils' interest in learning Social Studies classes. The results showed that 73% of respondent agreed that presences of teaching aid in classroom is one of means of making students pay more attention toward lesson in Social Studies (Average=3.58). Also, 69% of respondents expressed that students attentions can be sustain throughout the lesson when teachers use instructional materials in Social Studies classes (Average=3.42). More so, 80% of respondents unanimously agreed that students show more curiosity to learn when teachers introduce concept with concrete demonstration through teaching aid (Average=3.75). Likewise, 77% of respondents expressed that students takes classroom lesson more serious when teacher support teaching with instructional materials (Average =3.48).

**Research Question 2:** what are the effects of improvisation of instructional materials on pupils' participation in Social Studies class in nomadic school in north eastern Nigeria?

Table 2: Effect of Improvisation of Instructional Materials on Pupils' Participation in Social Studies Class

S/n	Items	SA Fx(%)	A Fx(%)	D Fx (%)	SD Fx(%)	Avg	Rmk
1	It becomes relatively easy for Pupils to contribution in classroom activities in Social Studies when teachers improvise learning materials using simple materials	72(19%)	300(78%)	12(3%)	0(0%)	3.16	A
2	Pupils partake more in classroom activities when instructional materials use are improvised from culturally related materials	60(16%)	240(62%)	48(12%)	36(9%)	2.84	A
3	Pupils are likely to play significant roles in classroom activities when	222(58%)	126(33%)	24(6%)	12(3%)	3.45	A



	teachers used instructional materials improvised from materials available within their locality						
4	Pupils become more active in the classroom activities whenever teachers improvised instructional material for teaching Social Studies from local materials	180(47%)	114(30%)	24(6%)	6(2%)	3.06	A

**Note:** SA: Strongly Agree; A: Agree; D: Disagree; SD: Strongly Disagree, Avg: Average; Rmk: Remark

Results on table 2 present the respective responses of sampled across the senior secondary school in Yola North local government area regarding the effect of availability of improvisation of instructional materials on students' participation in Social Studies Class. The results showed that 78% of sampled teachers strongly agreed that students contribution in classroom activities becomes relatively easy when teachers improvise learning materials from simple materials (Average=3.16). Also, 63% of respondents expressed that students partake more in classroom activities when instructional materials used are improvised from culturally related materials (Average=2.84). More so, 58% of respondents expressed that students are likely to play significant roles in classroom activities when teachers used instructional materials improvised from materials available within the locality of students (Average=3.45). Likewise, 47% of sampled Social Studies teachers express strongly that students become more active in the classroom activities whenever teachers improvised instructional material from local materials (Average=3.06).

**Research Question 3:** How effective is the appropriate utilization of instructional materials by teachers on retention rate of pupils in Social Studies in nomadic school in north eastern Nigeria?

Table 3: Effect of Appropriate Utilization of Instructional Materials by Teachers on Retention Rate of Pupils in Social Studies

S/n	Items	SA Fx(%)	A Fx(%)	D Fx (%)	SD Fx(%)	Avg	Rmk
1	Competency of teachers to select appropriate instructional materials for teaching Social Studies influence students retention rate	102(26%)	258(67%)	24(6%)	0(0%)	3.2	A
2	Teachers ability to relate instructional materials with topics in Social Studies classroom can boost	312(81%)	54(14%)	6(2%)	12(3%)	3.73	A



	the students ability to recall all activities						
<b>3</b>	Teachers ability to control classroom when using instructional materials can enhance the learners gains from teaching of Social Studies	114(30%)	234(61%)	18(5%)	18(5%)	3.16	A
<b>4</b>	Teachers efficiency in demonstrating with instructional material can influence the recalling rate of pupils in Social Studies	72(19%)	294(76%)	18(5%)	0(0%)	3.14	A

**Note:** SA: Strongly Agree; A: Agree; D: Disagree; SD: Strongly Disagree, Avg: Average; Rmk: Remark

Table 3 present the responses of teachers on the effect of appropriate utilization of instructional materials on retention rate of students in Social Studies. The results showed that 67% of respondents agreed that the competency of teachers to select appropriate instructional materials for teaching Social Studies do influence students retention rate (Average =3.20). Also, 81% of respondents expressed that teachers ability to relate instructional materials with topics in Social Studies classroom can boost the students ability to recall all activities (Average =3.73). Likewise, the classroom control by teachers when using instructional materials can enhance the students to gains from teaching and learning activities in Social Studies (Average =3.16). More so, 77% of sampled teachers expressed that the teachers efficiency in demonstrating with instructional material can influence the recalling rate of pupils in Social Studies classes (Average =3.14).

**Hypotheses**

**H<sub>01</sub>:** Availability of instructional materials does not significantly influence pupils' interest in learning Social Studies in nomadic school in north eastern Nigeria

Table 4: Chi –Square Analysis on Impact of Availability of Instructional Materials on Students Interest in Learning Social Studies in Senior Secondary Schools

Stat	Value	df	Asymp. Sig. (2-sided)
<b>Pearson Chi-Square</b>	6.122 <sup>a</sup>	1	.013
<b>Eta value</b>	0.53		
<b>N of Valid Cases</b>	384		

Table 4 presents the outcome of chi-square analysis on the on Impact of availability of instructional materials on pupils' interest in learning Social Studies in nomadic schools, in north eastern Nigeria. The table revealed a chi-square value 6.122 at degree of freedom of 1, p-value 0.013 and eta value 0.53. Thus, calculated p-value 0.013 is less than hypothesized



p-value 0.05, this implies a significant influence of availability of instructional materials on pupils' interest in learning Social Studies. Also, an eta value 0.53 suggested that about 53% of learning interest in Social Studies classes can be explained by availability of various instructional materials.

**H<sub>02</sub>:** Improvisation of instructional materials does not significantly influence pupils' participation in Social Studies class in nomadic school in north eastern Nigeria

Table 5: Chi-Square Analysis on Effect of Improvisation of Instructional Materials on Pupils Participation in Social Studies Classes in Senior Secondary School

Stat	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.086 <sup>a</sup>	1	.000
Eta value	0.391		
N of Valid Cases	384		

Result on Table 5 presents the outcome of chi-square analysis on effect of improvisation of instructional materials on students' participation in Social Studies classes in nomadic schools, in north eastern Nigeria. The table revealed a chi-square value 21.086 at degree of freedom of 1, p-value 0.000 and eta value 0.35. Since, calculated p-value 0.000 is less than hypothesized p-value 0.05, this implies a significant effect of improvisation of instructional materials on the students' participation in Social Studies subject in nomadic schools in north eastern Nigeria. More so, the eta value 0.391 revealed on the table suggested that about 39.1% of pupils participation in Social Studies classes in nomadic schools can be attributed to various improvisation of instructional materials by the teachers.

**H<sub>03</sub>:** The level of utilization of instructional materials by teachers does not significantly influence the retention rate of pupils in Social Studies in nomadic school in north eastern Nigeria

Table 6: Chi-Square Analysis on Effect of Utilisation of Instructional Materials on Retention Rate of Pupils in Social Studies in Senior Secondary Schools

Stat	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.561 <sup>a</sup>	1	.011
Eta value	0.461		
N of Valid Cases	384		

Table 6 presents the outcome of chi-square analysis on effect of utilisation of instructional materials on retention rate of pupils in Social Studies in nomadic school in north eastern Nigeria. The table revealed a chi-square value 7.561 at degree of freedom of 1, p-value 0.011



and eta value 0.461. Thus, calculated p-value 0.011 is less than hypothesized p-value 0.05, this implies a significant influence of utilization of instructional materials on pupils' retention rate in Social Studies in nomadic schools in north eastern Nigeria. Also, an eta value 0.461 suggested that about 46.1% of students' retention rate can be attributed to competency of teachers to use instructional materials while teaching Social Studies.

### **Discussion**

Availability of instructional materials influences pupils' interest in learning Social Studies in nomadic school in north eastern Nigeria. Specifically, when instructional material is available students are likely to pay more attention toward lesson. Likewise, sustaining students' attention which is always being an issue for most teachers could be achieved through uses of instructional materials. This agrees with the submission made by Aditya (2018) and Chodavarapu and Digumarti (2010) they argued that students show more curiosity to learn when teachers introduce concept with concrete demonstration through teaching aid or instructional materials. The finding by Abdelraheem and Al-Rabani (2013) established that through availability of instructional materials learners take classroom lesson more serious. Earlier finding by Usman (2016) established a strong relationship between availability of instructional materials and pupils attention in classroom activities. Also, the findings from this study showed that the teachers ability to improvise instructional materials significantly influence students participation in classroom activities. The finding showed that students contribution in classroom activities become easier due to teachers ability to improvise instructional materials. This concurs with the finding by Abiona (2016) that improvisation of instructional materials significantly influenced students participation in science subjects. Also, the finding from earlier study by Blazar (2016) reaffirmed that improvised culturally related instructional materials significantly influence learners' participation. Thus, whenever, materials from students background are being used for improvisation of instructional materials, the familiarity of students with such materials make them become more interest and participatory. Subject like Social Studies has history related to the background of citizen. The instructional materials for teaching should be something familiar to by students. Findings from studies by **Onche (2014)** and Usman (2016) established that students show more commitment and participation in classroom activities when improvised instructional materials from materials sourced within the locality of students. This shows that when instructional materials are being improvised from familiar materials the feelings from nomadic pupils toward such instructional materials will not be strange.

The findings from this study showed that teachers utilisation of instructional materials strongly influence retention rate of pupils in Social Studies. The study showed that through appropriate utilization of instructional materials, study gain more retention capability. This finding conforms to that by Abdelraheem and Al-Rabani (2013) which



reiterated that competency of teachers in selecting the appropriate instructional materials for teaching Social Studies influence pupils retention rate. Also, the findings through the studies by Aditya (2018) and Blazar (2016) established that teachers' ability to relate instructional materials with topics in Social Studies classroom can boost the learners' ability to recall all activities. This implies that using instructional materials to link the background of the students with classwork can boost the recalling of learners. The current study reiterated that teachers cannot be rated best in utilization of instructional materials expects when show smartness in managing classroom during lesson.

### **Conclusion**

The importance of instructional materials toward nomadic pupils learning rate has been demonstrated in this study. This study through its findings has shown that availability of instructional materials influence pupils interest in classroom activities. Instructional materials serve as motivator with positive effect on learners' interest. Also, this study has shown that teachers ability to improvise instructional materials can gives room for relating the background of the learners to classroom activities. Likewise, the current study has demonstrated that teachers need utilization competency for instructional materials to play significant meaning in learning Social Studies.

### **RECOMMENDATIONS**

In line with the findings and conclusion from this study the following are the recommendations:

1. Ministries of education in the six states in north eastern Nigeria should ensure the provision of necessary instructional materials in nomadic schools to raise the learning interest among nomadic pupils
2. There should be consistent effort to train Social Studies teachers on how to use local and historical resources within the learning environment to improvise instructional materials
3. Social Studies teachers in nomadic schools in north eastern Nigeria, should be trained on how to utilize instructional materials for effective learners retention and overall performance

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