

Social Studies Instructional Materials In Junior High Schools In Komenda-Edina-Eguafo-Abirem Municipality, Ghana: Implications For Curriculum Implementation

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Abstract:- *The purpose of this study was to investigate the availability, adequacy and the use of instructional materials for teaching and learning social studies in junior high schools in Komenda-Edina-Eguafo-Abirem (KEEA) municipality of the Central Region of Ghana. The study adopted the descriptive survey research design and out of a population of 60 social studies teachers, 40 of them were randomly selected as the respondents. A questionnaire was used to gather data from the respondents. The data were processed using SPSS and analysed using frequency and percentages. Major findings of the study revealed that all junior high schools in KEEA municipality had instructional materials for teaching and learning social studies but were not adequate for effective teaching and learning. Social studies teachers in the schools however tried to frequently and effectively make use of the available materials in the teaching and learning process. It was therefore concluded that lack of instructional materials for teaching and learning social studies in junior high schools in KEEA municipality could negatively affect the smooth implementation of the social studies curriculum in junior high schools in the municipality. Based on the findings of the study some recommendations which could help promote teaching and learning of social studies in junior high schools in KEEA municipality were made.*

Keywords:- *Social studies, instructional materials, curriculum implementation*

Introduction

Instructional materials are resources for effective teaching and learning by teachers and learners and these bring life to learning as they stimulate students to learn. Instructional materials are physical materials necessary for effective teaching and learning (Akuamoah, Obeng-Ampadu, Asamoah, Baffoe-Bonnie, Prah, 2004). Instructional materials can be grouped under audio, visual or audio-visual. Audio instructional materials include radios sets and tape-recorders. Examples of visual instructional materials are textbooks, workbooks, maps, atlases newspapers, journals, magazines, globes, chalk/marker boards and pictures while audio-visual instructional materials also include television, projectors and computers. The use of instructional materials in classrooms has the potential of helping teachers to explain new concepts clearly for a better understanding of the contents being taught (Tuimur & Chemwei, 2015, p. 224). Zyl (2012) also asserts that learning materials

are objects in the learning environment that supplement or facilitate understanding of the learner. Onasanya (2004) is of the view that instructional materials are teaching aids used by teachers to further illustrate and clarify teaching hypotheses or theories. Typically, instructional materials are the physical means which are used to send messages to learners thereby stimulating teaching and learning (Briggs, 1970). Briggs further opines that instructional materials encompass all the materials and physical means teachers use to implement the curriculum, thus facilitating learners performance as far as the stipulated instructional objectives are a concern. In teaching and learning, instructional materials are used by teachers to effectively achieve the instructional objectives for the content (Tuimur & Chemwei, 2015). In social studies education, instructional materials are crucial elements for effective teaching and learning as recommended in the 2010 junior high school social

studies curriculum in Ghana. In essence, the social studies curriculum cannot be effectively implemented without the use of instructional materials. Instructional materials used in teaching and learning social studies include textbooks, newspapers, magazines, newsletters, handouts, graphs, charts and slides. Others are maps, globes, atlases and flashcards and chalk/marker boards. The rest are radios sets, television sets, computers, projectors, pictures and real objects.

A report by the National Council for Social Studies (2015) stresses that social studies instructional materials are very essential for effective teaching and learning because they enable social studies teachers and learners to deviate from an overemphasis on rote learning or recitation which often dominate the instructional process. Arko and Kporyi (2018) argue that no expressive teaching and learning can be effective without adequate instructional materials. Arko and Kporyi further assert that for a smooth implementation of the social studies curriculum, educational authorities need to supply sufficient and relevant instructional materials to boost teachers and students' zeal to engage themselves in teaching and learning methods such as activity, role play and discussion during the curriculum implementation process.

Relevantly, after a curriculum is planned or designed, the next step is its implementation hence, the need for teachers to use relevant, appropriate instructional materials for teaching and learning. Classroom teachers' competence in working hand-in-hand with students to bring together various components of the social studies curriculum as the last stage of the curriculum implementation ensures the behavioural change in learners (Abubakar, 2009). Therefore, there is the need for teachers, who mostly operate at the last stage of curriculum implementation to adopt and use relevant social studies instructional materials during instructional process.

It is important however that teachers should be conversant with instructional materials to be used to implement the social studies curriculum. This is because, during the curriculum implementation

process, teachers are expected to select a variety of materials which appeal to other senses apart from that of hearing or sight. The findings of Tuimur and Chemwei (2015) on the availability and use of instructional resources for teaching conflict and conflict resolution in Nandi-North district, Kenya revealed that many primary school social studies teachers did not attend in-service courses to initiate them into ways to teach emerging problems like conflict and conflict resolution. Akubue (2010) also emphasises that very few instructional materials are available for teaching and learning social studies in schools and this corroborates the findings of Amadioha, (2018), Okobia (2011) that instructional materials and resources available in Benin City are grossly inadequate.

The Ghana Education Service is expected to make available sufficient instructional materials for schools in Ghana for the smooth implementation of the social studies curriculum. It is important to note however that no major studies have been conducted to ascertain whether junior high schools in KEEA municipality have sufficient and relevant instructional materials for teaching and learning social studies. This study, therefore, strives to ascertain the availability, adequacy and use of available instructional materials for teaching and learning social studies in KEEA municipality.

Purpose of the Study

The general purpose of this study was to investigate the availability, adequacy and frequency of the use of instructional materials in teaching and learning social studies in junior high schools in KEEA municipality of the central region of Ghana. Specific objectives of the study were to:

- Find out instructional materials available for teaching and learning social studies.
- Assess whether instructional materials available for teaching and learning social studies were sufficient.
- Investigate how often social studies teachers use the available instructional materials during teaching and learning.

Research Questions

1. What instructional materials are available for teaching and learning social studies?
2. Are available instructional materials for teaching and learning social studies sufficient?
3. How frequently do social studies teachers use the available instructional materials in teaching and learning?

Significance of the Study

- The findings and recommendations of this study would be beneficial to curriculum developers, educationists, and policymakers for decision making and policy formulation for social studies curriculum implementation in Ghana.
- The findings and recommendations of the study would also be useful to headmasters of junior high schools as it would motivate them in their supervisory roles to ensure that their social studies teachers use instructional materials when teaching.
- Finally, the study would help social studies teachers to appreciate the need to use instructional materials for effective teaching and learning.

Delimitations

- The study was delineated to the availability, efficiency and adequacy of instructional materials for teaching and learning social studies
- The study was again delimited to only junior high school teachers in KEEA municipality in the central region of Ghana.

Methodology

Research Methods

The study adopted a descriptive survey design rooted in the quantitative paradigm. The design was adopted for the study to describe the availability, adequacy and prevalence and the use of available instructional materials for teaching and learning social studies. The descriptive design is appropriate for assessing the opinions or views of respondents objectively without the influence of the researcher

(Cohen, Manion, & Morison, 2007). The descriptive survey design was therefore used to describe the views of the respondents on the availability, adequacy and use of the available instructional materials for teaching and learning social studies in the municipality.

Population, Sample and Sampling Procedures

The population for the study was 60 junior high school social studies teachers in KEEA municipality but the sample size for the study was 40. The simple random sampling technique was used to select the respondents. Specifically, the lottery method was used to sample the respondents randomly to avoid biases thereby increasing the chances of each social studies teacher representing the entire population.

Instrumentation

A structured questionnaire was used for the data collection. The questionnaire was made up of close-ended items based on the objectives of the study and was divided into three sections. The first section requested for information on the availability of instructional materials for teaching and learning social studies in the various junior high schools of respondents. The second section was on the adequacy of the available instructional materials in the schools while the third section demanded respondents to give information on the frequency of the use of the available instructional materials.

Validity and Reliability

To ensure the validity of the questionnaire it was structured per the objectives of the study and the research questions. Colleague researchers assessed the content of the questionnaire and made suggestions to ensure that it would elicit the needed responses. For reliability, the questionnaire was pilot-tested in the Cape Coast metropolis which had similar characteristics as the main study area after which it was further revised.

Data Collection and Analysis Procedures

Data were personally collected by the researchers from the respondents after adhering to all ethical considerations required for educational research. Permission was sought from the appropriate

authorities before the data collection. Respondents were briefed on the importance of the study and were also assured of their anonymity. All the administered questionnaire were completed and collected with a 100% return rate. The collected data were descriptively analysed using simple percentages and frequency counts.

Results and Discussions

The results of the study are based on the research questions that guided the study.

Table 1: Availability of Instructional Materials for Teaching and Learning Social Studies

| Variable | Responses | |
|--------------------------------|-----------|-----------|
| | Yes | No |
| Text books | 25(62.5) | 15(37.5) |
| Work books | 2(5.0) | 38(95.0) |
| Maps and atlases | 34(85.0) | 6(15.0) |
| Models | 5(12.5) | 35(87.5) |
| Functional tape-recorders | 2(5.0) | 38(95.0) |
| News bulletins and posters | 8(20.0) | 32(80.0) |
| Newspapers and magazines | 8(20.0) | 32(80.0) |
| Display boards | 1(2.5) | 29(72.5) |
| Globes | 12(30.0) | 28(70.0) |
| Graphs and charts | 15(37.5) | 25(62.5) |
| Functional radio sets | 4(10.0) | 36(90.0) |
| Functional television sets | 5(12.5) | 35(87.5) |
| Functional computers | 1(30.0) | 28(70.0) |
| Functional video recorders | 2(5.0) | 38(95.0) |
| Functional overhead projectors | 0(0.0) | 40(100.0) |
| Marker boards | 30(75.0) | 10(25.0) |
| Pictures | 25(62.5) | 15(37.5) |

Source: Field survey, 2019, *Percentages in parenthesis

It can be observed from Table 1 that most of the respondents disagreed that they had a lot of instructional materials for teaching and learning social studies. For instance, 95.0% of them disclosed that they had no workbooks, functional tape recorders and video recorders. Also, 87.5% of them said that they neither had models nor functional television sets. Again, 80.0% of them revealed that their schools did not have news bulletins and posters neither did they have newspapers or magazines. It can also be seen from Table 1 that 70.0% of the respondents indicated that

Research Question 1:

What instructional materials are available for teaching and learning social studies?

This research question was aimed at finding out from respondents the instructional materials available for teaching and learning social studies in their schools. The results are presented in Table 1.

they had no globes in their schools while 62.5 % stated that they had no graphs and charts. Again, 90.0% of them complained that they did not have functional radio sets while 70.0% said they had no computers. Furthermore, all the respondents (100.0%) reported that they had no projectors in their schools. It is however evident from Table I that 62.5.0 % of the respondents confirmed that they had textbooks while 85.0 % also reiterated that they had maps and atlases. Also, 75.0% of them said that they had marker boards while 62.0% said they had pictures.

Research Question 2:

Are available instructional materials sufficient for teaching and learning Social studies?

This research question requested respondents to indicate whether the instructional materials

available in their schools were adequate for teaching and learning social studies. The results are contained in Table 2.

Table 2: Sufficiency of Instructional Materials for Teaching and Learning Social Studies

| Variable | Responses | |
|--------------------------------|-----------|----------|
| | Yes | No |
| Text books | 2(5.0) | 38(95.0) |
| Work books | 2(5.0) | 38(95.5) |
| Maps and atlases | 14(35.0) | 26(65.0) |
| Models | 2(2.5) | 39(97.5) |
| Functional tapes-recorders | 1(2.5) | 39(97.5) |
| News bulletins and posters | 3(7.5) | 35(92.5) |
| Newspapers and magazines | 2(5.0) | 38(95.0) |
| Display boards | 2(5.0) | 38(95.0) |
| Globes | 2(5.0) | 38(95.0) |
| Graphs and charts | 1(2.5) | 39(97.5) |
| Functional radio sets | 1(2.5) | 39(97.5) |
| Functional television sets | 3(7.5) | 37(92.5) |
| Functional computers | 2(5.0) | 38(95.0) |
| Functional video recorders | 1(2.5) | 39(97.5) |
| Functional overhead projectors | - | - |
| Markerboards | 39(97.5) | 1(32.5) |
| Pictures | 5(12.5) | 35(87.5) |

Source: Field survey, 2019, *Percentages in parenthesis

The result presented in Table 2 clearly shows that many of the respondents revealed that the few instructional materials that they had were not adequate for effective teaching and learning social studies. For instance, 97.5% of them said they did not have adequate functional tape recorders, radio sets and video recorders neither did they have enough models, graphs and charts. Also, 95.0% of the respondents indicated that they did not have adequate social studies textbooks, workbooks, newspapers, magazines, display boards, globes and functional computers. Furthermore, 65.0% of the respondents specified that they had insufficient maps and atlases while 92.0% of them reiterated that they had news few bulletins, posters and

functional television sets. Finally, 87.5.0% of them stated that they did not have enough pictures however 97.5% of them agreed that they had enough marker boards.

Research Question 3:

How frequently do social studies teachers use instructional materials during teaching and learning?

The purpose of this research question was to enquire from respondents how often they made use of the available instructional materials in teaching and learning social studies in their schools. The results are seen in Table 3.

Table 3: Frequency of use of Available Instructional Materials in Teaching and Learning Social Studies

| Variable | Responses | | | |
|--------------------------------|-----------------|------------|----------------|-----------------|
| | Very Frequently | Frequently | Not Frequently | Not used at all |
| Text books | 38(95.0) | 2(5.0) | - | - |
| Work books | 38(95.0) | 2(5.0) | - | - |
| Maps and atlases | 40(100.0) | - | - | - |
| Models | 35(87.5) | 4(10.0) | 1(2.5) | - |
| Functional radio tapes | 35(87.5) | 5(12.5) | - | - |
| News bulletins and posters | 34(87.5) | 4(10.0) | 2(5.0) | - |
| Newspapers and magazines | 32(80.0) | 5(12.5) | 3(7.5) | - |
| Display boards | 32(80.0) | 3(7.5) | 5(12.5) | - |
| Globes | 28(70.0) | 6(15.0) | 6(15.0) | - |
| Graphs and charts | 32(80.0) | 4(10.0) | 4(10.0) | - |
| Functional radio sets | 38(95.0) | 2(5.0) | - | - |
| Functional television sets | 38(95.0) | 1(2.5) | 1(2.5) | - |
| Functional computers | 31(77.5) | 2(5.0) | 7(17.5) | - |
| Functional video recorders | 38(95.0) | - | 2(5.0) | - |
| Functional overhead projectors | - | - | - | - |
| Marker boards | 5(12.5) | 19(47.5) | 12(30.0) | 4(10.0) |
| Pictures | 22(55.0) | 5(12.5) | 11(27.5) | 2(5.0) |

Source: Field survey, 2019, *Percentages in parenthesis

It is evident from Table 3 that many of the respondents reiterated that they very often made use of the available instructional materials in their schools for teaching and learning social studies. For instance, 95.0% of them said that they frequently made use of the available textbooks, workbooks, radio sets and video recorders while 87.5% of them indicated that they very often made use of workbooks, models, functional radio tapes, as well as news bulletins and posters. Also, 80% of them revealed that they very often used of the available newspapers, display boards magazines as well as graphs and charts while 77.5% of them said that they frequently made use of the available computers. Table 3 again shows however that very few, 45.0%, 22.5% and 12.5% of the respondents reported that they very frequently made use of the available textbooks, maps and atlases and marker boards respectively. Finally, very few 12.5%, 10.0% and 5.0% of the respondents revealed that they never

made use of the available textbooks, marker boards and pictures respectively.

Discussion

It is evident from Tables 1, 2 and 3 that junior high schools in KEEA municipality did not have the needed instructional materials for teaching and learning social studies. Instructional materials are used by teachers to aid explanations to concepts and therefore make teaching and learning meaningful. Such materials, therefore, enhances students a clear understanding of lessons as explain by Isola (2010) that instructional materials are devices that assist teachers to present lessons logically and sequentially to enhance good understanding of concepts. Agina-Obu (2005) also reveals that instructional materials of all kinds appeal to the sense organs during teaching and learning. Learners interact with instructional materials and such interactions may entail learners manipulating them to achieve the instructional objectives and this

confirms the belief of Ibeneme (2000) that teaching aids are important for practice and demonstration in the class situation by students and teachers. Teaching and learning materials make learning situations as real as possible and give first-hand knowledge through the organs of hearing and seeing and they can be used to make the learning experience more concrete, effective, realistic and dynamic. Absence of Instructional materials therefore results in abstract teaching and learning. Lack of instructional materials according to Akuamoah et al. (2004) impairs the progress of curriculum implementation.

Inadequate visual instructional materials such as news bulletins, educational journal or charts could negatively affect social studies teachers' readiness to effectively implement the social studies curriculum and this could have a lasting negative effect on the development of the learners' motor skills. This agrees with the view of Kochhar (2012) that appropriate audio, visual and audio-visual aids should be used by teachers during teaching and learning to improve the quality of teaching and learning activities since instructional materials are very significant learning and teaching tools. As far as social studies education is concerned, instructional materials needed for teaching contents such as current affairs, news and global issues must be made available to teachers and students (National Council for Social studies, 2015). This agrees with the study of Arko and Kporyi (2018) which reveal that availability and use of instructional materials promote effective teacher instructional competence and it also corroborates the assertion of Jekayinfa (2012) instructional materials make learning concrete and real. Social studies is an amalgamated subject that encompasses social phenomenon and interaction under one umbrella. Unavailability of social studies instructional materials in teaching and learning process could lead to a decline in effective instruction and behavioural changes in learners. It is, therefore, necessary for an effective supply of social studies instructional materials such as globes and functional radio sets for effective instruction.

Danielson (2013) emphasises that an effective teacher becomes ineffective when there are inadequate instructional materials to be used in teaching and learning activities. Inadequate teaching and learning materials, therefore, decreases students' chances of higher-order learning and reasoning (Danielson, 2013). The availability, adequacy and use of instructional materials is the sole teacher professional practice to ensuring smooth teaching and learning Danielson (as cited in Kporyi, 2019).

Lack of the instructional materials could decrease teachers' display of pedagogical skills in the classroom and this confirms the view by Ikerionwu (2000) that instructional materials are devices that assist teachers to present lessons to learners logically. Instructional materials are recommended by Harris and Goodall (2007) as having the ability to increase students' will to learn new concepts and a push to read current issues happening in their environment and therefore insufficiency of such materials affects teaching and learning. Instructional materials develop a continuity of thought and this is especially true of motion pictures, as they provide experiences that contribute to effective teaching and learning. Therefore, the use of instructional materials in the teaching and learning process exposes learners to primary experiences and this enriches their learning. It is necessary therefore that teachers make use of audio, visual and audio-visual materials in their social studies lessons so that students can learn based on their diverse learning abilities.

Major Findings

- Junior high schools in KEEA municipality had instructional materials for teaching and learning social studies.
- Instructional materials available for teaching and learning social studies in junior high schools in KEEA municipality were not adequate for effective teaching and learning.
- Although instructional materials for teaching and learning social studies in junior high schools in KEEA municipality were not adequate the teachers frequently and

effectively made use of what was available in the teaching and learning process.

Conclusion

Based on the findings of the study it is concluded that the inadequacy of the social studies instructional materials in junior high schools in the KEEA could negatively affect the smooth implementation of the social studies curriculum in junior high schools in the municipality.

Recommendations

- Ghana Education Service should make sure that relevant instructional materials for teaching and learning social studies are supplied to all junior high schools in KEEA municipality.
- Ghana Education Service should ensure that instructional materials for teaching and learning social studies in all junior high schools in KEEA municipality are sufficient to facilitate the smooth implementation of the social studies curriculum.
- Ghana Education Service must equip social studies teachers with the requisite knowledge and skills and also finance schools on the preparation of improvised instructional materials that could be used in the teaching and learning process whenever the need arises to ensure that instructional materials are always available for easier, practical, appealing and enjoyable teaching and learning.
- Teachers should search for the necessary instructional materials that can appeal to the senses of learners and arouse their interest to enhance their active participation in the teaching and learning process.

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