



## Relevance of Instructional Materials in Teaching and Learning of Geography in Katsina State's Public and Private Schools

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### ABSTRACT

*The study assessed the relevance of instructional materials in the teaching and learning of Geography as a school subject in two selected public and two private secondary schools in Funtua Local Government Area of Katsina State, Nigeria. The paper will also assess whether the use of instructional materials in teaching and learning of Geography affect students' performance in the study area. Two sets of 256 questionnaires were purposely administered to Teachers and students. A set for 16 teachers and another set for 240 Geography students in the study area. The study shows that there is a close relationship between the arousal of students' interest in learning Geography and subsequently students' academic performance in the subject. Majority of the Geography teachers (57.50%) always make use of instructional materials in their lesson. Over 90% of the students believe that students' interest in Geography is aroused as their teachers make use of instructional materials in teaching. It was also observed that there is a dread of modern instructional materials in the study area. Part of the recommendations is to make available modern instructional materials to enhance effective learning and teaching of Geography. There is also the need to regularly organize workshops, conferences and seminars for Geography teachers in both private and public secondary schools to achieve adequate and effective usage of modern instructional materials in the teaching and learning of Geography.*

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### INTRODUCTION

For learning to take place the relevance of instructional materials cannot be over emphasized. Fatubari (2001) says to be able to teach a subject effectively and efficiently there is the need to use teaching aids because teaching aids help to develop knowledge of basic concepts, trends and pattern of generalization in a subject being studied.

Balogun (1992), Adeyanju (2003) are of the opinion that for these to be effective in geography education programme, there must be the use of teaching or instructional materials. The use of instructional materials in the teaching and learning is indispensable for students of Geography to develop the necessary skills in geography; the teachers of Geography have to make use of teaching aids. Balogun went further to specify the reasons for teaching



aids in geography as teaching or instructional materials will help geography students to develop interest in geography, teaching aids will also help to develop functional knowledge and good manipulative skills in Geography and learners will develop geography skills and problem solving in Geography.

Ike, 1997 is of the opinion that instructional materials are an important part of the teaching and learning environment. Instructional materials according to Dopemu, (1998) and Abdullahi (2013) are the materials used by instructors to communicate with pupils, students and participants to help them in facilitating learning. Instructional materials are considered as a major facilitator of learning effectively by the instructor. Schran, (2000) defines instructional materials as materials carrying information to educate students, as students learn more by listening, seeing and participating in the learning process.

According to Anikweze (1999) says, for effective learning of geography to be realized in Nigerian schools, geography teachers in tertiary institutions must take up the challenge of effectively using instructional materials in their lessons so as to produce the best students of Geography who will impact knowledge on the future generation.

The instructional materials often used in the teaching and learning of Geography include visual aids like Atlases, Chalk or marker board, charts, graphic materials, globe, rock samples, soil samples. While audio visual aids are computers, film projectors, tape recorder, video, and printer materials like conference papers, journals, magazines, textbooks and workshops (Maureen 2004, Wikipedia encyclopedia). Instructional materials make students to be more attentive and generate interest in the subject (Aboderin, 2008).

Fatubrain (2016) further buttress that, the use of instructional materials in

Nigeria is as old as when Western Education was introduced in the country. These skills contributed to geography education as geography students are prepared to taken up a future career in Geography.

Fatubrarin, 2016 says to effectively and efficiently teach a subject the use of teaching aid is a must so as to enable students understand the basic concepts and trends in the subject. Maccido, (2016) understood that Students' academic performance is greatly dependent on teachers effective teaching (Schacter and Thum 2004, Adedawura and Tayo 2007, and Adu and Olatundun 2007).

Geography as a school subject cannot be taught and learnt effectively without the use of instructional materials whether audios or visual (Bako 1994, Adebisi, 2005, Aboderin 2008, Abdullahi 2013). However, the teaching and learning of Geography has been facing a lot of challenges ranging from the lack of competent Geography teachers, lack of relevant instructional materials to the inability of most Geography teachers to effectively cover the entire syllabus before exams (Ibid).

### **Objective of the Study**

The objective of the research is to assess the relevance of the usage of instructional materials in the teaching and learning of geography in two private and two public secondary schools in Funtua Local Government Area of Katsina State.

### **Research Questions**

The paper answered the following research questions:

1. To what extent do Geography teachers use instructional materials for teaching and learning of Geography in the selected private and government secondary schools in Katsina State?
2. Is there any influence usage of instructional materials make on the



performance of students in Geography in the study area?

#### METHODOLOGY.

The sample population of this research work comprises of Teachers and Students from the selected Secondary Schools in Funtua Local Government Area of Katsina State. Two sets of questionnaires were administered; Questionnaire 'A' for Teachers and Questionnaire 'B' for Students. Therefore, a total of 240 questionnaires were administered at random to Geography students in the schools, i.e. 60 per school. For the teachers, 16 questionnaires were administered that is, 4 per school. The data collected was analyzed using percentages and presented in frequency tables focusing on the socio-demographic characteristics of respondents and the research questions.

The area of the study is Katsina State which is situated in the North West

Geopolitical zone of Nigeria, and it used to be part of Kaduna State until 23<sup>rd</sup> September, 1987. It is bounded in the East by Kano State, in the West by Sokoto State, in the North by Niger Republic and in the South by Kaduna State. It has 34 Local Government Areas and Funtua is one of the Local Government Areas. The population is projected from 5,792,589 to 6,740,500 people with total land area of 142km<sup>2</sup> (55sq.ml). It is located on latitude 12° 59'N and longitude 7° 36'E. The state has numerous institutions, universities, secondary schools, federal and state establishments. It is from these institutions that the researchers selected the secondary schools.

#### RESULTS

The distribution of Geography Teachers according to their schools is reflected in Table 1 below:

**Table 1:** The Distribution of Geography Teachers by their Schools.

Schools	Frequency Number of Teachers	Percentages
Government Girls Day Secondary Schools	4	25.00
Government College Funtua	4	25.00
Hauwa Community College	4	25.00
Ideal International College	4	25.00
<b>Total</b>	<b>16</b>	<b>100%</b>

Source: Field Survey, 2019

Table 1 show that each of the schools has twelve (12) teachers, in which is 25% handle each class with three arms (SSS I, II and III). It can be said that the schools have sufficient Geography teachers. The

situation is in consonant with Farrant (2004) who stated for any effective learning to take place in any institution of learning there must be adequate and competent teachers.

**Table 2:** The Socio-Demographic Characteristics of Teachers

Teaching experience	Number of respondents frequency	Percentages
1-3years	4	25.00
4-6yerars	7	43.75
7-9years	4	25.00
10years and above	1	6.25



Teaching experience	Number of respondents frequency	Percentages
Total	16	100%
Teachers qualification	Number of respondents frequency	Percentages
N.C.E	4	25.00
B.A, B.ED, B.SC, B.SC (ED)	11	68.75
M.A, M.SC, M.SC(ED)	1	6.25
Ph.D	0	0.00
Others	0	0.00
<b>Total</b>	<b>16</b>	<b>100%</b>

Source: Field survey 2019.

Table 2 shows that 25.0% of the Teachers have either spent between one to three years or seven to nine years respectively and the least 6.25% have spent 10 years and above, while most of the teachers 43.75% have spent four to six years in service.

On the teachers' qualification, 25.00% have their National Certificate in

Education (NCE). Most of the teachers 68.75% in the schools have either B.A, B.ED, B.SC (Ed), while the least 6.25% have Master's Degree.

**Teachers' usage of teaching aids for Geography lesson.**

Table 3 shows the responses of Teachers in percentages on whether they make use of teaching aids or not.

**Table 3:** Whether teachers use teaching aids in Geography lesson.

Responses	Number of respondents frequency	Percentages
Yes	16	100
No	0	0
<b>Total</b>	<b>16</b>	<b>100%</b>

Source: Fields Survey, 2019.

All the teachers from the four selected schools reveals that, they make use of teaching aid in the teaching of Geography. This view can be explained that, it is probably because the usage of instructional materials in teaching makes learning easy. This is the same view held by Msheliza (2000) who believed that instructional materials promotes learning on the part of the students as the teachers

express themselves easily for the students to understand their lesson.

**The types of teaching aids used by the teachers.**

Table 4 below shows the types of teaching aids utilized by Geography teachers in the study area. They range from Atlas, Globes, and Maps to Models.

**Table 4:** The Types of Teaching Aids utilized by the Teachers.

Teaching aids	Number of respondents	Percentages
Atlas	7	43.75
Globes	2	12.50
Maps	4	25.00



Teaching aids	Number of respondents	Percentages
Models	1	6.25
All of the above	2	12.50
<b>Total</b>	<b>16</b>	<b>100%</b>

Source: Field Survey, 2019.

43.75% of the teachers opined that they make use of Atlas when teaching Geography, while 12.50% utilized Globes when teaching, 25.00% make use of maps, 6.25% use models and 12.50% make use of Atlas, Globes, Maps and Models. This therefore means that most of the teachers 43.75% use Atlas in their teaching as teaching aids, while the least teaching aid made use of is models with 6.25% in the selected schools. This therefore means that the teachers in the selected schools in the study area have made use of instructional materials in the teaching and learning of Geography to a very large extent as evidenced from the aids utilised. This is in agreement with the view of Msheliza (2000) who said that the improvisation of

instructional materials, should be made use of teaching for better understanding of what is being taught at all levels of education whether Nursery, Primary, Secondary or Tertiary (Farrant 2004, Kabiru,2008). Adebisi (2004) is of the view that the use of instructional materials is very important because they provide easy interaction and discussion between teachers and learners which bring about understanding of the topic being taught.

**The Broad Classification of the Instructional Aids utilized by the Teachers.**

Table 5 shows the broad classification of the instructional materials utilized in the teaching of Geography in the study area.

**Table 5:** The Broad Classification of the Instructional Materials utilized in the Study Area.

Types of instructional materials	Number of respondents	Percentages
Audio	0	0.00
Visual	16	100.00
Audio-visual	0	0.00
All of the above	0	0.00
Others	0	0.00
<b>Total</b>	<b>16</b>	<b>100.00</b>

Source: Field Survey, 2019.

Table 5 shows that 100% of the Teachers only make use of visual types of instructional materials in the teaching and learning of Geography in the study area. This finding is in agreement with Ikerionwu (2000) who says instructional materials are devices that help to portray graphic representation that help the Teacher to illustrate what is being taught to the

learners and encourage learning to take place.

**Analysis of Questionnaire for Students.**

Table 6 below shows the distribution of the sexes students of Geography in the selected schools in the study area.



**Table 6:** Distribution of Students by Sex

Sex	Number of Respondents	Percentages
Female	108	45.00
Male	132	55.00
<b>Total</b>	<b>240</b>	<b>100.00</b>

Source: Field Survey, 2019.

Table 6 above shows that 45% of the respondents are female students while 55% are males, it is obvious that majority of

the students in the selected schools are males.

**Table 7:** The Age Distribution of the Students.

Age	Number of respondents	Percentages
14-16years	84	35.00
17-19years	90	37.50
20-22years	66	27.50
Above	0	0.00
<b>Total</b>	<b>240</b>	<b>100.00</b>

Source: Field Survey, 2019.

Table 7 shows that the ages of the respondent's ranges from 14years to 22years. The highest which is 37.50% ranges from 17 to 19years; this is followed by 35.00% which is 14years to 16years. The

lowest percentage of the age range is 20years to 22years and this is 27.50%. The frequency of the usage of instructional materials by the Geography teachers in the study area. The responses are shown in table 8 below.

**Table 8:** The Adequate use of Instructional Materials to the Geography Teachers.

Adequacy of usage of instructional materials	Number of respondents	Percentages
Always	138	57.50
Sometimes	102	42.50
Never	0	0.00
<b>Total</b>	<b>240</b>	<b>100.00</b>

Source: Field survey, 2019.

Table 8 shows that majority of the students have agreed that their teachers always make use of instructional materials during the lesson, 42.50% opined that their teachers at times use instructional materials while none responded that teachers never use instructional materials. It therefore means that all students agree that teachers

make use of instructional materials in teaching Geography. Adebisi (2004) is in consonant with the above view of the regular usage of instructional materials. He said the regular usage in Geography lesson makes teaching and learning easy, more effective and clearer understanding.



### Students' interest

**Table 9:** Students Interest in Geography when using instructional materials

Whether interested or not	Number of respondents	Percentages
Yes	222	92.50
No	18	7.50
<b>Total</b>	<b>240</b>	<b>100.00</b>

Source: Field Survey, 2019.

Table 9 above shows that 92.50% of the students believe that their interest in the subject is aroused to learn when their Geography teachers make use of instructional materials in teaching.

However, 7.50% believes that their interest in learning Geography is not aroused even when their teachers utilized instructional materials in the course of teaching.

### The Types of Instructional Materials utilized by Geography Teachers

**Table 10:** The types of Instructional Materials utilized by Geography Teachers in the Selected Schools.

Instructional materials	Number of respondents	Percentages
Atlas	180	75.00
Globe	30	12.50
Maps	12	5.00
Models	6	2.50
All of the above	12	5.00
<b>Total</b>	<b>240</b>	<b>100.00</b>

Source: Field Survey, 2019.

Table 10 above revealed that 75.00% of the Geography students indicated that their Geography teachers make use of Atlas as instructional materials. 12.50% indicated that their teachers use Globe, 5.00% indicated the use Maps, 2.50% responded that their teacher use Models and 5.00% are of the view that Atlases, Globes, Maps and Models are being used by their teachers. Therefore, it can be concluded that Atlas is the most commonly use instructional materials among the Geography teachers in the selected schools.

### CONCLUSION

Instructional materials are major pre-requisite for the effective learning and teaching of Geography. Hence, they are

very relevant for proper understanding and good performance of Geography students. Teachers make use of instructional materials like Atlases, Globes and Maps to identify places on earth and improve students' academic performances. However, it was observed that there is a dearth of instructional materials in most of the schools visited.

### RECOMMENDATIONS

The following are the recommendations made based on the findings of study:

1. There is the need for the Katsina State Government and Private School owners to make more modern instructional materials available to



Geography teachers so as to promote effective learning and teaching of Geography at the secondary school level.

2. The State and private school owners are not just to make the instructional materials available but to ensure the effective utilization of such, so as to enhance learning and teaching.
3. Not only should instructional materials be made available to the teachers, but they be well trained in the usage of the modern materials by organizing workshops, conference, seminars, and to coach them in the adequate and effective usage.
4. Geography teachers should be encourage to improvise instructional materials from locally sourced materials.

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