

## EVALUATION OF THE ADEQUACY OF INSTRUCTIONAL MATERIALS FOR THE IMPLEMENTATION OF SENIOR SECONDARY SCHOOL HISTORY CURRICULUM IN PLATEAU STATE

<sup>1</sup>Yakubu Yusuf, SANDA, <sup>2</sup>Luka Lazarus, MAIGORO,

<sup>3</sup>Joel Danladi, BADUNG & <sup>4</sup>Gregory Gotul, GOTOM

<sup>1, 2, 3 & 4</sup>Department of Arts Education, Faculty of Education, University of Jos

<sup>1</sup>sandayyakubu@yahoo.com, <sup>2</sup>Maigoro2010@yahoo.com, <sup>3</sup>Joelbadung78@gmail.com, <sup>4</sup>gotomgregoryg@gmail.com

### Abstract

*This study evaluated the adequacy of instructional materials for the implementation of senior secondary school History curriculum in Plateau State. Two (2) research objectives and two (2) research questions were raised to guide the study. A survey research design was used for the study. The population for the study comprised all History teachers and students in senior secondary schools where History is being taught that sat for the 2016 to 2019 National Examination Council (NECO). The sample of the study include all the 105 senior secondary school History teachers and the 6,656 History candidates that sat for the NECO examination. A purposive sampling technique was used. The researchers used the checklist tagged "History Teachers Checklist on Availability Adequacy and Usability of Instructional Materials" (HTQAAUM). The instrument was subjected to experts' judgment in the field and was found valid. The internal consistency co-efficient for HTQAAUM was established using Cronbach Alpha method and a reliability co-efficient value of 0.67 was obtained. The study revealed that History teachers agreed that they have adequate instructional materials, but an average mean of 1.55 of the History teachers' responses showed that they do not use instructional materials in their teachings. Two recommendations were made on how to improve academic performance of History students through the organization of seminars, workshops and refresher courses for the training of History teachers on how to use instructional materials in the classroom. Equally school authorities should carry out routine monitoring of History teachers to ensure that the available instructional materials are being used in History lessons.*

**Keywords:** History, evaluation, instructional materials, implementation, curriculum.

### Introduction

History teaching and learning is beyond dates, names of place, heroes and heroines. Anybody can learn these, but not everybody can be a historian. History has the fundamental characteristics of a discipline which Antonio (2006) called substantive and syntactic structure. Similarly, Grant (2006) identified

three aspects of historical thinking namely: Historical knowledge, Historical significance and empathy. Teachers of History are supposed to handle all these in their classes. A historian reads a historical text to validate currently held knowledge, challenge existing understanding or illuminate an area of mystery. The problem today according to Antonio (2006), is that

students remain deeply attached to the belief that History lessons are quite abstract, boring and uninteresting. Equally some History teachers often lack training on how to critically evaluate primary or secondary sources and instructional materials for the implementation of senior secondary school History curriculum for effective and efficient learning of the subject.

History is deemed difficult to teach and learn because it consists of unfamiliar historical concepts and has an overblown curriculum which is always difficult for History teachers to cover based on the specified terms or periods of schooling at the secondary school level in Nigeria. The highly broad curriculum of History and the teachers' reasons to teach using the talk chalk method in order to cover the topics makes it particularly difficult for students to comprehend in the short period and to retain the few learned concepts. The traditional means of teaching History is to rely heavily, if not exclusively on the textbook as a means of conveying information. This is because, much of the teaching of History has been reduced to a recitation of knowledge that promotes rote learning. Such teaching approach employed by the History teacher will undermine the effective implementation of History curriculum (Boadu, 2015).

The teacher, learner and the instructional materials act in an interactive classroom environment to ensure that learning takes place. Successful implementation of any curriculum is fully dependent on the quality and quantity of instructional materials available to History teachers and students for use in schools. Instructional materials are resources or teaching resources that the teacher uses in presenting his / her lesson so that the students can easily understand what is being taught and a means of making teaching and learning process more meaningful, effective and understandable. Ogunkoya and Fakayode (2012) defined educational resources as the total of the input that goes into the educational system, while resources are all the things that are used directly or indirectly for the purposes of supporting,

facilitating, influencing or encouraging transmission and acquisition of knowledge, competence, skills and technical know-how. Similarly, Isola (2010) also described instructional materials as objects or devices that assist the teachers to present their lessons logically and sequentially to the learners. This include textbooks, real objects like crown of kings and their fly whiskies, charts, globes, televisions, slides, movie and film strips. Importantly, educational resources are used for and as well as aid the history education and training of the learner. In the same vein, Ogunkoya and Fakayode (2012) stated that instructional materials include textbooks, guides, charts, maps and corner tables. Other items are: Audio – visual and electronic instructional materials such as radio, tape recorder, television, videotape recorder and cine – projector – machine for showing cine – films on a screen. Such instructional materials that are usually in use in the teaching and learning of History are: Library, resource rooms, history room, flow chart, white marker board, overhead projectors, world globe, maps, books, artifacts and so on. However, Nuhu (2009) noted that many teachers of History do not use resources such as journals, maps, models, tape recorders, film strips, and television at their disposal.

Effective instructional materials contain tasks and activities that promote not only cognitive skills but also psychomotor skills (Boadu, 2016). Effective strategies are those that can transfer knowledge into practical application (Manurung, 2012). However, despite the fact that instructional materials are essential tools that can make learning practical and knowledge acquisition easier, they are not readily available in Nigerian secondary schools leading to low level of performance of learners in examinations (Abdu-Raheem 2014). Ofuani (2014) in a study also attested to inadequacy of instructional materials and resources in schools. The continued unsatisfactory achievement in History in Nigeria has been a matter of concern to education stakeholders. The knowledge level of History students in

most cases is not coherent with the demand of the subject matter, hence majority of them engage in rote learning mostly in order to pass examinations (Boadu, 2015). Rote learning contributes very little to the knowledge structure of the learner and therefore cannot promote reflective thinking in more critical and abstract manner. If students can see a clear organized picture or an image of a broad unit covering various topics in History, then they would build a deeper understanding and appreciate the subject more. Even though all History topics are past events, so the History teacher is supposed to teach the subject with hindsight and use of pictures or any other instructional materials that can give more clarity and deeper view of what had actually happened.

The teaching of History subject in secondary schools in the study area has not been encouraging, due to the abstract nature of how the subject is being taught by History teachers (Gotom, Longkat & Maigoro, 2021). It is based on this, that the use of instructional materials is necessary and needed to facilitate student's learning in the subject. The most disturbing problem confronting teaching and learning of History in secondary schools in the study area is the unavailability of instructional materials for History instruction. In any classroom in general and that of History in particular, the important variables in instruction are the teacher, the students, the instructional materials and the methods of instruction. Two of these variables, the teacher and students, remain constant, while the instructional materials and the method can alter or improve the learning situation through their careful selection and appropriateness in usage. This has significant impact on what is learned by students. With instructional materials, the journey into the past is made more interesting, exciting and easier. But History teachers are contented with lecture and textbooks, which only reinforce traditionally unsuccessful teaching strategies. Afolabi and Adeleke (2010) identified non-availability, inadequacy and non-utilization of learning materials as a result of teacher's poor

knowledge as factors responsible for the use of lecture method. It is on this note that Akinleye (2010) attested that effective teaching and learning requires a teacher to teach the students with instructional materials and use practical activities to make learning more vivid, logical, and realistic and pragmatic. History could be lively, interesting and more popular subject in the secondary school curriculum if adequate resources (human and material) are made available and lessons well taught by the teachers. Brain (2009) mentioned that the four core qualities of a good teacher are: knowledge, the skills to convey that knowledge, the ability to make the instructional material for teaching interesting and relevant, and finally a deep-seated respect for the student. Without these four, good teaching will not exist.

It was also revealed that instructional materials are not frequently used in History lessons because such resources were either not available at all or were inadequate. This in turn results in the gradual decline in the popularity of History among other school subjects (Ukpanupong, 2011). Abdu-Raheem (2011) asserted that non availability and inadequacy of instructional materials are major causes of ineffectiveness of the school system and poor performance of students in schools. Today prospective History students complain when they are told to choose History as a course of study. Also, students were also found to possess negative perceptions about the subject as they regarded History as a compendium of facts to be memorized.

Instructional materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers 'efficiency and improve students' performance. They make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give room for acquisition of skills and knowledge and development of self-confidence and self-actualization. Therefore, instructional materials are very important in the development of qualitative education. Ogunkoya and

Fakayode (2012) opined that it is indisputable to say that instructional materials constitute a strategic factor in the system's functioning. They are very important in the development of qualitative education.

The success of the educational system, or otherwise, so much depends on the manpower and instructional materials made available to it. Instructional resources stimulate learner's interests; help the teacher and the learners to overcome physical limitation during the presentation of the subject matter. Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) observed that instructional materials help teachers to teach conveniently and the learners to learn easily without any problem. They asserted that instructional materials have direct contact with all sense organs. Kochhar (2012) supported that instructional materials are very significant learning and teaching tools. Kochhar suggested the needs for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students' interests in the subject. Instructional materials are used to supplement vital explanation of concept or any description so that the lesson could be real to the students. The absence of these materials in teaching of History could discourage learning thereby leading to low or poor achievement. Instructional materials are very important because what students hear can easily be forgotten but what they see can last longer in their memory. Oluwagbohunmi and Abdu-Raheem (2014) acknowledged that instructional materials are such used by teachers to aid explanations and make learning of subject matter understandable to students during teaching learning process. The authors further stated that teachers would not be able to do much where these materials are not available, therefore improvisation become necessary. History teachers selection of instructional materials would elicit active participation on the parts of the students' which would subsequently enable them to hear, see, talk and write effectively on what they have been taught. According to Umoh (2007), these

instructional materials are of high value in inputting information, clarifying difficult and abstract concepts, stimulating thorough, sharpening observation, creating interest and satisfying individual distance. Jekayinfa (2012) also identified the importance of instructional materials as they make learning concrete and real, substitute's one thing for another and allows the students to participate in the lesson deeply. The author further reiterated that instructional materials make lesson come alive and help students to learn better.

For good teaching to be achieved, Leblanc (1998) opined that it must be supported by strong and visionary leadership, very tangible institutional support – materials, personnel and funds. Over the years, it is perceived that the use of instructional material in the teaching of History has been overlooked in the study area and this accounts for why the Chief examiner's report for May/June 2018 and 2019 on History stressing the reason for the massive failure on the History on that. Teachers of History in Plateau State must imbibe these virtues if the issue of poor enrolment, lack of interest and poor academic achievement in the subject are to be a thing of the past. For this purpose, the research seeks to evaluate the availability and usability of instructional and the implementation of History curriculum in Plateau State.

### **Statement of the Problem**

In spite of the desire for historical knowledge, couple with the fact that History is a very vital subject for Nigeria's national growth and as such, its teaching and learning as well as students' poor academic performance have become a source of concerns to all stakeholders. The act of teaching is fundamentally concerned with imparting ideas, skills and attitudes from the History teacher to the learners. Experience has shown that spoken words alone in the communication of ideas are grossly ineffective and inefficient in producing desired learning outcomes. Every year, when the results of public examination are released, there has always been mass failure of History students in the discipline. The reason for this could be

ascribed to the fact that there are topics in History that pose serious problem of comprehension to students. These topics cannot be taught affectively without the use of relevant instructional materials to make the learning practical and real. Another problem is the adequacy and usability of these instructional materials in schools. These days, most schools do not have adequate instructional materials for teaching History which affect students' academic performance in discipline. Thus, this study aims at evaluating the adequacy and usability of instructional for the implementation of History curriculum in Plateau State.

### **Purpose of the Study**

The main aim of this study is to evaluate the adequacy of instructional materials for the implementation of senior secondary school History curriculum in Plateau State. Specifically, the objective of the study is to:

1. Find out the extent to which instructional materials are adequate for the implementation of Senior Secondary School History curriculum in Plateau State.
2. Assess the extent to which History teachers have been using the available instructional materials for the implementation of senior secondary school History curriculum in Plateau State.

### **Research Questions**

The following research questions have been raised to guide this study.

1. To what extent are the instructional materials adequate for the implementation of Senior Secondary School History curriculum in Plateau State?
2. To what extent have History teachers being using the available instructional materials for the implementation of senior secondary school History curriculum in Plateau State.

### **Methodology**

#### **Research Design**

The survey research design was used for the study. The researcher evaluated the implementation of Senior Secondary school History curriculum in government owned senior secondary schools in Plateau state. Descriptive survey design focused mainly in finding out facts about people, their beliefs, opinions, attitudes, motivation and behaviour. The design is deemed appropriate according to Awotunde and Ugodunluwa (2004) because the study focused on the facts about finding out the opinions of History teachers on the implementation of the senior secondary school History curriculum in government owned senior secondary schools in Plateau State. It is also considered appropriate because opinions of a representative of the entire population were collected and generalized on the population.

#### **Population**

The population for the study comprised all senior secondary schools where History is taught, History teachers and History students that sat for the National Examination Council (NECO). Their History results from 2016 to 2019 were analyzed for the past four years in Plateau State. The History teachers and History candidates were from government owned senior secondary schools in Plateau State. The population described above can provide the most authentic and dependable data necessary for evaluating the Senior Secondary School History Curriculum in Plateau State.

#### **Sample**

All the 105 Senior Secondary School History teachers and the 6,656 History candidates that sat for National Examinations Council (NECO) in the state from 2016 – 2019 participated in the study. The number of participants and the NECO examination documents analyzed were manageable.

#### **Sampling Technique**

Purposive sampling technique was used for the study. A sample frame of all schools that

offer History in the study was drawn through a baseline survey. This is to make sure that only schools that offer History are being chosen for the study. All the History teachers and results of History candidates 2016 – 2019 from the seventeen Local Government Areas of Plateau State were used for the study. This is due to the low enrolment rate in History. The History teachers participated because they are conversant with the History curriculum and are better placed to answer the questions objectively.

### **Instrument for Data Collection**

The researchers used the History Teachers Checklist on Adequacy and Usability of Instructional Materials (HTQAUM) instrument for the collection of data, as well as History Teachers Questionnaire on, Adequacy and Usability of Instructional Materials (HTQAUM)

The HTQAUM contains study items, divided into three sections for the study. The items were developed using the Senior Secondary School History Curriculum as a guide. All the recommended instructional materials by the curriculum were picked and structured into the three sections A, B and C. The respondents were required to choose an option from the three point scale of Availability (A), Not available (AV), Don't know (DK) for section A, while section B has a five point Likert scale of very adequacy (VA), Adequate (A), Inadequate (IN), Very inadequate (VI) and Undecided (UD) for the availability and adequacy of the instructional materials for the implementation of Senior Secondary School History Curriculum in Plateau State.

### **Validity**

The first stage of the validation of the instruments started with an extensive review of literature to source for relevant information for the research instruments. The final stage of the validation of the instruments was handled by experts, one each from Test and Measurement, Curriculum Studies, History and International Studies Education from the Faculty of

Education, University of Jos, Nigeria. Since the questionnaire content was mostly derived from the syllabus items of the History content, it was subjected to content expert scrutiny. The experts were provided with the units, contents, instructional materials, recommended methods of instruction and requested to give their expert opinion on the language relevance and suitability of the present research items for the study. They were specifically requested to indicate the appropriateness, comprehensiveness and clarity of the language of the questions items in meeting the demands of the evaluation of History curriculum. The validation was completed through the pilot study.

### **Validity of History Teachers Questionnaire on Adequacy and Usability of Instructional Materials (HTQAUM)**

The type of validity established for HTQAUM was the face validity, which determined the extent to which instructional materials are available, adequate and usable for the teaching of History. This was done by those in Test and Measurement and Curriculum Studies.

### **Reliability**

To establish the reliability of HTQAUM, the instrument was subjected to a pilot study conducted in Nassarawa State. The internal consistency coefficient for HTQAUM instrument was established using Cronbach – Alpha method. A reliability coefficient index value of 0.67 was obtained thus the instrument was adjudged to be reliable.

### **Procedure for Data Collection**

Having obtained consent from the relevant authorities, the researchers with the help of two research assistants administered the instrument (HTQAUM) using the face to face method of questionnaire administration. This method enabled researchers to achieve 100 percent return of questionnaire. After successfully completing the questionnaire and obtaining data, the questionnaires were collected, collated and analyzed using descriptive statistical tool of mean.

**Table 1: Adequacy of Instructional Materials**

S/N	Adequacy of Instructional material	N=105					Total	X	Remarks
		VA	A	IN	VI	UD			
		4	3	2	1	0			
1	Tape recorder	28 (112)	24 (72)	32 (64)	14 (14)	7(0)	262	2.50	Accepted
2	Slides of History	29 (116)	25 (75)	23(46)	16 (16)	12 (0)	253	2.41	Accepted
3	Projectors	33 (132)	28 (84)	10 (20)	20 (20)	14 (0)	236	2.25	Accepted
4	Television sets	30 (120)	32 (96)	15 (30)	14 (14)	14 (0)	260	2.48	Accepted
5	Video recorder	25 (100)	29 (87)	8 (16)	29 (29)	14 (0)	232	2.21	Accepted
6	Maps/Atlas	43 (172)	34 (102)	9 (18)	4(4)	15 (0)	296	2.82	Accepted
7	Photocopying Machine	32 (128)	32 (96)	11 (22)	15 (15)	15 (0)	261	2.49	Accepted
8	Type writer	31 (124)	29 (87)	19 (38)	9 (9)	17 (0)	258	2.46	Accepted
9	Different sets of History textbooks	64 (256)	25 (75)	8 (16)	5 (5)	3 (0)	352	3.35	Accepted
10	Documentary DVD	40 (160)	19 (57)	19 (38)	15 (15)	12 (0)	270	2.57	Accepted
11	Cassette player/tapes	31 (124)	18 (54)	27 (54)	14 (14)	15 (0)	246	2.34	Accepted
12	Film strips	37 (148)	18 (54)	21 (42)	15 (15)	14 (0)	260	2.48	Accepted
13	Flip charts	37 (148)	19 (57)	20 (40)	14 (14)	15 (0)	259	2.47	Accepted
14	Pictures/posters	51 (204)	24 (72)	11 (22)	7 (7)	12 (0)	305	2.90	Accepted
15	Newspaper/magazine clippings	51 (204)	25 (75)	5 (10)	14 (14)	10 (0)	303	2.89	Accepted
16	The globe	53 (212)	25 (75)	11 (22)	5 (5)	11 (0)	314	2.99	Accepted
17	Information Communication Technology gadgets; laptop, Internet, Computer	42 (168)	17 (51)	17 (34)	15 (15)	14 (0)	268	2.55	Accepted
18	Cultural artifacts	43 (172)	22 (66)	14 (28)	14 (14)	12 (0)	280	2.67	Accepted
19	Charts/Drawings	39 (156)	32 (96)	12 (24)	9 (9)	13 (0)	285	2.71	Accepted
20	Craft	39 (156)	31 (93)	10 (20)	13 (13)	12 (0)	282	2.69	Accepted

## Results

Results from table 1 indicate that there are adequate instructional materials for the implementation of senior secondary school History curriculum in Plateau State. Items 1 – 20 had mean scores of above 2.0 criteria mean for either accepting or rejecting an item. The

implication is that, in the study area, there are adequate instructional materials like tape recorders, slides, projector, televisions, maps, atlases, history textbooks, documentary DVD, flip charts, pictures, ICT gadgets, globes and so on for the implementation of senior secondary school History curriculum.

**Table 2: Usability of Instructional Materials**

S/ N	Usability of Instructional material	N=105			Total	X	Decision
		Often 3	Sometime s 2	Not at all 1			
1	Tape recorder	-	20 (40)	85 (85)	125	1.19	Rejected
2	Slides of History	3 (9)	17 (34)	85 (85)	128	1.22	Rejected
3	Projectors	3 (9)	12 (24)	90 (90)	123	1.17	Rejected
4	Television sets	-	24 (48)	81 (81)	129	1.23	Rejected
5	Video recorder	-	20 (40)	85 (85)	125	1.19	Rejected
6	Maps/Atlas	32 (96)	57 (114)	16 (16)	226	2.15	Accepted
7	Photocopying Machine	9 (27)	31 (62)	65 (65)	154	1.47	Rejected
8	Type writer	15 (45)	36 (72)	54 (54)	171	1.63	Rejected
9	Different sets of History textbooks	69 (207)	22 (44)	14 (14)	265	2.52	Accepted
10	Documentary DVD	6 (18)	24 (48)	75 (75)	141	1.34	Rejected
11	Cassette player/tapes	5 (15)	24 (48)	76 (76)	139	1.32	Rejected
12	Film strips	4 (12)	17 (34)	84 (84)	130	1.24	Rejected
13	Flip charts	4 (12)	22 (44)	79 (79)	135	1.29	Rejected
14	Pictures/posters	25 (75)	46 (92)	35 (35)	202	1.92	Rejected
15	Newspaper/ magazine clippings	17 (34)	51 (102)	37 (37)	173	1.65	Rejected
16	The globe	30 (90)	42 (84)	33 (33)	207	1.97	Rejected
17	Information Communication Technology gadgets; laptop, Internet, Computer	7 (21)	33 (66)	65 (65)	152	1.45	Rejected
18	Cultural artifacts	7 (21)	39 (78)	59 (59)	158	1.50	Rejected
19	Charts/Drawings	17 (51)	50 (100)	38 (38)	199	1.80	Rejected
20	Craft	14 (42)	35 (70)	56 (56)	168	1.60	Rejected



Result in table 2 above shows that all the items with the exception of items 6 and 9 have mean scores greater than 2, which is the criterion mean to either accept or reject an item. The implication is that aside from different sets of maps / atlas and different set of History textbooks, other instructional materials are not used by History teachers in the study area.

### Discussion of Findings

The analysis on table 1 showed that History teachers accepted that there are adequate tape recorders, slides of History, projectors, television sets, video recorders, photocopying machine and so on. Research question one was to establish the adequacy of instructional materials for the implementation of the History curriculum in Senior Secondary Schools in Plateau State. Table 1 reveals that History teachers agreed that they have adequate instructional materials. The teachers accepted 18 out of the 20 items they were asked to respond to. This is not in consonance with Evuti (2014), Dantata (2004), Yusufu (2004), Gambari and Gana (2005) who stated that there are inadequate instructional facilities for the teaching of History in Senior Secondary School in Plateau State.

Meanwhile, the analysis on table 2 revealed that most of the History teachers do not use the instructional materials in their teaching process. They rely heavily on talk - chalk method of disseminating knowledge of history to students. This finding is in agreement with that of Boadu (2015) which found out that most teachers of History do not use even the available instructional materials in their teaching pedagogy.

The results confirmed the usefulness of the evaluation of the implementation of the curriculum. This means that the evaluation of the implementation of curricular in all subjects and not only in the Sciences and Languages can equally serve the Nigerian educational situation as it has in other parts of the world, especially the developed world in order to reposition education for the advancement of mankind. The enthusiasm the study generated among History

teachers, especially during the pilot study and main study was evident and remarkable. This was done through support, remarkable anticipation and readiness to help the researcher during the fieldwork.

### Summary of Findings

From the results of the analyses of data presented the following major findings were obtained: That the respondents are not making use of all the instructional materials in teaching History at the Senior Secondary School level in Plateau State. The respondents accepted that they use only maps and atlases and different sets of History textbooks.

### Recommendations

Some of the recommendations are:

1. Seminars, workshops and refresher courses should be organized for the training of History teachers on how to use instructional materials in the classroom.
2. School authorities should carry out routine monitoring of History teachers to ensure that the available instructional materials are being used in History lessons.

### References

- Abdu-Raheem, B. O. (2011). Availability, adequacy and utilisation of social studies instructional materials in Ekiti State secondary schools. *Journal of Current Discourse and Research*, 3, 242-255.
- Abdu-Raheem, B. O. (2014). Improvisation of instructional materials for teaching and learning in secondary schools as predictor of high academic standard. *Nigerian Journal of Social Studies*, XVII(1), 131-143.
- Abdu-Raheem, B. O. (2014). Improvisation of instructional materials for teaching and learning in secondary schools as predictor of high academic standard. *Nigerian Journal of Social Studies*, XVII(1), 131-143.

- Abdu-Raheem, B. O., & Oluwagbohunmi, M. F. (2015). Pre-service teachers' problems of improvisation of instructional materials in social studies in Ekiti State University. *Journal of Education and Practice*, 6 (3), 160 - 163.
- Akorede, J. O. (2005). *Educational technology: A practical approach to teaching - learning made easy*. Ijebu-Ode: Bardaks Business Ventures Ltd.
- Akinleye, G. A. (2010). Enhancing the quality of life in this complicated, but dynamic world. 25<sup>th</sup> Inaugural lecture, University of Ado-Ekiti, April 6, 2010.
- Antonio, C. D. (2006). The revitalization of civic education. *The International Journal of Social Education*, 20 (2), 98 - 105.
- Brain, M. (2009). What is good teaching? <http://www.bygpub.com/eot/eot/eot/.htm> . Retrieved 6/13/2009
- Boadu, G. (2015). Effective teaching in History: The perspectives of History student teachers. *International Journal of Humanities and Social Sciences*, 3 (1), 38 - 51.
- Boadu, G. (2016). Teachers' perception of the problem faced in the teaching of History in senior high schools. *Journal of Arts and Humanities*, 5 (7), 38 - 48.
- Gotom, G. G., Longkat, J. G., & Maigoro, L. L. (2021). Effects of concept mapping strategy on interest and achievement of senior secondary school students in History in Plateau North Educational Zone, Nigeria. *International Journal of Research in Education Humanities and Commerce*, 2 (2), 40 - 51.
- Grant, S. G. (2006). The relationship between teachers' practices and students' understanding of History theory. *Journal of Research in Social Education*, 2 (1), 63 - 75.
- Isola, O.M. (2010). *Effect of standardized and improvised instructional materials on students' academic Achievement in secondary school physics*. Unpublished M. Ed. project, University of Ibadan, Ibadan.
- Jekayinfa, A.A. (2012). *Fundamentals of instructional methods*. Ilorin: Olives Production Ltd.
- Kochhar, S. K. (2012). *The teaching of social studies*. New Delhi: Sterling Publishers Private Limited.
- Leblanc, R. C. (1998). Good teaching: The top ten requirements. [Http://honohiluhawaii.edu/intranet/committees/facdercom/guidk](http://honohiluhawaii.edu/intranet/committees/facdercom/guidk).
- Manurung, K. (2012). Creative teachers and effective teaching strategies that motivate learners to learn. *Indonesian Journal of Science Education*, 2 (1), 1 - 8.
- Nuhu, I. N. (2009). *Application of instructional technology to teaching in senior secondary schools in Kaduna State: Implications for teachers of History*. MPhil / PhD Research proposal submitted to the Department of Science and Technology Education. Faculty of Education, University of Jos, November.
- Ogunkoya, N. & Fakayode, M. F. (2012). Teaching resources and instructional materials in history. In R. O. Ajetunmobi, B. O. Osiyele, T. O. Erinsho (Ed). *Professional Teaching Methods and Resources in History*, (1<sup>st</sup> - eds., 52 - 77). Ijebu Ode, Nigeria: Alamsek Gen. Concept Enterprises.
- Oluwagbohunmi, M. F., & Abdu-Raheem, B. O. (2014). Sandwich undergraduates' problem of improvisation of instructional materials in social studies:

- The case of Ekiti State University. *Journal of International Academic Research for Multidisciplinary*, 1(12), 824-83.
- Olumorin, C. O., Yusuf, A., Ajayi, U. A., & Jakayinfa, A. A. (2010). Development of instructional Materials from local resources for art-based courses. *Asian Journal of Information Technology*, 9 (2), 107-110.
- Obadara, N. O. (2006). A prospective longitudinal study of psychological predictors of achievement. *Journal of School Psychology*, 34(3), 285-306.
- Ukpanupong, R. A. (2011). The effect of teachers' use of instructional resources in the teaching –learning of history in Nigerian schools. In J. O. Balogun, S. Jacob, J. Ndazhaga & O. A. Odewumi (Eds), *School curriculum and the challenges of contemporary Nigeria* (pp. 135 – 147). Jos: Akins Press & Services(Nig.).
- West African Examination Council (WAEC) May/June 2018. Chief Examiner's Report
- West African Examination Council (WAEC) May/June 2019. Chief Examiner's Report