

An Assessment of Instructional Materials Usage in Social Studies Teaching: The Experience of Primary School Teachers in Kinondoni District, Tanzania

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Abstract

This study investigated the teachers' practices and perceptions of using instructional materials in teaching social studies in primary schools in Kinondoni, Tanzania. The study was approached using mixed methods and embedded concurrent design. Simple random and purposive sampling techniques were used to obtain seventy respondents. Data collection involved the survey, classroom observation, semi-structured interview, and documentary review methods. Descriptive and content analysis of data and the interpretation and discussion of findings based on constructivism and sociocultural lenses. The findings discovered harmony and disharmony of feelings among teachers about instructional materials usage in teaching social studies in primary schools. Effective usage of instructional materials in social studies teaching is affected by laziness, lack of skills, strategies for improvisation, financial and time constraints among teachers, lack of resource rooms, and limited government support. The findings recommended that teachers use the available local instructional materials and share knowledge and skills from in-service training decently with their fellow teachers. Policy decision-makers and professionals are urged to focus on the use of instructional materials in social studies teaching to promote cooperative learning and address problems affecting teachers during teaching and learning.

Keywords: Instructional materials, Social studies, Teacher perceptions, Teacher practice, ICT in education, Primary schools.

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1. Introduction

Instructional materials are the basis of meaningful teaching and learning (Akanbi, 2018). Social studies facts, concepts, and phenomena are taught, explored, and interpreted with reference to the human interaction with biotic and abiotic components in the environment. Hence, the synergy of instructional materials and social studies teaching and learning develops students' critical thinking and closes the gap between the informal and formal learning aspects of their society (Greenhow & Lewin, 2015). From the onset of the social studies curriculum in the United States in the late 19th and early 20th century, the emphasis of teaching has been on various traditions including political education, history, human geography, civics, economics, sociology, and psychology (Ross, 2014). The rationale of the curriculum was to inculcate in students the vision of knowledge in developing competencies for critical thinking, practicing democratic ethos, and social justice in life. Thus, the school curriculum oriented students to some topics such as practicing democratic ideals, patriotism, inquiry teaching, citizenship education, transformation of social troubles, reflecting on capitalism and class struggle, reflecting on gender issues, and demonstrating peace and social justice (Ross, 2014). The spread of social studies teaching across continents influenced the school curriculum in different countries including Tanzania. The present study investigated the practice and perceptions of teachers in the utilization of instructional materials in the context of implementing social studies curricula in schools in Tanzania.

1.1 Background to the Problem

Different concepts used in the literature referring to instructional materials include teaching-learning materials, instructional resources, instructional aids, teaching resources, audio-visual aids, curriculum materials, and educational materials (Kipkoech, Kipgosgei, & Ngeno, 2020). David and Vera (2017) noted that televisions, video cassettes, VCDs, DVDs, and other audio-visual aids, models of real objects, and mock-ups, are some examples of artifacts. Other instructional materials and resources are computer devices, computer programmes, internet services, and multimedia projectors. In addition, instructional materials appear in different forms such as print and non-print objects, specifically text, and non-textual items, and are intended to influence learning (Wanjiku, 2014). In this situation, Uwitatse, Niyibizi, and Mutarutinya, (2023, p.13) classified instructional materials as aural or aural, visual, and audio-visual. According to Uwitatse, Niyibizi, & Mutarutinya (2023), aural instructional materials are those which appeal to the auditory sense such as radio receivers, audio-tape

recorders, and television. Similarly, materials such as chalkboards, charts, slides, filmstrips posters, instructional boards, marker boards, graphs, flashcards, images, illustrations, books, newspapers are examples of visual aids as they appeal to the sense of vision. An audio-visual materials appeal to the senses of hearing and seeing for example as television, motion pictures, and computers (Uwitatse, Niyibizi, & Mutarutinya, 2023, p13). In the present study, instructional materials referred to aural, visual, audio-visual materials, and resource rooms, as well as materials in electronic and non-electronic forms. According to Chukwunazo et al. (2022), instructional materials might involve locally made or imported tools that can be used to facilitate the teaching-learning process of Social Studies subject. These materials are communication tools that a teacher and students might use them creatively in the classroom to make learning meaningful (Uwitatse, Niyibizi, & Mutarutinya, 2023).

1.2 The role of instructional materials in teaching and learning environment

The literature shows agreement regarding the role played by instructional materials in promoting teaching and learning activities (David & Vera, 2017). The fundamental role of instructional materials in the teaching and learning process is to stimulate the sensation of pupils' sense organs and to support processing the messages about the lesson for knowledge construction. These roles make learning more interesting, practical, realistic, and appealing (Okobia, 2011; Yavuz & Güzel, 2020). Stating it differently, teachers and students become active in teaching and learning activities (Olayinka, 2016). The instructional materials and the way pupils interact with them are the key contributors to accessing quality education (Oppong Frimpong, 2017; Papadakis et al., 2016; 2018). As Ajemba et al (2021) revealed students learnt quickly when they accessed the quality of knowledge from the available instructional materials. This implying that teachers' rational decisions in instructional media selection are crucial for successfully implementation of a particular teaching strategy.

1.3 Teachers' practices of instructional materials usage

Teacher's practices are related to the utilization of the teacher knowledge base in structuring teaching and learning practices, raising the quality standards of student activities, and promoting student-oriented activities in teaching and learning contexts (Ananiadou, & Claro, 2009). These imply actions of planning lessons, assessing student learning, teaching record-keeping, conducting student-based activities, and sharing the feedback directed towards successful student learning. In addition, factors such as the teacher's beliefs about teaching and learning, the working environment, school climate, and classroom contexts as related to teacher practices (Taguma, & Barrera, 2019). According to DeJaeghere, Duong, and Dao (2021), teacher's teaching practices reflect their instructional activities concerning content knowledge, pedagogical knowledge, and teacher-student interactions. These concepts emerged from seven components of Lee Shulman's framework of teacher knowledge base (1986) including content knowledge, general knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners, knowledge of educational contexts, knowledge of educational ends, purposes, and values, and their philosophical grounds. Thus, the framework was summarized by Eraut-Shulman into three categories of teacher knowledge: personal knowledge, public knowledge, and cultural knowledge through which all teachers' teaching actions rely on teaching and learning (Dickerson et al., 2021, p.194).

In practice, teachers use various instructional materials to make teaching and learning practices more meaningful (Kaufman & Tsai, 2018). Thus teachers utilize their knowledge base to actively make choices on the relevant instructional materials, and how to use and adapt them in the teaching and learning environment.

The experience from developing countries has shown some limitations facing teachers in the use of instructional materials. For instance, Saviour (2018) in Ghana revealed that the time allocated for teaching was too little for the teachers to use the instructional materials effectively in the teaching sessions, and some instructional materials were not easy to obtain and expensive to buy. There was also a shortage of funds to procure teaching and learning resources, limited knowledge about the types of materials, and resistance to change among experienced teachers. Gawade's (2021) studies in Indian schools revealed that instructional materials were satisfactorily available schools and the head teachers faced problems in ensuring the availability of instructional materials due to a shortage of funds, electricity, and remoteness of the schools. In Nigeria, studies showed the ignorance among teachers on the importance of selecting and preparing instructional materials that are relevant to the context (Ogbaji, 2017). Likewise, Kenya's studies by Tuimur and Chemwei (2015) revealed that social studies teachers had not attended on-the-job training regarding the teaching approaches for effective facilitation of incoming knowledge and skills including Conflict and Conflict Resolution, which are incorporated in the current primary education curriculum. Moreover, these teachers lacked sufficient instructional materials for effective teaching of the topics. In Tanzania, the teaching of Social Studies subject is meant to develop the necessary competencies among learners to cope with their surroundings. Teaching emphasizes on promoting creativity to identify and use the opportunities available in teaching and learning context. The emphasis is based on the 2015 changes of teaching Social Studies subject as a single subject rather than separate subjects including History, political education, civics, economics, and Geography (MoEST, 2016). These curriculum changes in

social studies were meant to address the question of nurturing pupils with knowledge in bits and pieces, which limited them in building the expected competencies (MoEST, 2016). Regarding these curriculum changes, there has been little attention in supporting the Social Studies teachers to use instructional materials in Tanzania. For instance, schools are reported to experience a shortage of instructional materials and are understaffed, and some of their teachers are underqualified and unmotivated (MoEST, 2020). This situation makes it difficult for teachers to attend the training opportunities to teach the subject (Kopweh, 2014). Therefore, the current study examined views, practices, and support availed to primary school teachers regarding the use of instructional materials in teaching the Social Studies subject.

Several studies emphasized on the support provided to teachers in promoting usage of instructional materials in teaching Social Studies subject. For instance, Dhakal (2017) in Nepal's studies on the use of instructional materials in geography classes in the Community Secondary Schools revealed high use of printed and graphic materials in geography teaching. The study indicated that scarcity of audial, visual, and audio-visual instructional materials limited their frequency of usage in classrooms. Added that teachers rarely used the local materials in schools and asked for the support of educational stakeholders to ensure accessibility and use of instructional materials in secondary schools. According to Raya (2017), studies in Tanzania showed that the use of instructional materials in teaching influenced students' academic performance in schools. Raya (2017) recommended the need to ensure instructional materials match the increase in student enrolment. Support from various educational stakeholders was recommended to encourage students and teachers to improvise instructional materials to improve teaching and learning in schools and raise the quality of education standards (Raya, 2017). These situations required some frameworks to understand, interpret and discuss concepts, practices, and feelings of teachers concerning the usage of instructional materials in teaching Social Studies subject.

The social constructivism and social-cultural approaches are used as lenses for organising and examining the present study phenomena due to capacity to establish connections between the social and individual parameters in the process of knowledge construction. Social constructivism believes that culture and language are framework through which human prior knowledge is communicated and comprehended in reality, learners are constructing their knowledge, knowledge is based on the learner's experience and thus learning is a social action (Saleem, Kausar, & Deeba (2021). Moreover, social constructivists assume that learner's actions and body are interconnected to knowledge, pleasure, aesthetics, and ethics. Thus "inclusive and equitable learning communities" are essential in raising self-esteem, self-concept, belongingness, and secure life among students (Saleem, Kausar, & Deeba, 2021, p. 408). In light of the social-cultural view, meaningful learning results when the individual student interacts with peers, surroundings, language, and scaffolding opportunities (Zhou, 2024). They hold that a student learns on her own and the teacher is expected to scaffold the student to realise her potential. These views warrant the contribution of the theories to the interpretation and discussion of the investigated phenomena. Thus, this study intended to answer the following questions:

- i) What are the teachers' perception of using social studies instructional materials in primary schools?
- ii) What are the teachers' practices of using instructional materials to teach Social Studies subject in primary schools?

2. Statement of the problem

Instructional materials are the language that directly influences the students' knowledge construction in the classroom. According to Uwe and Enyeokpong (2019), the use of instructional materials that are relevant to the subject matter, access to adequate and reliable information, use of relevant means of evaluation, use of the right teaching methods, and having appropriate classroom management skills are prerequisite to effective lesson delivery. When appropriate instructional materials are used in teaching and learning of Social Studies subject simplify students' development of the intended competencies (Asuquo, Edoho & Nkpubre, 2018). Despite the initiatives made by the government to ensure appropriate teaching and learning materials are available and used by teachers in schools, the shortage of instructional materials and equipment has been a tragedy in our education system. This is affirmed by Kanon and Kafanabo (2022) who point out that the Social Studies subject has limited teaching and learning materials as per the social constructivism principles. There is an argument by Altinyelken (2011) that the teaching practices must be ineffective and compromise student's performance if the instructional materials are in poor condition and teachers have insufficient knowledge on how to use them. As the previous studies (Ismail & Lukman, 2022; Ogbaji 2017; Raya, 2017) on instructional materials usage were conducted in secondary schools, they focused on science, English, and Mathematics subjects. This situation reflects a shred of limited evidence demonstrating the teacher's practice and use of instructional materials in teaching Social Studies subject in the context of primary schools. Therefore, the current study examined the practice and perception of government primary school teachers in using instructional materials in Tanzania.

3. Methodology

This study used a mixed methods approach. The qualitative used to gather perceptions of teachers through interviewing, reviewing documents, and observing them while working in a natural setting. The quantitative used to complement the extent to which teachers used instructional materials for social studies teaching and a survey questionnaire was used to gather data from respondents. The data were integrated during the interpretation stage.

3.1 Design and sampling procedures

This study employed an embedded concurrent design to qualitative and quantitative methods were used asymmetrically, where the qualitative component was dominant while the quantitative approach in the investigation of perceptions and practices of primary school teachers on the utilization of instructional materials in teaching the Social Studies subject. The simple random sampling was used in the Dar es Salaam region from a list of 26 administrative regions of Tanzania's Mainland. The same sampling technique was used to select Kinondoni District out of five districts of Dar es Salaam.

The population comprised of the Social Studies teachers and internal quality assurers with a background of teaching Social Studies subject in government primary schools as they are regularly supported by the Government. The purposive sampling was used to select social studies teachers in five government primary schools. These five schools were selected because of their poor performance in Social Studies subject from 2018 to 2020. At the time the research was conducted, Kinondoni had 80 government primary schools with a total of 1847 teachers, whereby 1533 were female and 314 were male based on Kinondoni District Education Office Dec. 2021. Simple random sampling was used to select 70 teachers of Social Studies involved in the study. The researcher wrote numbers 1 and 2 on different pieces of paper and asked each teacher to pick one. Teachers who picked pieces bearing the number 1 were selected to participate in the study. In addition, purposive sampling was used to select the five primary schools that formed the study sites.

3.2 Data Collection Methods

3.2.1 Survey method

About 70 Social Studies teachers responded to the questionnaire with open-ended and closed questions. The researcher also collected data on teachers' practices in their use of instructional materials, including all that are mostly used in teaching Social Studies, such as globes, maps, atlases, charts, pictures, and textbooks. The researcher observed teachers' ability to use the instructional materials, their strategies in using teaching aids, and the ways to store teaching materials in the classrooms, in offices and resource rooms.

3.2.2 Semi-structured interview

This method was used to collect data from two Social Studies teachers in each of the 5 selected schools. The teachers were interviewed to elicit information on how they used instructional materials in teaching Social Studies. Information that compared pupils' participation in lessons when instructional materials are used and when instructional materials are not used during the teaching and learning process.

3.2.3 Documentary review

Documents such as education policy documents, curriculum, syllabi, teacher's guides, schemes of work, lesson plans, and school evaluation reports were the focus of reviews. Relevant information about how the Social Studies teachers utilised instructional materials in teaching Social Studies, planning of lessons, time allocation for pupils' learning, teaching techniques, teaching materials, use of instructional materials, and the mode of pupils' participation in learning activities were easily obtained through documentary review.

3.2.4 Classroom observation

The observation method was used to assess the availability of instructional materials in the classroom, and the use of instructional materials during the teaching sessions. The researcher observed teachers' teaching practices: before, during, and after the classroom sessions to determine the ways teachers used instructional materials in those phases, and the type of instructional materials used to teach the lessons. The first classroom observation was done to set common goals between the observer and the teacher being observed. The second observation was used to assess different aspects of quality teaching, including the use of different instructional materials. The last one was conducted after the classroom session to determine sharing of feedback on what needs to be improved on, and the ways to improve future practices (Zohrabi, 2013). The researcher focused on the way teachers were using the Social Studies instructional materials, whether the use of instructional materials helped to achieve the specific goals of the lesson, strategies employed in using the teaching materials and how teachers stored the teaching materials in the classroom or outside the classroom.

3.3 Data analysis

Descriptive statistics and content analysis were used to analyse data from different data sources. Qualitative data were transcribed, coded, categorized, and organised in themes with the help of MAXQDA software. The quantitative were analysed using the MS Excel program and the results were combined with the qualitative findings during discussions. The findings were organised in the form of charts with figures of percentages and standard deviation and mean, quotes, and themes before presentation and discussions.

4. Findings Presentation and Discussions

This study reports and discusses findings on the teacher's perceptions and practices concerning the use of social studies instructional materials in primary school teaching and learning.

4.1 Teachers Perception of the Use of Instructional Materials in Social Studies Teaching (S.S.T)

These study findings determined the perception of teachers concerning the use of instructional materials using the Likert scales, including disagree, neutral, and agree, and the mean (M) and standard deviations (S.D), as the findings are illustrated in Table 1.

Table 1.

Perception of Social Studies Teachers on the use of Instructional Materials

Perceptions	Disagree	Neutral	Agree	M	S. D
1. Audio materials are in short supply.	15 (26%)	8 (14%)	35 (60%)	3.28	1.24
2. Visual materials are in short supply.	15 (26%)	9 (15%)	34 (59%)	3.33	1.22
3. Audio-visual materials are in short supply.	12 (21%)	10 (17%)	36 (62%)	3.47	1.19
4. The use of instructional materials makes lesson delivery easy.	7 (12%)	1 (2%)	50 (86%)	4.05	1.07
5. The effectiveness of instructional materials depends on their relevance to the topic of the study.	11 (19%)	3 (5%)	44 (76%)	3.76	1.34
6. All topics can be taught effectively even without instructional materials.	47 (81%)	0 (0%)	11 (19%)	1.97	1.23
7. Improvisation is not necessary if instructional materials are not available.	36 (62%)	2 (3%)	20 (35%)	2.52	1.45
8. I wisely utilize instructional materials even when they are available in minimal quantity.	11 (19%)	3 (5%)	44 (76%)	3.79	1.20
9. The minimal of utilization of instructional materials is the obstacle to the actualization of social studies objectives in teaching.	12 (21%)	2 (3%)	44 (76%)	3.76	1.25
10. Instructional materials are in short supply in our school.	19 (33%)	3 (5%)	36 (62%)	3.50	1.29
11. Community resources are widely used by teachers in our school.	18 (31%)	9 (16%)	31 (53%)	3.21	1.14
12. It is sometimes difficult to use instructional materials in the teaching process	22 (38%)	3 (5%)	33 (57%)	3.05	1.42
Average				3.31	1.25

Table 1, in general it was determined that the overall average of responses mean was 3.31 ranging in the neutral towards agree region, and the standard deviation was 1.25 indicating less dispersed results. Out of 12 items used to determine the perception of teachers on the use of instructional materials in social studies, only four items were determined to have mean values approximately in the range of agree region and also showed to have frequencies above 76% (more than 44 participants). Findings indicated the teachers' agreement that the easiness of lesson delivery through the use of instructional Materials (86%) and the dependence of these materials on the relevance of the topics (76%), and the wise use of instructional materials facilitated realisation of social studies teaching objectives. However, findings based on the questionnaire indicated that teachers agreed that some audio and visual materials are in short supply in schools. These findings are reflected in the work of Olayinka (2016) who proved that using diverse instructional materials in social studies was effective in student's academic performance. These findings are in line with sociocultural theories that individuals develop knowledge when

engaged in learning community activities and using the materials. With the limited nature of audio and visual, and audio-visual materials for social studies teaching environment affects teacher and the pupils to realised their knowledge construction mission. Despite these situations such as overcrowded classrooms, inadequate instructional materials, and time, some teachers are still hoping for better teaching of social studies subject through instructional materials.

The findings show that there are teachers who are willing to bring positive achievements in the way social studies is taught. During the interview, these teachers indicated that exposing them to a more supportive environment and developing awareness of selecting relevant instructional materials and methods could raise social studies performance among pupils as prescribed in the curriculum. They aspired to focus on learner-centered methods in implementing the social studies curriculum. One of the social studies teachers said;

It is true that most government primary schools at Kinondoni have problems utilizing social studies instructional materials during teaching and learning, but this should not be taken as a way to stay reluctant and underperform in the subject as teachers. This problem can be fixed and replaced by selecting suitable teaching materials and teaching methods that will at least help pupils acquire the intended knowledge. (Interview with S.S.T. from school 3 November 2022).

Moreover, these findings revealed a high preference of teachers for the use of both audio and visual materials; however, their scarcity made teaching and learning vulnerable. One respondent commented;

I prefer to use both audio and visual materials as my instructional materials. They simplify my work and make the learner easy to remember. They also help pupils to be creative, however, in my schools, these materials are not enough to cater to all of the needs. On the other side, we wish to use technological tools such as computers and projector but, in our school, we don't have and if we could have, we don't know how to use them. Ooh, even electricity and the Internet are problems in our school. (Interview, S.S.T from, School 1, November 2022).

Concerning these findings, Ogbaji (2017) noted that one of the teachers' perceptions on the use of teaching and learning materials in the implementation of social studies curriculum is the effective use of audio, visual and audio-visual materials. Ogbaji (2017) indicated that these materials appeal to more present senses and, therefore, enhance effective student learning. In addition, findings based on social studies teachers determined that teachers' preference to use materials such as maps, charts, and textbooks was a problem as they were found in short supply to meet the needs. One of the respondents narrated;

Teachers in my school prefer to use materials such as maps, charts, and a few textbooks for instruction, for me I prefer to use such materials during the introduction and development of new knowledge in my presentation. However, the frequency of usage of the materials is minimal, and this is due to the low amount of such materials in the school. (Interview with S.S.T. from School 2, November, 2022).

These results are showed to be in agreement with studies that indicated the need of using teaching and learning materials in teaching social studies. However, such materials are scarce and not readily available to teachers when needed (Okobia, 2011; Olayinka, 2016). Instead, findings showed that teachers preferred to improvise and use available materials to ensure knowledge is conveyed to pupils in a proposed manner. As one responder explained: "In case there are no preferred instructional materials, teachers usually improvise and come up with the idea to use locally available materials present in their environment to their own advantage" (Interview with ISQAT School 1, November, 2022). Reflecting Fitriyanti et al. (2016) studies indicated that improvisation or rather the wise use of locally available materials to develop instruction materials is one of the effective methods used to accommodate the needs of instructional materials which are scarce especially in the social studies subject.

Consistently, the findings revealed limited use of instructional materials in teaching social studies in primary school. The situation made teachers to become pessimistic about using instructional materials to address the social studies curriculum. Based on social-cultural perspectives, pessimistic perceptions of social studies teachers about social studies instructional materials are a culturally based aspect of the place. Therefore, there are teachers who live in conservative ideas on how social studies subject should be taught and those who have positive perceptions on social studies instructional materials.

4.1.1 Teachers' Rigid Perceptions Toward Social Studies Instructional Materials

During this study teachers' primary social studies showed pessimistic perceptions about the utilization and existence of social studies instructional materials in their schools. Their ideas toward this matter (social studies instructional materials) are built upon so many challenges and problems that made them lose hope in social studies' well-being. The findings show that there are several problems such as inadequate instructional materials in teaching and learning, lack of teachers training seminar whenever there is an upgrading knowledge, big class size, and inconsistency of teaching methodologies. These situations made teachers develop conservative thinking toward social studies instructional materials. Similarly, the problems are centered according to the environment that a specific teacher utilizes. More findings reveal that these situations are making teachers to have stagnant

ideas about the integration of instructional materials in social studies teaching and learning. As one of the respondents explained;

The use of social studies instructional materials consumes a lot of time since single teacher is needed to cover many periods in different classes. This makes a teacher to think about the easiest way to deliver the lesson to pupils without wasting much time in preparing and utilizing instructional materials. Teachers do this because at the end of the studies, pupils only need to pass a written examination and enter another level of education. (Interview with S.S.T, from school 4, November, 2022).

Another perception towards the utilization of social studies instructional materials is that teachers see themselves as not valued and respected by the top authorities in the education sector. One respondent argued that; “Most teachers feel discouraged with the way government conducts in-service training seminars and workshops. Currently, most of teachers are not involved but the matter demands teachers to be present in each and every minute of the training”. Another one added;

Instead, the government only chose few teachers as representative who sometimes fail to deliver to his/her fellow teachers about changes discussed. Also, teachers are not directly involved in curriculum improvement that will ensure smooth running of the teaching and learning processes in schools. Because of this; teachers only think on how to improve themselves economically by spending much time doing businesses instead of thinking how potentially they could improve academic performance to pupils. (Interview with S.S.T from school 5, November 2022).

Additionally, social studies teachers find it difficult whenever they are required to use instructional materials because they lack technological knowledge. Furthermore, those with little knowledge don't have the opportunity to access the equipment. The use of computers is an obvious obstacle among teachers when used to teach social studies subjects, equipment like compass direction, projector for visual display, tape recorders, and, television packages make teachers feel like giving up on teaching and directing lessons by technological means. This makes them develop a pessimistic idea toward utilization of instructional materials and they remain conservative to the traditional way of teaching social studies subjects. These teachers operate like that because of the environment that has been initiated by the education sector authorities.

Generally, teachers in primary schools are faced with several challenges of using instructional materials for the teaching of social studies subject. This study's findings revealed that primary schools experience a shortage of instructional materials. Besides, some other related reasons make teachers have stagnant mindsets on instructional materials for social studies. These are laziness of some teachers, lack of skills, strategies for improvisation, use of instructional materials, financial constraint, lack of appropriate materials, textbook, time constraint, lack of support from administration or authority, and lack of social studies resource rooms.

4.1.2 Teachers' Positive Perceptions Toward Social Studies Instructional Materials

The findings of this study also revealed some positive beliefs of teachers toward integration of social studies instructional materials in classroom setting. Despite some challenges such as overcrowded classrooms, inadequate instructional materials, and inadequate time there are some teachers still hope for better teaching of social studies subject by using instructional materials. Besides, teachers when asked how to run social study classes in the presence of instructional materials, they expressed that instructional materials promote teachers' efficiency and help pupils to actively participate in a lesson. Teachers of social studies need to be innovative and creative by developing their own teaching materials linked to their practice.

Thus, teachers for Social Studies need to use teaching and learning materials that promote permanent learning, facilitate registration of a high degree of interest among pupils, and provide experience as opposed to the chalk-and-talk method. Notwithstanding, teachers perceived that the availability of social studies instructional materials helps teachers to promote teaching and learning in social studies classrooms. Likewise, the use of adequate materials provides platforms for delivering information for teachers and they motivate learners to learn more. Instructional materials can reduce the length of time to concretize the concepts of the subject matter. Social studies teachers explained that when pupils learn in an environment rich in materials, their learning becomes real, practical, effective, and meaningful. Likewise, the use of instruction materials would make learning real, and permanent and promote retention. The findings revealed that despite instructional materials being inadequate in their respective schools, teachers understood the vital roles of instructional materials when teaching social studies. One of the respondents said;

Instructional materials are educational inputs and they are of vital importance in the successful implementation of any curriculum. Relevant and appropriate textbooks, and visual and audio-visual materials like globes, charts, slides, maps, and tapes are of paramount necessity in the teaching-learning process. Audio-visual materials supplement and consolidate what is read in textbooks and journals. (Interview with S.S.T. from school 2, November 2022).

4.2 Teacher's Practices of Instructional Materials Usage in teaching Social Studies subject

Findings were generated through questionnaires based on disagree, neutral, and agree to Likert Scale levels

whose results presented in frequencies, means, and standard deviations in Table 2.

Table 2.

Teachers' Use of Instructional Materials in Teaching Social Studies

Instructional Materials	Disagree	Neutral	Agree	Mean	Standard Deviation
1. Charts	8 (14%)	5 (9%)	45 (77%)	3.78	1.03
2. Globe	13 (22%)	2 (3%)	43 (74%)	3.60	1.27
3. Map of the World	16 (28%)	2 (3%)	40 (69%)	3.55	1.35
4. Workbooks	12 (21%)	4 (7%)	42 (72%)	3.69	1.10
5. Improvised teaching aids	12 (21%)	5 (9%)	41 (70%)	3.62	1.11
6. Atlas	16 (28%)	3 (5%)	39 (67%)	3.34	1.24
7. Pictures	13 (22%)	7(12%)	38 (66%)	3.57	1.09
8. Textbook	23 (40%)	3(5%)	32 (55%)	3.19	1.52
9. Magazines	19 (33%)	8(14%)	31 (53%)	3.19	1.28
10. Newspaper	32 (55%)	6(10%)	20 (35%)	2.48	1.30
11. Internet Services	45 (78%)	2 (3%)	11 (19%)	1.97	1.35
12. Computer Services	48 (83%)	2 (3%)	8 (14%)	1.78	1.16
13. Tape Recorder	49 (85%)	2 (3%)	7 (12%)	1.74	1.10
14. Television package	49 (85%)	2 (3%)	7 (12%)	2.02	2.88
15. Digital versatile disc	50 (86%)	1 (2%)	7 (12%)	1.72	1.09
Average				2.88	1.32

Table 2 reveals a neutral level of Social Studies instructional materials usage in teaching was at the average of 2.88. Out of 15 instructional materials that were investigated, 4 of them were found to be the most commonly used ones with a mean value in the “agree” region and the prevalence exceeded 70%. These instructional materials included the charts with a mean = 3.78 and a prevalence of 77%, the globe with a mean = 3.60 and a prevalence of 74%. In addition, the workbooks had a Mean = 3.69 and a prevalence of 72%, and the use of improvised teaching aids with a mean = 3.62 and a prevalence of 70%. However, results revealed limited use of electronic media including DVDs, television packages, computer services, tape recorders, and internet services whose mean values range from 1.72 and a prevalence of 12% to 2.02 prevalence of 19% by teachers.

These results align with the existing literature which shows that globes, maps, and charts are mostly used for effective learning and understanding of relevant concepts in the Social Studies subject (Igu et al., 2014).

Similarly, the use of improvised instructional materials in teaching Social Studies was reported to be common instructional materials and useful in teaching. One respondent argued that improvisation is a common strategy used to ensure lessons are effectively delivered to the pupils in the Social Studies subject. The respondent commented, “In case the preferred materials are not present, teachers improvise them by using both the available local materials or rather use school capitation to acquire such materials” (Interview with ISQAT from School 3, November 2022). These findings corroborate Fitriyanti et al. (2016) emphasis on the need for teachers to be creative by improvising instructional materials using the materials found in the surroundings that are rather useful in teaching and learning of Social Studies. Also, these results are in line with the view of Social Cultural Theorists that the human mind develops not as a result of predetermined cognitive structures that emerge as one grows but rather as a result of ongoing encounters with the social and material world (David & Vera, 2017).

Findings showed that teachers were improvising instructional materials when the preferred ones were unavailable. Teachers used their creativity to design local materials that could work instead of the ones outlined in the syllabus. These improvised teaching and learning materials are useful in enhancing the teaching and learning of Social Studies. According to the sociocultural theory, a learner develops knowledge and experiences as she/he interacts with the social and material world (David & Vera, 2017). The study places a teacher in the position of a learner who needs to develop an ability to use instructional material in an environment where the preferred instructional materials are absent. The findings revealed that teachers used objects available in their environment to design instructional materials for enhancing teaching and learning.

Furthermore, teachers pointed out that they use different instructional materials, for example, they use instructional materials available in the school and real objects during lesson development, one respondent indicated that “in teaching Social Studies, I usually prefer to use both real objects and manila cards as instructional materials for effective delivery of lessons” (Interview with S.S.T from School 1 November 2022). Similarly, another respondent indicated the appropriate time that “most teachers use instructional materials

during lesson development. I observe it by checking the lesson plan and during the class presentation". (Interview with ISQAT from School 1, November 2022). The findings are in agreement with the existing literature which shows limited instructional materials for Social Studies and instead suggests that it is crucial to use real objects during lesson development (Eya & Ureme, 2011).

Likewise, Social Studies teachers rarely used textbooks and chalkboards. The wall was empty and did not contain materials to encourage learners' participation in the teaching/learning sessions effectively. These teachers seemed to be indifferent, even though the government emphasizes setting a context in which the class should speak, the situation which was found to be contrary to social constructivism's view of knowledge construction based on social interaction and real-world encounters. This view is supported by Raya (2017) that the use of instructional materials contributes to more constructivist learning and active learning among students in the classroom.

4.2.1 Organising and Developing Lesson Activities

The documentary reviews emphasized lesson content, learners' experiences, the learners' age, learning materials, techniques, assessment, and time for learning. The results revealed that a few teachers organized lesson plans that demonstrated the procedures of integrating instructional materials in the context of lesson development. The researcher found that a few teachers demonstrated the application of syllabi and teacher guides in the preparation of lesson plans and schemes of work. In addition, the textbooks, maps, pictures, and visualized videos were observed in the lesson plans used in the teaching and learning context. Surprisingly, the findings indicated that instructional materials found in the documents were rarely used to enhance teaching and learning activities. For instance, a few teachers were able to use textbooks as indicated in the lesson plans.

Further, the researcher reviewed information concerning the lesson development activities in the documents and identified how teachers integrated instructional materials into learning activities. As observed by Teacher 1 in school A;

The teacher entered the classroom to teach about the Majimaji War. During the first five minutes, the teacher asked the class some questions about the Maji Maji War to know their prior knowledge about that war. Only four out of eighty-five pupils were able to answer the questions. The rest had no idea about the war. Then the teacher explained more about the Majimaji war and told the pupils what they were going to learn. During the twentieth minute, the teacher divided the class into five groups of 17 pupils each. To each group, he provided one textbook, I had some explanations about the content introduced and contained some pictures related to the Maji Maji War. (Interview with S.S.T. from school A, November 2022).

This finding reveals that the high ratio of pupils and instructional materials because 17 pupils shared a single book. As there were some group members interacted with instructional materials and others struggled to avoid sleeping in the teaching and learning activities. In addition, Teacher 3 in school B entered the class by explaining about honouring our heroes in society.

Teacher 3 began the lesson by introducing the names of African champions and their countries that obtained independence through armed struggle and diplomatic means. This teacher narrated the story about the topic without using any textbook, images of champions such as Jomo Kenyatta, Kwame Nkrumah, and Augustino Neto, and other instructional materials that could enhance student learning.

Similarly, Teacher 2 in school C used "reading maps" to craft the learning activities in during the introduction of the lesson and a few pupils were active in the lesson. In addition, the teacher relied on blackboard to write some notes and questions in the development stage and a few pupils answered the questions. The teacher displayed a map that appeared to be small and attractive to the pupils. The teacher's teaching was dominated by the chalk-and-talk activity, lecturing, story narration, and question-and-answer approaches. This practice indicated limited integration of instructional materials in teaching and learning activities.

4.2.2 Effective Use of Instructional Materials in Social Studies Teaching and Learning

The findings showed factors that influenced primary school teachers for effective use of instructional materials in social studies teaching. The use of self-made Social Studies instructional materials among teachers has influenced pupils' learning and achievement in many ways. Teachers' beliefs, interests, anxiety, perceptions, and motivations constitute human behavior that influences learning. Teachers have developed negative beliefs and feelings towards the use of locally made instructional materials, which are likely to affect them both mentally and emotionally. In addition, the findings noted that administrative issues such as the provision of facilities, infrastructure, students' characteristics, school characteristics, partners, teachers' preparation, conditions of science, development, and training, and teacher motivation are the key factors preventing the smooth use of instructional materials in Social Studies teaching. Moreover, the supervisory role of school administration in executing the curriculum and curricular materials, and management of infrastructure and facilities also prevented the effective use of instructional materials in teaching.

Large class size: This is one of the serious problems that developing nations have been grappling with. The increase in enrolment in schools affected teaching and learning as it causes teachers to have large class sizes that are difficult to handle, even though the performance of pupils becomes an issue. Moreover, the utilization of instructional materials and teaching aids becomes problematic. In this study, the sampled schools had large numbers of pupils, which made teachers fail to use instructional materials wisely.

The findings based on classroom observation revealed that in school A one teacher distributed five recommended textbooks to teach 85 pupils. This situation implies that 17 students shared a single textbook. The situation in school B showed that the space could not accommodate 86 pupils. For instance, one desk was used by 4 pupils though there was no space between desks that made it difficult for the teacher to pass around and follow-up activities. Similarly, the desks in school C were arranged in rows and 3 to 4 pupils sat in one desk. This arrangement created limited space to move around for the teacher's observation during lesson presentations in the classroom. The class size of school D was 89 pupils and the desks were arranged in rows with 4 pupils sitting per desk. About 84 pupils were registered in school E which had 28 desks arranged in rows. In addition, the teacher arranged groups of 14 pupils and each group sat in a circle of four desks. Likewise, another six groups that circled had limited pupils-teacher interactions because there was no passage between desks to allow teachers to follow up on classroom learning activities.

The findings revealed that there were large and small class sizes in school. The smaller the class, the greater the likelihood that a teacher will spend more time with individual pupils. Large classes present more challenges in pupil control, marking assignments, planning activities, and assessment. In smaller classes, it is easier for teachers to spot problems and give feedback, identify specific needs, and set individual targets for pupils. For example, teachers develop relationships with pupils to know pupils individually. Olayemi, A. (2012) argues that the average class size should be enhanced to control the rising capital costs of education. In addition, Toth and Montagna (2002) supported that the increase in student enrolment in many institutions compromises quality teaching and learning.

5. Conclusions and recommendations

Generally, the teacher's perception and practice of using instructional materials in primary school results in several issues. These issues are not limited to inadequate instructional materials, lack of libraries, limited in-service training seminars for teachers, big class sizes, and inconsistency of teaching strategies. Rather there are divided thinking about the use of social studies instructional materials in teaching and learning based on conservative and transformative thinking. These need the attention of collaborative efforts from education sector authorities, private and government to improve Social Studies teachers' use of instructional materials effectively.

6. Recommendations

6.1 Recommendations for Action

The researcher recommends that teachers should be innovative as per socio-cultural perspectives. Equally, teaching is an art and science, teachers should devote their effort towards the effective utilization of available Social Studies instructional materials, especially local instructional materials instead of chalk-board teaching style. Likewise, teachers who have attended job training workshops on the use of Social Studies instructional materials need to share their knowledge and skills to their fellow teachers decently.

The responsible education sector authorities and professionals should emphasize on the use of instructional materials in social studies teaching and learning as a significant strategy to promote active and cooperative learning. In addition, stakeholders in the education sector should strive to address problems affecting social studies teachers to use instructional materials effectively during teaching and learning. It may not be possible to finish all the problems, but the present study findings provided insights on how to address them.

6.2 Recommendations for Further Studies

The researcher recommends that the findings of this study should be used as a stepping stone for further research, especially on the practices and perceptions of teachers about the utilization of instructional materials in Social Studies subject teaching. Similar studies involving large samples are needed to enable the country to reconstruct its social studies instructional materials to offer quality and inclusive education for all children. As well, comparative studies are needed on the utilization of instructional materials between Social Studies subject across education levels education and disciplines as well as comparing with other regions. Moreover, other studies should specifically focus on the support provided to teachers regarding the effective use of instructional materials in teaching of social studies in the context of a competency-based curriculum.

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