

Potency of Visual Resources on Secondary School Students Educational Attainment in Social Studies in Ekiti State, Nigeria

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Abstract: *The study investigated potency of visual resources on secondary school students' educational attainment in social studies in Ekiti state, Nigeria. Quasi-experimental design of pre-test, post-test, control groups design was adopted. The population of the study consisted of all Junior Secondary School III students in Ekiti State. The sample for the study consisted of 155 JSS III students who were selected from four secondary schools in Ekiti State using multi-stage sampling procedure. The two research instruments were used such as lesson notes on Social Studies and Social Studies Performance Test (SSPT). The face and content validity of the instruments were ensured by Social Studies and Test and Measurement experts. The reliability of the instrument was determined through test-retest method. The scores of the sampled students were analysed using the Pearson Product Moment Correlation Coefficient Analysis. A reliability coefficient of 0.85 was obtained. The research hypotheses were tested a 0.05 level of significance. Findings found that there is a significant difference in the pre-test and post-test scores of Social Studies students when virtual resources were used. This study concluded that using visual resources for teaching Social Studies students is more effective than conventional methods of teaching as the performance of students taught with visual resources was better than their counterparts who were not taught with it. The study recommended that to improve Social Studies students' academic performance, the use of visual resources should be encouraged in teaching Junior secondary schools' students in Ekiti State. The school authority should organise in-service training for retraining of Social Studies teachers through seminars to update their knowledge and create awareness on the relevance of instructional resource meant for teaching Social Studies students.*

Keywords: visual resources, educational attainment, social studies

INTRODUCTION

Teaching is to engage in a process of influencing another person's learning through conversation. It is the conversation between the educator and the class. Intuition, creativity, improvisation, and expressiveness are necessary for teaching as a useful and practical art. Even though there are a variety of approaches to teaching integrated Social Studies, there is no one approach that is optimal in every educational setting. A Social Studies educator needs to keep up with the latest pedagogical developments. An effective Social Studies educator must not only be a repository of knowledge but also a mentor, a coordinator of educational opportunities, and a catalyst for learning in any setting, drawing on a variety of strategies including, but not limited to those listed below. Some of the methods are Simulation, Problem-Solving, Discussion, Discovery and Project. Students are highly motivated by simulations, and their interest is piqued when they are used. Nigeria, there is need to get social studies teachers involved and this requires a lot of encouragements and liberation against them (Adesanya & Adabembe, 2022). Nigeria as a member of the United Nations signed and ratified the various relevant international instruments, treaties and conventions without reservation (Adedayo, Adabembe, & Belo, 2022).

This approach would allow for the fabrication of circumstances in which events are portrayed as though they were occurring in real life. Play and a gamelike environment are used to simulate reality for the student. In a simulation, the student is immersed in a "world" created by the instructor. They stand for the world that students engage with every day. The teacher sets the rules for this "world" and exploits them to achieve learning goals. The students live through the situation and learn from it firsthand. According to Fageyinbo (2010), using a simulation approach prepares students to make sound judgments in the face of uncertainty.

In problem-solving, students use the trial-and-error method to attempt to solve problems in this teaching/learning strategy. This can be done on an individual basis or as part of a group project. Students take an active role in their education using this approach. Students develop reflective or critical thinking skills and hone their creative problem-solving abilities as they work to find answers to challenging assignments. Abdu-Raheem (2010) noted that problem-solving is an innovative method which assists students to acquire greater knowledge and skills that would assist them to face future challenges. Problem-based learning requires students to identify issues that are important to them, their field of study, and the pressing issues facing society at large. In the problem-solving method, the teacher may do the following:

- i. The teacher may present problematic situations and introduce and clarify the problem, or (the Social Studies teacher) may introduce a discussion that would lead the students to identifying the problems.
- ii. Students are then expected to work independently or in small groups to come up with a range of possible solutions to the problems.
- iii. Data (or information) is gathered and analysed in the context of predicted outcomes by the students.

Data would be sought in either case to ensure that problems are significantly reduced, even if the initial problem is only partially solved. In the problem-solving approach to education, the student takes the lead in formulating the learning objective, establishing the criteria for success, and gathering, organising, and analysing the information he/she will need to reach that objective. It was agreed upon by Mezieobi (2017), Mustapha, Aminu, Abdu, and Dauda (2022), and others that this approach to teaching Social Studies would encourage student participation in the learning process while also allowing teachers to evaluate students' abilities and initiative.

Discovery is a form of teaching method in which the teacher provides only minimal direction while the student works independently to solve problems and add to the body of knowledge by conceptualising and comprehending previously intractable concepts, generalisations, and principles. Using this approach, students select problems that relate to the instructional objectives, pose relevant questions, collect, analyse, and interpret data that could lead to a solution or the achievement of the instructional objective, and then apply their findings or generalisations to new contexts. It allowed the students to explore and discover on their own. It caters for kids' natural curiosity and gives them (and their parents) plenty of chances to strike out on their own. As opposed to rote memorisation and forgetting, this approach facilitates the development of the learner's capacity for learning, remembering, and retention. (Mezieobi2012).

Instruction is also expected to be an active rather than passive process. For the best results, it should be a two-way conversation in which both parties (teachers and students) are actively involved. Effective teaching and learning processes need deliberate efforts on the part of both the instructor and the students and this desirable state can be achieved when teachers and students build substantial engagement. This form of connection requires the teacher to entice students to actively participate in the process. Majority of teachers adopt the traditional style which seems to prevent students from actively participating in lessons. The process of passing knowledge from teachers to students is known as the traditional way of teaching (Rhodes & Bellamy, 2012). According to Zubairu cited by Adegbola (2017), most schools use the teacher talk and blackboard mode of instruction, in which students simply listen to the teacher without actually concentrating, understanding and internalising much of what they are taught.

In his study, Adegbola (2017) listed some of the difficulties students encounter when their teachers rely on traditional methods of teaching. The biggest disadvantage of traditional teaching methods is how students learn to pronounce words. This barrier can cause the listener to miss important details in a lecture. One misunderstood word can change a student's understanding of the lesson's central ideas. The student relies solely on the instructor for instruction in the conventional approach.

Project is a method where learners carry out activities outside the classroom in groups or as individuals to produce something. It involved doing concrete things and it is self- motivated. Project-based learning, as emphasised by Onasanya and Adegbija in Olatilu (2016), encouraged

students to pursue their own lines of inquiry and research. It encourages students to work together and rely on one another, which are two of the most important social skills. Abdu-Raheem (2017) posited that project method engaged students in activities and concrete works which promote initiatives, thinking skills, investigation of ideas, motivation, collation and presentation of ideas from the knowledge acquired.

Teaching Social Studies through questions is an effective strategy. Teacher-posed questions can range from thought-provoking and informative to critical and progressively more difficult questions. Challenge your students' critical and logical thinking with questions that really make them think. According to an opinion piece by Salami in Olatilu (2016), students are better prepared for and more engaged in classroom activity when they are given advance notice. In field-trip method, Students go on field trips to observe and investigate topics not covered in class. Field trips provide students with experiences that are more real-world relevant and therefore more memorable and instructive. Field trips, according to Akintunde in Ogboja (2018), help students hone their observational and interpersonal abilities.

The discussion method is seen as a deliberate, planned approach to instruction, rather than a natural byproduct of other pedagogical practices. It is a form of collaborative learning in which everyone contributes their best thoughts to the conversation in order to reach a mutual understanding of the topic at hand. There should be no "teacher at the front of the room" or "students sitting in rows in front of him" in a discussion setting; rather, the teacher should be an active participant in the discussion by positioning himself within the circle of students. A visitor to the discussion group would not be able to tell who the teacher is based on appearances alone. Student participation, improved communication and listening skills, a deeper understanding of course material, and an emphasis on teamwork are just some of the benefits of using the discussion method (Abdu-Raheem, 2010).

The discussion would take place in an environment where all participants could easily see one another's faces. If there are not too many students in the class, a circle is the best seating arrangement. The teacher should have the students sit in a circle if possible, but if there are too many students for that to be practical, they should break up into smaller groups to have a discussion in which only the teacher is an expert. However, it is important to allow students to take the lead in class discussions when they have the necessary discussion skills (Mezieobi, 2012).

According to Bozimo and Ikwumelu in Nnamani and Oyibe (2016), who relate the discussion method to the evaluation of Social Studies curricula, students are better able to retain information about these topics in the cognitive domain, appreciate its importance in the affective domain, and manipulate it in the psychomotor domain when they assume different roles as part of the role-playing method. It is well-known that Social Studies teaches students to think critically and find original solutions to problems. When the three educational domains are applied in the classroom through the problem-solving approach, some of the goals and aims of Social Studies are met, which have contributed to the distortion of social principles and values (Adabembe, 2024).

Visual resources are any materials that can be seen and used to aid in instruction. Content presented in a presentation form is more likely to result in the desired outcomes if materials, facilities, equipment, and people are strategically combined and utilised. Teachers can use a variety of visual aids, including those described by Ema and Ajayi (2014) as "visual resources," to support and motivate their students as they engage in academic pursuits. Visual resources, in their view, are anything and anyone that can be used by the teacher and learners before, during, and after the lesson to facilitate the achievement of objectives, which is in line with Jabob in Nnamani and Oyibe (2016). In other words, they are tools that aid in the dissemination of knowledge and the cultivation of admiration for what has been learned. The reason for this is that the use of such materials tasks the different sense organs of the students, encourage them to actively participate in the instructional process through their different senses, which in turn promotes understanding and saves the teacher's time that would otherwise be spent on lengthy explanations that further confuse the students. The more visual resources are used in a lesson, the more senses are stimulated and the more the lesson resembles reality.

Charts, maps, pictures, diagrams, and electronic instructional materials like television and video tape recorder are just some of the visual resources that can be used to help students learn, according to Besong (2018). Paper and writing tools like pens, erasers, exercise books, crayons, chalk, drawing pads, notebooks, pencils, rulers, slates, and workbooks are included in the other category of instructional resources, he added. According to Besong (2018), increasing the scientific foundation of education, bolstering the effectiveness of classroom instruction, facilitating on-the-spot comprehension, and broadening educational opportunity are all necessary steps towards achieving this goal. Besong (2018) found that the use of visual aids significantly improved students' achievement. He believed that schools with more resources were more successful than those with fewer resources.

The "Effect of Using Instructional Resources on Academic Performance of Secondary School Students in the Teaching of Agricultural Science in the Nsukka Area in Enugu State" was the subject of a study by Vincent, Edward, and Cajethan (2021). From a pool of 14 secondary schools used as the study's target population, 10 were randomly chosen to serve as the study's sample. The sample consisted of 240 secondary school seniors from the three senior secondary schools that offer agricultural science as a major. All five of the stated null hypotheses were accepted after being put to the test using the spearman rank order correlation coefficient test statistics at the 0.05 level of significance. In Nsukka, Enugu State, the results showed that 85 percent of teachers did not make full use of instructional resources when teaching agricultural science to their students. This had a negative impact on the students' performance in agricultural subjects.

Also, in a study titled Effect of instructional resources on students' performance in geography in selected secondary schools in Zaria Local Government Area, Kaduna State,"Abdulkadir and Abdullahi (2021) used a simple random sampling technique to select eight secondary schools at random from a population of fourteen. Correlation analyses was used in the study for data analysis. Seventy-five percent of teachers surveyed admitted they were not making full use of

available teaching materials, which negatively affected students' performance in geography exams in secondary schools across Zaria Local Government Area, Kaduna State, Nigeria.

Moreover, Odeniyi and Saladin (2018) carried out a research titled “The use of instructional resources for teaching and learning of physics education in Federal Capital territory Abuja, Nigeria.” The purpose of the study was to find out the effectiveness of teaching physics in education using instructional resources in Federal capital, Abuja. The study was a survey type. The target population was six hundred and sixty respondents who were selected by the use of simple random sampling technique; 20 physics teachers were used. Four null hypotheses were formulated which were subjected to a statistical test with the use of the chi-square statistical tool at 0.8 level of significance, and all the four null hypotheses were rejected for the study. The result showed that about 90% of the respondents made use of instructional resources appropriately which then had a positive effect on the performance of the respondents in physics education in Abuja, Nigeria. The research findings showed that the teachers’ preparations and the correct usage of instructional resources had positively improved the students’ performance in physics education in Abuja.

The effects of instructional materials on secondary school students' academic achievement in Social Studies in Ekiti State, Nigeria, were investigated by Olayinka (2016). This paper's goal is to draw attention to the role that textbooks and other learning resources play in the success of Ekiti State's secondary school students in the field of Social Studies. All students in Class II of a Junior Secondary School were included in the study's population, and 180 of them were randomly selected for the sample. The researchers used a self-created multiple-choice Social Studies Achievement Test (SSAT) to compile their findings. The data was analysed using Analysis of Variance (ANOVA) and Analysis of Covariance (ANCOVA). Results showed that students in the experimental group improved significantly between the pre- and post-test. The gender effect was also not found to be significant in the field of Social Studies. The results showed that classes where students had access to instructional materials outperformed those where students did not.

Statement of the Problem

Despite the acknowledged importance of instructional materials, empirical evidence suggests that many secondary school students in Ekiti State continue to perform poorly in Social Studies. For instance, research reports indicate that the nature of Social Studies, which seeks to foster citizenship awareness, social competence and critical thinking, places high demands on pedagogical methods, yet teachers often rely on traditional didactic strategies (Mezieobi, 2012; Post & Omojemite, 2024). While previous studies have explored availability and use of audio-visual aids in social studies classrooms (e.g., Obeka, 2013; Emudianughe & Akporhwarho, 2022), there remains a paucity of rigorous investigation into the potency of visual resources (charts, maps, videos, infographics) and their direct impact on student attainment in Social Studies within Ekiti State.

Furthermore, existing literature indicates a gap in contextual analyses of how visual instructional resources function in Ekiti secondary schools, especially considering school type, resource

availability and teacher competence. For example, a study in Yobe State found that use of visual resources improved academic performance, yet it did not disaggregate results by state or examine sustainability of gains (see “Effect of Visual Instructional Resources” project). Similarly, the study by Post & Omojemite (2024) in Ekiti State highlighted teacher perceptions of audio-visual aids but did not measure student outcomes quantitatively. Hence, there is insufficient evidence on whether visual resources significantly raise attainment levels in Social Studies, or whether contextual variables moderate that effect.

In practical terms, the problem manifests in continued under-performance of students in Social Studies examinations in Ekiti State, despite curriculum reforms and repeated calls for improved instructional resources. If visual materials are under-utilised, or if their influence on student learning has not been systematically quantified, then educators and policymakers may lack evidence for strategic investment in such resources. This suggests a disconnect between the recognition of the value of visual aids and the translation of that value into measurable gains in educational attainment. To bridge this gap, it is necessary to examine not only resource availability but also how usage of visual resources correlates with student outcomes in Social Studies.

Finally, addressing this problem is critical because the achievement of Social Studies objectives, in terms of civic competence, social awareness and national development is contingent upon effective pedagogy and learner engagement. Without robust evidence of the potency of visual resources in the Ekiti State context, interventions may remain generic and less effective. This study, therefore, proposes to investigate the effect of visual resources on secondary school students’ attainment in Social Studies in Ekiti State, thereby providing locally-relevant empirical data to guide practice and policy.

The lack of use of visual resources such as charts, diagrams, maps, images, and models can be blamed for the low academic performance. Poor students’ performance appeared to be caused by incorrect or bad teaching methods and improper utilisation of instructional resources. The majority of teachers adopt the traditional style, which seems to prevent students from actively participating in lessons. In other words, it seemed that most of the schools are still using the conventional mode of instruction, in which students simply listen to the teacher without actually concentrating, gaining, and internalising what they were taught.

Research Questions

The following research questions were raised:

1. What is the level of performance of Social Studies students before they were exposed to treatment?
2. What is the level of performance of Social Studies students after they were exposed to treatment?

Research Hypotheses

The below research hypothesis was generated for the study:

1. There is no significant effect of visual aids on the pre-test and post-test of students in Social Studies in the experimental group.

METHODOLOGY

The research design for this study was quasi-experimental design of pre-test, post-test, control groups design. It involved treatment of group and the administration of Social Studies Performance Test (SSPT). The treatment was administered on the experimental group. Therefore, the Pre-test was administered before the application of the experimental and control treatments, and the Post-test was administered at the end of the treatment period. The experimental group received the treatment using Visual Resources techniques while the control group was taught using conventional method. After the treatment, both groups were tested using Social Studies Performance Test (SSPT) as Post-test. The population for the study comprised all Junior Secondary Schools in Ekiti State. The sample for the study consisted of 155 JSSIII students who were selected from four secondary schools in Ekiti State using multi-stage sampling procedure. The two research instruments for this study are Lesson notes and Social Studies Performance Test (SSPT). The validity of the instruments were done by Social Studies and Test and Measurement experts. The reliability of the instrument was determined through test-retest method. The Social Studies Performance Test (SSPT) was administered on 20 students that were not used for the study. Within the interval of two weeks, the instrument was re-administered to the same set of students. The scores of the sampled students were analysed using the Pearson Product Moment Correlation Coefficient Analysis. A reliability coefficient of 0.85 was obtained which was considered high enough to make the instrument reliable.

RESULTS AND DISCUSSION

Result

Research Question 1: What is the level of performance of Social Studies students before being exposed to treatment?

The pre-test and post-test scores of students in the two groups were used to answer this question.

Table 1: Simple Percentage of Pre-test Scores of Students in VRT Group

Groups	Test	Number	Pass	Percentage
Visual Resources Techniques (VRT) Group	Pre-test	105	$\frac{38}{105} \times 100$	36.19%
Total		105		

Source: Field Survey, 2022

The result presented in Table 1 showed the percentage of student that passed the pretest before Visual Resources Techniques (VRT) Group. The result revealed that 36.19% of the students' performance fairly before treatment. Hence, the level of the performance of students was low before treatment.

Research Question 2: What is the level of performance of Social Studies students after they were exposed to treatment?

Table 2: Simple percentage of Post-test Scores of Students in VRT Groups

Groups	Test	Number	Pass	Percentage
Visual Resources Techniques (VRT) Group	Post-test	105	$\frac{93}{105} \times 100$	88.57%
Total		155		

Source: Field Survey, 2022

The result presented in Table 2 showed that 88.57% of the students sat for post test in VRT group passed the test. Compare with Table 1 above, it shows that there is 52.38% improvement in students' performance in Social Studies between pre-test and post-test scores when Visual Resources Techniques were used. This implies that students' performance in Social Studies in VRT groups improved when exposed to treatment. The result revealed that students' performance was low before treatment; it, however, highly improved after treatment.

Research Hypothesis

Hypothesis: There is no significant difference in the pre-test and post test scores of students in Social Studies in the experimental group.

The result presented in Table 1 showed the performance of Social Studies students before and after being exposed to treatment. The mean score of the performance of students before and after teaching with visual aid were computed and compared.

Table 3: t-test of the Significant Difference in the Pre-test Scores and Post test scores of Social Studies students in the Experimental Group

Variables	N	Mean	St.D	Df	t-cal	p.value
Pre-Test	105	16.6571	10.42725	194	18.407	0.000
Post-Test	105	56.7619	19.74088			

P<0.05 (Significant)

The result in Table 3 revealed that $t = 18.407$, $P = 0.000$ is less than 0.05 level of significance which indicates that the null hypothesis one is rejected. This implies there is a significant difference in the pre-test and post-test scores of Social Studies students when virtual resources were used.

CONCLUSION

This study concluded that using visual resources for teaching Social Studies students is more effective than conventional methods of teaching as the performance of students taught with visual resources was better than their counterparts who were not taught with it.

Recommendations

The following recommendations were made

1. In order to improve Social Studies students' academic performance, the use of visual resources should be encouraged in teaching Junior secondary schools' students in Ekiti State
2. Adequate visual resources should be provided by the government and school administrators in Ekiti State to encourage teachers to teach Social Studies students with relevant instructional resources.
3. The Ministry of Education in Ekiti State should set up monitoring team to enforce compulsory use of visual resources by secondary schools' teachers in teaching Social Studies students.
4. The school authority should organise in-service training for retraining of Social Studies teachers through seminars to update their knowledge and create awareness on the relevance of instructional resource meant for teaching Social Studies students.

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