

**INSTRUCTIONAL RESOURCES UTILIZATION AND TEACHERS' EFFECTIVENESS IN
LESSON DELIVERY IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN MKPAT
ENIN LGA, AKWA IBOM STATE, NIGERIA**

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ABSTRACT

The study investigated the relationship between instructional resources utilization and teachers' effectiveness in lesson delivery in Social Studies in Junior Secondary Schools in Mkpato Enin Local Government Area, Akwa Ibom State. The study was guided by four research questions and four hypotheses, correlational research design was adopted for the study. The population of the study comprised 6,661 Junior Secondary School Students in Mkpato Enin Local Government Area. A sample size of 300 respondents was used for the study. A researcher developed instrument used in collecting data for the study was tagged "Instructional Resources Utilization and Teacher's Effectiveness in Lesson Delivery Questionnaire (IRUTELDQ). The simple random sampling technique was used for the study. The instruments were duly validated by two experts from the Faculty of Education, University of Uyo. Test-retest reliability was used to obtain a reliability coefficient of 0.84 for the instrument. Cohen's interpretation of correlational studies was used in answering the research questions while Pearson's Product Moment Correlation was used in testing the hypotheses at 0.05 level of significance. It was found that there is a significant relationship between textbook utilization, audio aids utilization, audio-visual aids utilization and phenomenal aids utilization and teachers effectiveness in lesson delivery. Teachers should incorporate audio-aids, audio-visual aids and phenomenal aids into their instructional practices to cater to diverse learning styles and promote student engagement in social studies lessons. Recommendations were made among which were that: educational stakeholders should prioritize the provision and effective utilization of textbooks in teaching social studies ensuring teachers have access to relevant and up-to-date materials.

INTRODUCTION

Background of the Study

In the contemporary world, education serves a vital foundation for securing employment, fostering personal development, achieving economic growth, cultivating moral values, and promoting healthy interpersonal relationships (Bukoye, 2019). Conversely, the absence of quality education can result in ignorance, underdevelopment, maladjustment, crime, poverty, and frustration (Bukoye, 2019; Osewa, 2022). Effective teaching heavily relies on the use of instructional materials, which are essential for fostering innovation and enhancing productivity. Education is the backbone of national progress, ensuring that all Nigerian children, regardless of their mental, emotional, or psychological conditions, are equipped to thrive. Teachers responsible for implementing the Universal Basic Education (UBE) curriculum must utilize diverse and high-quality instructional materials to facilitate effective classroom learning (Ajayi and Salma, 2021; Bukoye, 2019). There is a strong assertion that effective classroom learning is a function of effective and efficient lesson delivery (Issing and Schaumburg, 2001).

Lesson delivery encompasses the structured process through which teachers convey knowledge, skills, and values to students. It includes lesson planning, instructional strategies, resource utilization, classroom management, and assessment methods. When executed efficiently, it fosters students' engagement, comprehension, and academic achievement. Conversely, inadequate lesson delivery practices inhibit learning outcomes which is a concern raised by various education stakeholders. Poorly structured lessons, insufficient instructional materials, and ineffective teaching strategies contribute to student disengagement from learning activities, low retention of concepts and subsequent drop out tendency among learners.

Instructional materials play an indispensable role in the educational process, thus, aiding in the teaching and learning of all subjects in the school curriculum. These resources help students' engagement with concepts, symbols and ideas, thereby enhancing their abilities in reading, listening, problem-solving, viewing, critical thinking, writing, and usage of media and technology resources. Anne and Dorado (2024) described instructional materials as both print and digital tools designed to aid in the delivery of knowledge effectively. Examples include but not limited to textbooks, newspapers, slides, pictures, workbooks, and electronic media. Proper utilization of teaching aids bridges the gap between theoretical concepts and practical application, thus helping students to grasp complex ideas effectively.

Alimi et al., (2021) highlighted that education is globally acknowledged as a key driver of national development. Lesson delivery is enhanced by the level of preparation, choosing or selecting appropriate teaching methods, and utilizing appropriate instructional resources. Instructional resources play a crucial role in facilitating effective lesson delivery and improving student learning outcomes. Instructional resources refer to materials, tools, and technologies that aid in the teaching-learning process by making content more comprehensible, engaging, and interactive. These resources can be classified into various categories, each with a specific purpose in the teaching-learning process. Print materials like textbooks, workbooks, and handouts offer structured content aligned with curriculum objectives, ensuring consistency in instruction. Audio aids like podcasts, audiobooks, voiceovers, audio quizzes or games will create an enveloping and engaging environment for learners and enhance their understanding of complex concepts. Visual aids, including diagrams, posters, and maps, simplify complex information and improve comprehension. Audio-visual resources, such as videos and multimedia presentations, create an immersive learning experience by engaging students through sound and visuals (Arumuru and David, 2024; Chisunum and Nwadiokwu, 2024).

Phenomenal aids such as role-playing, field trips, educational games and science experiments enhance teaching and learning by providing students with engaging, interactive and memorable experiences. Digital tools like e-learning platforms and mobile applications provide personalized, interactive experiences, making lessons more accessible and engaging. Manipulative and hands-on materials enable students to explore concepts through experimentation and inquiry-based activities.

Community and environmental resources connect classroom learning to real-world experiences through field trips and interactions with guest speakers (Stoss, 2020; van Zundert, 2022). In addition, a combination of various instructional resources is essential for effective teaching and learning, catering for diverse students' needs, learning styles, and interests. Educators should thoughtfully select and integrate these resources to optimize lesson delivery and promote student success. Various international efforts have sought to maximize education's potential for global progress. For instance, Article 26 of the 1948 Universal Declaration of Human Rights explicitly states that "everyone has the right to education." Similarly, the Dakar Framework for Action, adopted at the 2000 World Education Forum, introduced the Education for All Agenda. These initiatives emphasize education as a crucial tool for building human capacity and fostering societal progress, irrespective of individual differences or abilities (Alimi et al., 2021).

Instructional resources are integral to teaching and learning, significantly enhancing teacher effectiveness and improving student performance. Similarly, with the increasing demands of modern education, the need for instructional resources has become more pronounced. Advances in technology have transformed teaching practices, with tools like interactive whiteboards, e-learning platforms, and multimedia devices offering innovative ways to engage learners for adequate knowledge creation, retention and skills acquisition. Disparities in resource availability, particularly between urban and rural schools, create inequalities in education quality and inhibit effective learning outcomes. Teachers' ability to effectively identify and use these resources is essential for successful lesson delivery. Studies have shown that schools equipped with adequate instructional materials and trained teachers consistently achieve higher academic outcomes. Conversely, the lack

of resources undermines teaching effectiveness, reduce teacher motivation, and negatively affect students' performance (Bragg et al., 2021).

Adequate development of appropriate instructional resources is likely to elicit effective lesson delivery and enhance learning outcomes by fostering student engagement, improving knowledge retention, and facilitating better comprehension of complex concepts. When instructional materials are tailored to students' needs and integrated effectively into lesson plans, they create an interactive and stimulating learning environment, ultimately leading to improved academic performance and holistic educational development. Despite their significance, several obstacles hinder the effective use of instructional resources, including inadequate funding, insufficient teacher training, and limited access to modern technologies. These challenges tend to be pronounced in developing nations like Nigeria, where education often suffers from underfunding (du Plessis and Mestry, 2019). It is against this background that this study examined the relationship between instructional resources utilization and teachers' effectiveness in lesson delivery. It further emphasize the importance of integrating these materials into teaching activities in order to achieve the desirable educational outcomes.

Statement of the Problem

Instructional resources play a crucial role in facilitating effective teaching and learning when adequately utilized. Teaching aids enhance lesson delivery, promote students' engagement, and improve comprehension of concepts among learners. Despite the relevance of teaching materials in the school system, observations by educational stakeholders, including education inspectors and supervisors, revealed that instructional resources are often scarcely utilized in classrooms on the basis of unavailability. In Mkpato Enin LGA, many schools tend to experience challenges relating to the lack of instructional materials, limited access to modern teaching aids, and inadequate teacher training on resource integration in teaching and learning process. These issues tend to hinder effective lesson delivery and subsequently, students' learning outcomes.

In order to change the ugly scenario involving less utilization of teaching aids, some school administrators and head teachers have made efforts to encourage the use of instructional supports from time to time, yet efforts tend not to achieve the desirable outcomes as teachers either resist change or struggle with inadequate resources. Furthermore, while some teachers claim to utilize instructional resources in the day to day teaching, their lesson delivery still falls short of expectations. This inconsistency raises concern about whether the available instructional resources in the school system translates to effective utilization of the teaching aids. It is against this background that the present study is poised to investigate instructional resources utilization and teachers' effectiveness in lesson delivery in Social Studies in Mkpato Enin LGA, Akwa Ibom State, Nigeria.

Objective of the Study

The main objective of this study was to investigate the relationship between instructional resource utilization and teachers' effectiveness in lesson delivery in Social Studies in Mkpato Enin LGA, Akwa Ibom State. Specifically, the study sought to:

- i. Assess the relationship between textbook utilization and teachers' effectiveness in lesson delivery.
- ii. Determine the relationship between audio aids utilization and teachers' effectiveness in lesson delivery.
- iii. Ascertain the relationship between the use of audiovisual aids and teachers' effectiveness in lesson delivery
- iv. Investigate the relationship between phenomenal aids usage and teachers' effectiveness in lesson delivery.

Significance of the Study

The findings of the study would be immensely beneficial to the following persons; Teachers, Students, State Secondary Education Board, researchers, policy makers, educational authorities,

parents and guardians. The teachers would gain practical knowledge on the use of instructional aids to enhance efficient lesson delivery in the classroom thereby evoking the desired learning outcomes. Students would also benefit from enhanced learning experiences, increased engagement, and better academic performance as a result of improved lesson delivery via the use of audio-visual aids, textbooks and other quality teaching aids.

Similarly, school administrators and head teachers would gain insights into how best to allocate available instructional resources to support teachers in their effective integration of the teaching aids into teaching and learning process. Policymakers and educational authorities, including government agencies and curriculum planners would find the study useful in guiding decisions on instructional resource distribution, infrastructure development, and teacher training and retraining programmes.

Parents and guardians would find the study useful by understanding the importance of instructional materials usage in enhancing students' academic performance and skills acquisition. Lastly, researchers and academics would find the study valuable as it contributes to the existing body of literature on instructional resource utilization and teachers' effectiveness in lesson delivery. Future researchers can build on its findings to explore related areas such as the impact of emerging technologies on lesson delivery and strategies for optimizing resource distribution in schools. By advocating for the equitable and efficient use of instructional materials, this study promotes improved teaching practices, better learning outcomes, and overall educational development in Mkpato Enin LGA, Akwa Ibom State.

Research Questions

The following questions guided the study:

- i. How does textbooks utilization relate to teachers' effectiveness in lesson delivery in social studies?
- ii. What is the relationship between audio aid utilization and teachers' effectiveness in lesson delivery in social studies?
- iii. How does the use of audio-visual aids relate to teachers' effectiveness in lesson delivery in social studies?
- iv. What is the relationship between phenomenal aids usage and teachers' effectiveness in lesson delivery in social studies?

Hypotheses

The following hypotheses guided the study:

- i. There is no significant relationship between textbook utilization and teachers' effectiveness in lesson delivery in social studies.
- ii. There is no significant relationship between audio aids utilization and teachers' effectiveness in lesson delivery in social studies
- iii. There is no significant relationship between the use of audio-visual aids and teachers' effectiveness in lesson delivery in social studies
- iv. There is no significant relationship between phenomenal aids usage and teachers' effectiveness in lesson delivery in social studies

Scope of the Study

This study explored the utilization of instructional resources and their relationship to teacher effectiveness in Social Studies lesson delivery in junior secondary schools in Mkpato Enin LGA, Akwa Ibom State. It examined the accessibility, availability, and utilization of various instructional materials such as textbooks, audio aids, audiovisual aids, and phenomenal aids. The research focused specifically on how the use of instructional resources influences teacher's effectiveness in lesson delivery in Social Studies in Junior Secondary Schools in Mkpato Enin L.G.A, Akwa Ibom State in the 2024/2025 school year.

REVIEW OF RELATED LITERATURE

Theoretical Framework

To establish a solid foundation for this study, two relevant theories were adopted: Cognitive Load Theory by John Sweller and Social Cognitive Theory by Albert Bandura Cognitive Load Theory (Sweller, 1988)

The Cognitive Load Theory was propounded by John Sweller in the 1980s. The theorist was an Australian educational psychologist who was born in 1948 in Sydney, Australia. In the 1970s, Sweller began researching the role of cognitive processes in learning, particularly in the context of problem-solving and Mathematics education. The theorist was dissatisfied with the prevailing behaviourist theories of learning which emphasized the role of external stimuli and reinforcement in shaping behaviour. Instead, Sweller sought to develop a more comprehensive theory that took into account the complex cognitive processes involved in learning.

Through a series of experiments and studies, Sweller developed the Cognitive Load Theory (CLT) which explains that learning is influenced by the amount of cognitive load imposed on the learner, and how the human brain processes information and learns new knowledge. The theory posits that the human brain has limited working memory capacity, which can only process a certain amount of information at a time.

The implications of Cognitive Load Theory for instructional resources utilization are significant. To minimize extraneous load, instructional materials should be designed to reduce unnecessary cognitive load such as avoiding cluttered or confusing visual aids, using clear and concise language and breaking complex tasks into simpler steps. Additionally, instructional materials should optimize intrinsic load by matching the level of difficulty to the learner's expertise, providing scaffolding for novice learners and increasing complexity for more experienced learners. Finally, instructional materials should foster germane load by encouraging learners to devote mental effort to learning and schema construction through active learning strategies, problem solving activities and reflective practices.

For teachers, the implication of Cognitive Load Theory is centred on effective lesson delivery. Teachers should minimize extraneous load, optimize intrinsic load and foster germane load. This can be achieved by being flexible and adaptable in instructional strategies. By applying the principles of Cognitive Load Theory, teachers can create instructional materials and lesson plans that optimize learning, reduce unnecessary cognitive load and promote effective learning outcomes.

Social Cognitive Theory (Bandura, 2003)

The Social Cognitive Theory (SCT) was developed by Albert Bandura, a renowned Canadian-American psychologist in 2003. The theorist highlights the mutual influence of behaviour, cognitive functions, and contextual factors on human learning. This approach emphasizes the use of instructional tools in promoting engagements and successful lesson delivery. This implies that learning happens through imitation, modeling and observation. SCT emphasizes observational learning, in contrast to classic behaviourist theories that only emphasize reinforcement. The theory suggests that people learn by observing others, including their behaviour, attitudes and outcomes and that this observation can influence behaviour, motivation and learning.

Social Cognitive Theory suggests that instructional resources can be utilized more effectively when teachers model the desired behaviour, provide opportunities for observation and imitation and reinforce learning. Teachers can serve as models, demonstrating the desired behaviours, skills and attitudes. By observing their teachers, students can learn new behaviours such as problem solving strategies, critical thinking skills and collaboration techniques. Effective teachers can also provide opportunities for students to observe and interact with peers, promoting social learning and reinforcement.

By applying the principles of SCT, teachers can create an effective learning environment that promotes observation, imitation, reinforcement and self-efficacy. Instructional resources can be

utilized more effectively and teachers can become more efficient in lesson delivery, leading to increased students motivation and improved learning outcomes.

Conceptual Framework

Concept of Instructional Resources

Instructional resources refer to materials, tools, and technologies used by teachers to facilitate learning and improve lesson delivery (Olayinka, 2016). These resources help bridge the gap between theoretical knowledge and practical application, making abstract concepts more understandable for students (Bukoye, 2019). Musa Sirajo and Umar Abdullahi, (2023) emphasized that instructional resources have the potential to enhance students' learning significantly. Their role in teaching and learning is a key focus of modern education policies, as they are recognized as crucial elements in improving lesson delivery and students' comprehension.

Instructional materials can be locally made or imported, and when used effectively, they enhance the impact of lessons. Arumuru David, (2024) considered instructional materials as tools that assist teachers in conveying lessons logically and sequentially. Similarly, Stoss, (2020) adduces that instructional materials aid explanations and make subject matter more understandable for students during the teaching-learning process. Instructional resources have also been described as tangible teaching aids that support lesson presentation, ensuring that students grasp key concepts more effectively (Musa Sirajo and Umar Abdullahi, 2023). These materials provide sound, visual, or both sensory inputs, helping students internalize abstract concepts through concrete representations.

In addition, instructional resources encourage active student participation in the learning process. The effective utilization of these resources reduce teachers' reliance on verbal explanations, enhances student engagement, and promotes knowledge retention. Instructional resources also stimulate learners' imagination, making learning more interactive and enjoyable (Chisunum and Nwadiokwu, 2024; Gambo and Aliyu, 2017; Issing and Schaumburg, 2001). Arumuru and David, (2024) confirmed that instructional resources are fundamental to effective pedagogy and student success. These resources form the foundation for comprehensive educational experiences, fostering knowledge acquisition, skill development, and critical thinking. In Nigeria, their availability is crucial for unlocking students' potential, highlighting the need for well-equipped schools to enhance educational outcomes.

Lesson Delivery

Lesson delivery refers to the process by which teachers communicate knowledge, skills, and values to students in an organized and engaging manner. It involves various instructional strategies, classroom management techniques, and the effective use of instructional resources to ensure meaningful learning experiences (Kirkpatrick et al., 2019). Filgona et al., (2020) opined that lesson delivery plays a critical role in determining student engagement, comprehension, and academic performance. Effective lesson delivery requires careful lesson planning, clear explanations, interactive teaching methods, and the incorporation of appropriate instructional materials to enhance understanding. A well-structured lesson delivery consists of key components, including lesson objectives, instructional strategies, student participation, and assessment techniques (Wolff et al., 2021).

Bukoye, (2019) emphasized that effective teachers align their lesson delivery with curriculum goals while adapting their teaching approaches to accommodate different learning styles. For example, visual learners benefit from diagrams and charts, while kinesthetic learners engage more through hands-on activities. Furthermore, the use of multimedia, demonstrations, and real-world examples enhances student engagement and facilitates long-term retention of information (Thibaut et al., 2018). Moreover, classroom management is a crucial aspect of lesson delivery. Wanner and Palmer, (2018) highlighted that teachers must establish a positive learning environment by maintaining discipline, encouraging student participation, and providing constructive feedback.

When students are actively involved in the learning process, they develop critical thinking skills and a deeper understanding of the subject matter. However, challenges such as inadequate instructional resources, large class sizes, and limited teacher training can hinder effective lesson delivery (Arumuru and David, 2024). To improve lesson delivery, schools should invest in teacher professional development, provide adequate instructional resources, and promote student-centered teaching approaches. When properly executed, effective lesson delivery enhances student engagement, improves academic performance, and contributes to overall educational success (Amerstorfer and Freiin von Münster-Kistner, 2021; Farrell, 2020; Le et al., 2018).

Concept of Teacher Effectiveness

Teacher effectiveness refers to the ability of educators to create a positive learning environment, promote student engagement, and facilitate the acquisition of knowledge and skills to achieve meaningful educational outcomes (Podolsky et al., 2019). It encompasses a blend of subject mastery, pedagogical expertise, and professional behaviors that enable teachers to deliver lessons effectively and foster student growth. Effective teachers adapt their instructional methods to address diverse student needs, abilities, and learning styles by employing varied strategies, integrating instructional resources, and using assessment tools to monitor progress and refine teaching approaches (Evens et al., 2018; Filgona et al., 2020; Karlen et al., 2020). However, classroom management is another vital component of teacher effectiveness. Teachers must establish a safe, supportive, and organized environment that encourages student motivation, engagement, and self-regulation. They also play a key role in fostering positive relationships with students, promoting self-confidence, and inspiring a love for learning.

In summary, effective teachers link theoretical knowledge to practical applications, making lessons relevant and relatable to students (Eze et al., 2018). Notably, professional development and reflective practices are essential for maintaining and enhancing teacher effectiveness. Being updated on educational trends, technologies, and teaching methodologies, teachers can continuously improve their practices and adapt to evolving classroom demands. In addition, teacher effectiveness integrates strong subject knowledge, dynamic teaching practices, and positive student relationships to achieve high-quality educational outcomes (Bardach et al., 2022).

Textbook Utilization and Teachers' Effectiveness in lesson delivery.

Textbooks are fundamental instructional resources that provide structured content aligned with curriculum objectives, ensuring consistency in teaching and learning (Gambo and Aliyu, 2017; Karim, 2024). They serve as primary sources of information, guiding both teachers and students through lesson content while offering exercises, illustrations, and examples that reinforce learning. Effective utilization of textbooks enhances teaching effectiveness by providing well-organized instructional materials that help teachers deliver lessons systematically and ensure students grasp key concepts (Tekir and Akar, 2019). Ajayi and Salma, (2021) affirmed that textbooks play a crucial role in lesson planning and classroom instruction. Textbooks serve as references that help teachers maintain lesson structure, provide additional explanations for difficult topics, and support differentiated instruction for students with varying learning abilities. Proper textbook utilization ensures that teachers deliver lessons in a logical sequence, following curriculum guidelines and promoting meaningful learning experiences. Chisunum and Nwadiokwu(2024) and Bukoye(2019) corroborated that textbooks serve as a foundation for lesson delivery, offering detailed explanations and instructional activities that make teaching more effective.

Textbooks further enhance teachers' preparedness and confidence by providing a comprehensive framework for lesson content, reducing the need for excessive reliance on external materials (Alimi et al., 2021). Teachers who effectively integrate textbooks into their lessons can balance theoretical knowledge with practical applications, making learning more engaging and relatable for students. Musa Sirajo and Umar Abdullahi(2023) noted that challenges such as outdated textbooks, non-availability, as well as poor accessibility in some schools hinder effective

utilization, thereby negatively impacting on lesson delivery process and student's outcomes. Despite these challenges, textbooks remain essential in improving teaching effectiveness by structuring lesson content, reinforcing student engagement, and facilitating knowledge retention. Therefore, adequate provision and proper utilization of textbooks are necessary to enhance the quality of education and improve students' academic performance (Arumuru and David, 2024).

Audio Aids Utilization and Teachers' Effectiveness in lesson delivery

Audio aids are instructional resources that enhance teaching effectiveness by engaging students through sound-based learning materials (Stoss, 2020). These aids include recorded lectures, radio broadcasts, podcasts, language labs, and audiobooks, all of which help improve lesson delivery and student comprehension (Moshinski et al., 2021). Effective utilization of audio aids supports auditory learners, reinforces lesson content, and facilitate knowledge retention. Bakare (2024) emphasized that integrating audio aids into teaching allows educators to present information in a dynamic and engaging manner, reducing monotony and making lessons more interactive. One of the key benefits of audio aids is its ability to enhance students' listening skills and comprehension. Felicia and Ujunwa, (2019) surmised that in subjects such as languages and social sciences, the use of recorded speeches, historical documentaries, and pronunciation guides helps students develop a better understanding and retention of content.

Additionally, Musa Sirajo and Umar Abdullahi (2023) highlighted that audio aids improve accessibility for students with visual impairments, providing an inclusive learning experience that accommodates diverse educational needs. Moreover, audio aids reduce teacher fatigue by supplementing direct instruction, allowing educators to focus on interactive discussions and student engagement (Whitbread et al., 2021). However, the effectiveness of audio aids depends on their availability, proper integration into lesson plans, and teachers' ability to use them effectively. Arumuru and David, (2024) note that in many schools, the lack of modern audio equipment and teacher training in using these resources limits their impact on lesson delivery.

Audio-visual Aids Utilization and Teachers' Effectiveness in Lesson Delivery

Audio-visual aids are instructional resources that combine visual and auditory elements to enhance lesson delivery, increase student engagement and improve understanding and retention of information. These aids can include videos, slideshows, interactive multimedia and presentations which cater to different learning styles and preferences. Hussain and Author (2023) addressed the necessity of understanding the current extent of audio-visual aid usage in classrooms and its potential effects on student performance. According to the authors, the primary objective is to determine whether incorporating audio-visual aids in teaching substantially improves student comprehension, engagement, and academic achievement compared to students without access to such resources.

Hussain and Author, (2023) further noted and classified audio-visual aids into three categories: non-projected (e.g., books, chalkboards, charts), projected (e.g., slides, film strips, projectors), and electronic (e.g., videos, closed-circuit television, internet, audio). Both teacher training institutions and schools currently utilize these resources, as audio-visual aids have become a vital component in modern education.

Sub-county et al., (2024) demonstrated that incorporating audio-visual aids in teaching Biology can significantly enhance students' understanding of complex concepts. These aids appeal to multiple sensory inputs, making lessons more engaging and captivating for learners. In conclusion, the authors further emphasized the importance of integrating audio-visual aids into the classroom and ensuring proper access to these valuable tools in order to promote better academic outcomes for students.

Anca et al., (2015) asserted that audiovisual aids bridge the gap between theoretical knowledge and practical application by creating an immersive learning environment that captures students' attention and facilitates better understanding. The authors concluded that one of the

major benefits of audiovisual aids is their ability to enhance student engagement. Akay, (2021) affirmed that lessons delivered with audiovisual materials tend to be more interactive and memorable, as they stimulate both auditory and visual senses simultaneously. For example, in science classes, video demonstrations of laboratory experiments allow students to observe procedures that may be difficult to conduct physically in the classroom. Similarly, in social studies, documentaries and historical recordings provide students with first-hand insights into past events, fostering deeper comprehension and retention of knowledge.

In addition, audiovisual aids support differentiated learning by catering for various learning strategies. Bukoye (2019) noted that students who struggle with traditional text-based instruction often benefit from multimedia content that presents information dynamically and engagingly. Additionally, audiovisual aids enhance the inclusivity of education by accommodating students with disabilities, such as hearing-impaired learners who rely on visual representations and subtitles (Musa Sirajo and Umar Abdullahi, 2023). However, the effectiveness of audiovisual aids depends on proper implementation, teacher competency, and resource availability. Arumuru and David (2024) highlighted that in many schools, especially in developing regions, access to audiovisual equipment is limited due to financial constraints and inadequate teacher training. To maximize the benefits of audiovisual aids, schools should invest in modern teaching technologies and provide professional development programs to equip teachers with the necessary skills to integrate these resources effectively into lesson delivery.

Phenomenal Aids Utilization and Teachers' Effectiveness in Lesson Delivery

Phenomenal aids are instructional resources that involve real-life experiences, hands-on activities, and direct observations to facilitate learning. These aids include field trips, live demonstrations, experiments, real specimens, and physical models (Foreign et al., 2020). The use of phenomenal aids in teaching enhances students' understanding by providing practical exposure to abstract concepts, making learning more concrete and experiential (Ajayi and Salma, 2021). Cobb (2018) averred that phenomenal aids play a crucial role in fostering inquiry-based learning, as they allow students to actively engage with subject matter rather than passively receiving information. Accordingly, one of the key advantages of phenomenal aids is their ability to stimulate curiosity and critical thinking. van Zundert (2022) emphasizes that students retain knowledge more effectively when they directly interact with learning materials. For instance, in science education, conducting experiments with laboratory equipment enables students to observe scientific principles in action, reinforcing theoretical knowledge.

Similarly, in geography, field trips to rivers, mountains, or industrial sites provide first-hand experiences that enhance students' grasp of environmental and economic concepts (Adeleke and Onyebuchi, 2023). This implies that phenomenal aids encourage active participation, collaboration, and problem-solving skills. Almulla, (2025) summed up that learning becomes more meaningful when students are involved in real-world applications of theoretical concepts. This approach is particularly beneficial in vocational and technical education, where hands-on experience is essential for skill acquisition. Additionally, phenomenal aids promote long-term retention of information by associating learning with tangible experiences, making lessons more memorable and impactful.

Conversely, Series, (2019) noted that logistical constraints, financial limitations, and time restrictions often hinder teachers from incorporating field trips and live demonstrations into their lessons. Additionally, safety concerns and administrative approvals may limit access to certain learning experiences outside the classroom. To overcome these challenges, schools should prioritize the integration of phenomenal aids into lesson planning by allocating sufficient resources for hands-on learning experiences. Teachers should also be trained to design and implement experiential learning activities that align with curriculum objectives. In conclusion, when effectively utilized, phenomenal aids enhance teaching effectiveness by making learning more engaging, interactive, and applicable to real-world situations, ultimately leading to improved student outcomes (Felicia and Ujunwa, 2019; Olayinka, 2016; Thibaut et al., 2018).

Empirical Framework

Research works by other scholars related to the study were reviewed in this section.

Textbook Utilization and Teachers' Effectiveness in Lesson Delivery

Kaeley (2000) investigated the influence of textbooks on teaching strategies of 14 teachers using University of Chicago School Mathematics Project (UCSMP). Secondary Mathematics textbooks were compared to those of another 14 teachers using non-UCSMP textbooks in 13 schools. Data were collected from classroom observations, teacher interviews and a questionnaire survey. The result indicated that textbooks appear to affect teaching strategies by conveying pedagogical messages to teachers and providing and encouraging or discouraging curricular environment for employing different teaching strategies. Therefore, their role in teachers' teaching practices should be recognized by textbook authors, curriculum reformers, school teachers and administrators.

Li and Wang (2024) studied on textbook use and its effect on students' academic performance. In this study, the focus is on the actual use of textbooks by the first students to use the 2019 edition of general high school chemistry textbooks (students graduating in summer 2022 and summer 2023) and its relationship with students' interest and attitudes and their academic achievement in chemistry. In this study, two questionnaires and one test with a standardized reliability and validity were developed. A quantitative analysis method was used to determine how the students (N=2874) used the new textbooks. Correlation analysis was used to explore the correlation between the use of new textbooks and students' interest, attitudes and academic achievements among students (N=250). The results show that students rate the new textbooks highly, but there is still much room for improvement in the functional value of the new textbooks. Correlation analysis and regression analysis showed that there was a significant correlation between students' use of chemistry textbooks and their interest and attitudes, but the correlation between them and their academic achievements in chemistry was not directly significant. At the same time, the use of new textbooks revealed a different dynamic and atmosphere in the chemistry classroom with more classroom student activities taking place and students being able to participate in them.

Audio Aids Utilization and Teachers' Effectiveness in Lesson Delivery

Omoniwa and Asabe (2016) carried out a study on the use of audio aids in the teaching of Social Studies by teachers in Junior Secondary Schools, Kaduna South LGA of Kaduna State. To this end, three (3) research objectives and hypotheses each were formulated and tested in this study. The survey design used in this study was descriptive survey, using researcher designed questionnaire. Respondents in this study were junior secondary school teachers from selected public schools in the study area. There were six (6) secondary schools in the study area with target population of sixty-eight (68) social studies teachers. In view of the sizable target population of the study, a sample size of sixty-eight (68) respondents was adopted for the study. The reason had been that the study adopted purposive sampling technique. Data analyses were undertaken through the use of inferential statistics such as Pearson moment correlation statistics at 0.05 alpha level of significance.

The findings of this study revealed that significant relationship exists in the opinion of respondents between available audio materials and its ability to enhance the teaching of social studies in junior secondary schools. In addition, the study revealed that constraints faced in the use of audio aids by teachers would adversely affect the teaching of social studies in junior secondary schools if not addressed. Among others, it was recommended that efforts should be made by appropriate educational authorities to set up committees to look into the issue of facilities in schools from time-to-time with a view to making such available in schools and as well, raise funds for its use and maintenance.

Shabiralyani, Hasan and Hamad (2015) investigated the impact of audio aids in enhancing the learning process. The research explored teachers opinions on the use of audio aids (e.g audio tutorials, voiceovers, audio dramas, music etc) as a motivational tool in enhancing students' attention. To accomplish the aim of the research, a close ended questionnaire was used to collect

the required data. The targeted population for the research was the staff and students of the public and private educational institutions of District Dera Ghazi Khan. In this research, the primary data was used for gathering information. The collected data was analysed through the SPSS software and also data was represented in the percentage distribution of pie, line and bar graphs. The analysis of the data indicated that the majority of the teachers and students had positive perceptions of the use of audio aids.

Audio-Visual Aids Utilization and Teachers' Effectiveness in Lesson Delivery

Otor, Ogbeba and Ityo (2015) studied the influence of audio-visual instructional resources on social studies students' performance in secondary schools in Vandeikya LGA of Benue State, Nigeria. The purpose of the study was to investigate the use of audio-visual instructional resources on the performance of social studies students. Two research questions guided the study and two hypotheses were raised and tested at 0.05 significant level. The study adopted descriptive survey research design. A sample of 150 senior students was used in the study and was determined through simple random sampling procedure. Data used for the study was collected through researcher-made questionnaire. Mean and standard deviation statistics were used in answering the research questions while Analysis of Variance was used in testing the hypotheses. The study found that students taught using audio-visual instructional resources outperformed their counterparts taught with conventional lecture method. The study recommended among others that teaching of social studies using instructional resources should be encouraged. The above reviewed study is similar to the present study thus; both studies focus on the effect of instructional material on academic performance although both studies are not guided by same numbers of research questions and hypotheses.

Dalali and Mwila (2022) carried out a study on the effects of audio-visual aids in enhancing teaching and learning process in public secondary schools in Ilemela Municipality, Tanzania. The aim of this study was to investigate the effects of audio-visual aids in learning process in public secondary schools in Ilemela Municipality, Tanzania. Specifically, the study sought to describe audio-visual aids used by teachers during the teaching and learning process and to find out the views of teachers and students about the effects of using audio-visual aids in the teaching and learning process. The study was guided by Skinners instructional theory (1974). A mixed research approach was employed, under which the convergent parallel research design was used. A sample size of 111 participants was selected, including students, teachers, school academic masters, heads of schools and school quality assurance officers were involved in order to provide the required information. Data was collected through questionnaires and interview guides. The quantitative data was coded and analysed using SPSS version 20 and presented on tables in frequencies and percentages while the qualitative data was coded and analysed thematically. The findings showed that teachers had the tendency to ignore the use of audio-visual aids in the teaching and learning process. This study concluded that the use of visual aids in the teaching and learning process is very important because it simplifies the concepts taught.

Phenomenal Aids Utilization and Teachers' Effectiveness in Lesson Delivery

Umeozor (2019) investigated the extent of phenomenal resources utilization for teacher job performance in secondary schools in Anambra State. Three research questions and three null hypotheses guided the study. The study adopted the descriptive survey research design. Population of the study comprised 5976 teachers from 133 secondary schools drawn using proportionate random sampling technique. A questionnaire titled: "Extent of Phenomenal Resources for Teacher Job Performance Questionnaire (EPRTJPQ) was used in eliciting information from the teachers in this study. Data gathered from the pilot test were analysed using Cronbach Alpha method. This yielded an overall coefficient of internal consistency of 0.82. Data collected and collated were quantitatively analysed using descriptive statistics of mean scores and standard deviation in order to answer the research questions, while hypotheses were tested at 0.05 level of significance using T-test statistics.

Findings of the study indicated among others that: the available physical plant, printed and non-printed resources for teacher job performance in rural and urban secondary schools were utilized to a moderate extent in Anambra State and a significant difference was found between the mean rating of teachers on the extent of utilization of available physical plant resources for the teacher job performance in rural and urban secondary schools in Anambra State. Based on the findings, recommendations were proffered and among this included that: the Anambra State government and Post Primary Schools Service Commission should constantly audit, upgrade and maintain the available physical plant resources in secondary schools in order to ensure that they are properly utilized for teacher job performance.

Chukwueke and Oluwabanmi (2022) carried out a study on availability and utilization of phenomenal aids for teaching and learning in Nigerian Universities. The study investigated the availability and utilization of phenomenal resources for teaching and learning in Nigerian Universities, with a focus on the Faculty of Social Sciences, Bingham University, Nasarawa State. The research was guided by five (5) specific objectives. The descriptive survey research design was adopted using a sample of 195 respondents drawn from a population of 487 students. This population represents the total number of undergraduates in the faculty in levels 200, 300 and 400. Two instruments were used for data collection, viz; an observation checklist and a 39 item questionnaire was used. 195 copies of the questionnaire were distributed but 187 were returned giving a response rate of 95.5%. Data collected were analysed using mean scores, standard deviation, frequency counts and simple percentages. The findings showed that the availability and utilization of a good number of phenomenal resources was found to have effects in the areas of making learning easy, reducing the cost of acquiring learning materials, increasing the academic performance of the students, etc. Furthermore, the study discovered numerous challenges facing the utilization of phenomenal aids for teaching and learning with their solutions revealed.

Summary of Reviewed Literature

In this chapter, literature related to instructional resource utilization and teachers' effectiveness in lesson delivery were reviewed under the following subheadings: Theoretical framework, Conceptual framework and Empirical framework. Under theoretical framework, The Cognitive Load Theory by John Sweller and Social Cognitive Theory by Albert Bandura were reviewed. Under conceptual and empirical framework, the concept of instructional resources and teachers' effectiveness in lesson delivery in terms of textbook utilization, audio aids utilization, audio-visual aids utilization and phenomenal aids utilization were reviewed. It was evident from the work reviewed that no study was conducted specifically on instructional resources utilization and teachers' effectiveness in lesson delivery in Social Studies in Mkpato Enin LGA, Akwa Ibom State, in other words there was paucity of literature review in the study area. This is the existing gap that the present study is poised to fill up empirically. The literature reviewed further exposed the differences in sample sizes, population and statistical tools used by different researchers in carrying out similar studies outside the study area. This is the existing gap that the present study is poised to fill up empirically.

RESEARCH METHOD

Research Design

The study employed correlational research design to explore the relationship between instructional resource utilization and teachers' effectiveness in lesson delivery. The rationale for choosing correlational research design was because it provides a suitable framework for investigating the relationship between instructional resources utilization and teachers' effectiveness in lesson delivery (Anderson et al., 2018)

Area of the study

A research area is an area which a research work is limited to. The research area of this study was Mkpato Enin Local Government Area of Akwa Ibom State. Mkpato Enin LGA is located in Akwa Ibom State, it is bounded by Ikot Abasi LGA to the Southwest, Etinan LGA to the Northeast and Oruk Anam Local Government Area to the West. It covers an area of 322.352 square kilometers and situated at an altitude of approximately 185 meters above sea level, with a Latitude of 4.733361` North of the equator and a Longitude of 7.74861` in the East. The population of Mkpato Enin was recorded as 178,036 (National Census Report, 2006)

Mkpato Enin is rich in oil and gas, with crude oil first discovered in Ikot Akpa Ekop as early as 1953, predating Nigeria's first commercial oil strike in Oloibiri in 1956 (Mkpato Enin LGA website). The area also has forest reserves producing timber and palm products. The economy includes farming of crops like plantains, coconuts, cassava, vegetables and fishing. There are also some civil servants in Mkpato Enin LGA.

The people of Mkpato Enin are predominantly Ibibio speaking people. Educationally, Mkpato Enin people have numerous primary and secondary institutions as well as a tertiary institution. There are 12 secondary schools, including the only Federal Government Girls' College in the state, 49 public primary schools and a State University campus, contributing to its educational development. These schools are spread across every nooks and crannies of the local government area.

Mkpato Enin remains a vital industrial hub within Akwa Ibom State due to its natural resources and strategic location along the industrial belt connecting neighboring LGAs. The reason for choosing this area is proximity and for the fact that this research work has not been carried out there before.

Population of the Study

The population for the study consisted of teachers and students in all junior secondary schools in Mkpato Enin Local Government Area, Akwa Ibom State. There are 12 secondary schools and 6,661 students in junior secondary schools in Mkpato Enin LGA.

Sample and Sampling Techniques

A sample size of 300 respondents was selected from the population using stratified random sampling technique. This technique was employed to ensure a fairly equal representation of the variables for the study. The stratification was based on the location of the schools in Mkpato Enin LGA, Akwa Ibom State, Nigeria. Within each section, selection was by simple random sampling. This was possible by writing out the names of the schools, folding and reshuffling it. After thorough reshuffling, the researcher selected an element, recorded it and puts it back in the basket until the required number was obtained.

Instrumentation

The major instrument that was used for the study was a 20 item researcher developed instrument titled: Instructional Resources Utilization and Teachers' Effectiveness in Lesson Delivery Questionnaire (IRUTELDQ). The IRUTELDQ had two sections, section A and B. Section A consisted of items on instructional resources utilization and section B consisted of items on teachers' effectiveness in lesson delivery with 20 items each designed with a 4-point rating scale as follows: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

Validation of the Instrument

The face validity of the instrument was established by two experts selected from Psychological Foundations of Education Department and the Department of Curriculum Studies, Faculty of Education, University of Uyo. Each expert was given a copy of the questionnaire alongside with the specific objectives of the study, research questions and hypotheses to determine the clarity and sustainability of the items and make corrections or suggestions as appropriate. Their inputs and

corrections were used in modifying the items in the instrument. The essence of validation was to ascertain the appropriateness of the instrument for the study.

Reliability of the Instrument

Test-retest reliability coefficient was used for determining the reliability of the instrument 'Instructional Resources Utilization and Teachers' Effectiveness in Lesson Delivery in Questionnaire (IRUTELDQ)'. The procedure involved administering copies of the instrument to 20 students who were not part of the study sample. The scores obtained from the respondents were analysed using Pearson Product Moment Correlation coefficient. A reliability coefficient of 0.84 was obtained which indicated that the instrument had a high level of reliability over time.

Method of Data Collection

The researcher obtained a letter of introduction from the Institute of Education and Professional Development, University of Uyo to seek for permission to carry out the study in the selected schools. The instrument was administered by the researcher with the help of a research assistant. The researcher briefed the research assistant on the purpose of the study which they explained to each school principal. The researcher and her assistant further explained to the respondents that the information required was for research purpose only. The respondents were advised not to share their responses with one another. Finally, distributed copies of questionnaire were retrieved after completion by the research assistant on the spot, ensuring a 93% retrieval rate of the instrument.

Method of Data Analysis

The data collected were coded using SPSS version 20 software and analyzed using Pearson's Product Moment Correlation to answer research questions as well as test the null hypothesis at 0.05 level of significance.

Decision Rule

In order to determine the direction and magnitude of relationship, Cohen's interpretation of correlational studies was used to take decision on the research questions as follows:

- ± 0.00 is = No relationship
- ± 0.01- 0.29 = Very low relationship
- ± 0.30 – 0.39 = Low relationship
- ± 0.4 – 0.69 = Moderate relationship
- ± 0.70 – 0.79 = High relationship
- ± 0.80 – 0.99 = Very high relationship
- ± 1 = Perfect relationship

Taking decision as regards the hypotheses, whenever the p-value (0.000) is less than 0.05; p-value is less < 0.05 level, the null hypothesis was rejected and vice versa, the null hypothesis was accepted.

Ethical Issues

The researcher ensured that the respondents that made up the sample size of the study voluntarily and willingly accepted to be part of the study as no information was hidden from them during the data collection process. The respondents were duly informed of the possible benefits of the research. The researcher assured the respondents that the information provided were to be treated confidential and used strictly for the purpose of the study.

RESULTS AND DISCUSSION OF FINDINGS

Results

Research Questions 1

To what extent does textbooks utilization relate to teachers' effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area?

Table 4.1: Pearson's Product Moment Correlation Analysis of the Relationship between textbooks utilization and teachers' effectiveness in lesson delivery in social studies

	Model	N	r-cal.	Decision
Use of Textbooks Utilization	1	300	0.673	High positive relationship
Teachers' Effectiveness in Lesson Delivery				

Source: Field Data, 2025.

Data in Table 4.1 show the Pearson's Product Moment Correlation Analysis of the extent use of textbooks utilization relate to teachers' effectiveness in lesson delivery in social studies. The result shows r-cal. of 0.673 which indicates that there is a high positive relationship between use of textbooks utilization and teachers' effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area.

Research Questions 2

What is the relationship between audio aids utilization and teachers' effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area?

Table 4.2: Pearson's Product Moment Correlation Analysis of the Relationship between audio aids utilization and teachers' effectiveness in lesson delivery in social studies

	Model	N	r-cal.	Decision
Audio Aids Utilization	1	300	0.439	Moderate positive relationship
Teachers' Effectiveness in Lesson Delivery				

Source: Field Data, 2025.

Data in Table 4.2 show the Pearson's Product Moment Correlation Analysis of the relationship between audio aids utilization and teachers' effectiveness in lesson delivery in social studies. The result shows r-cal. of 0.439 which indicates that there is a moderate positive relationship between audio aids utilization and teachers' effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area.

Research Questions 3

To what extent the use of audio-visual aids relate to teachers' effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area?

Table 4.3: Pearson's Product Moment Correlation Analysis of the Relationship between use of audio-visual aids and teachers' effectiveness in lesson delivery in social studies

	Model	N	r-cal.	Decision
Use of Audio-Visual Aids	1	300	0.741	High positive relationship

Teachers' Effectiveness in Lesson Delivery

Source: Field Data, 2025.

Data in Table 4.3 show the Pearson's Product Moment Correlation Analysis of the relationship between use of audio-visual aids and teachers' effectiveness in lesson delivery in social studies. The result shows r-cal. of 0.741 which indicates that there is a high positive relationship between use of audio-visual aids and teachers' effectiveness in lesson delivery in social studies in Mkpat Enin Local Government Area.

Research Questions 4

What is the relationship between phenomenal aids usage and teachers' effectiveness in lesson delivery in social studies in Mkpat Enin Local Government Area?

Table 4.4: Pearson's Product Moment Correlation Analysis of the Relationship between phenomenal aids usage and teachers' effectiveness in lesson delivery in social studies

	Model	N	r-cal.	Decision
Phenomenal Aids Usage	1	300	0.734	High positive relationship
Teachers' Effectiveness in Lesson Delivery				

Source: Field Data, 2025.

Data in Table 4.4 show the Pearson's Product Moment Correlation Analysis of the relationship between phenomenal aids usage and teachers' effectiveness in lesson delivery in social studies. The result shows r-cal. of 0.734 which indicates that there is a high positive relationship between phenomenal aids usage and teachers' effectiveness in lesson delivery in social studies in Mkpat Enin Local Government Area.

Hypothesis 1

There is no significant relationship between textbook utilization and teachers' effectiveness in lesson delivery in social studies in Mkpat Enin Local Government Area.

Table 4.5: Pearson's Product Moment Correlation Analysis of the Significant Relationship between textbook utilization and teachers' effectiveness in lesson delivery in social studies

	Model	N	r-cal.	r-crit.	Df	p-value	Decision
Textbook Utilization	1	300	0.673	0.0875	298	0.000	Reject H ₀₁
Teachers' Effectiveness in Lesson Delivery							

Source: Field Data, 2025.

As shown in Table 4.5, the p value (0.000) is less than 0.05; p value < 0.05 level. As a result of this, the null hypothesis one is rejected. This means that there is a significant relationship textbook utilization and teachers' effectiveness in lesson delivery in social studies in Mkpat Enin Local Government Area.

Hypothesis 2

There is no significant relationship between audio aids utilization and teachers' effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area.

Table 4.6: Pearson's Product Moment Correlation Analysis of the Significant Relationship between audio aids utilization and teachers' effectiveness in lesson delivery in social studies

	Model	N	r-cal.	r-crit.	Df	p-value	Decision
Audio Aids Utilization	1	300	0.439	0.0875	298	0.006	Reject H ₀₂
Teachers' Effectiveness in Lesson Delivery							

Source: Field Data, 2025.

Table 4.6 above indicates that the p value (0.006) is less than 0.05; p value < 0.05 level. As a result of this, the null hypothesis two is rejected. This means that there is a significant relationship between audio aids utilization and teachers' effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area.

Hypothesis 3

There is no significant relationship between the use of audio-visual aids and teachers' effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area.

Table 4.7: Pearson's Product Moment Correlation Analysis of the Significant Relationship between the use of audio-visual aids and teachers' effectiveness in lesson delivery in social studies

	Model	N	r-cal.	r-crit.	Df	p-value	Decision
The Use of Audio-Visual Aids	1	300	0.741	0.0875	298	0.000	Reject H ₀₃
Teachers' Effectiveness in Lesson Delivery							

Source: Field Data, 2025.

The result presented in Table 4.7 revealed that the p value (0.000) is less than 0.05; p value < 0.05 level. As a result of this, the null hypothesis three is rejected. This means that there is a significant relationship the use of audio-visual aids and teachers' effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area.

Hypothesis 4

There is no significant relationship between phenomenal aids usage and teachers' effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area.

Table 4.8: Pearson’s Product Moment Correlation Analysis of the Significant Relationship between phenomenal aids usage and teachers’ effectiveness in lesson delivery in social studies

	Model	N	r-cal.	r-crit.	Df	p-value	Decision
Phenomenal Aids Usage	1	300	0.734	0.0875	298	0.000	Reject H ₀
Teachers’ Effectiveness in Lesson Delivery							

Source: Field Data, 2025.

As shown in above Table 4.8 revealed that that the p value (0.000) is less than 0.05; p value < 0.05 level. As a result of this, the null hypothesis four is rejected. This means that there is a significant relationship phenomenal aids usage and teachers’ effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area.

Summary of the Findings

- i. There is a high positive and significant relationship between textbook utilization and teachers’ effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area.
- ii. There is a moderate positive and significant relationship between in audio aids utilization and teachers’ effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area.
- iii. There is a high positive and significant relationship between the use of audio-visual aids and teachers’ effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area.
- iv. There is a high positive and significant relationship between phenomenal aids usage and teachers’ effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area.

Discussion of Findings

Relationship between Textbook Utilization and Teachers’ Effectiveness in Lesson Delivery in Social Studies

The result revealed that there is a high positive and significant relationship between textbook utilization and teachers’ effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area. this finding is true because as teachers increasingly use textbooks, their teaching effectiveness tends to improve significantly. This suggests that textbooks are a valuable resource for teachers, enhancing their ability to deliver high-quality lessons. This finding is in line with Li and Wang (2024) who found that students rate the new textbooks highly, but there is still much room for improvement in the functional value of the new textbooks. Correlation analysis and regression analysis showed that there was a significant correlation between students’ use of chemistry textbooks and their interest and attitudes, but the correlation between them and their academic achievements in chemistry was not directly significant. At the same time, the use of new textbooks revealed a different dynamic and atmosphere in the chemistry classroom with more classroom student activities taking place and students being able to participate in them. Similarly, Kaeley (2000) found that textbooks appear to affect teaching strategies by conveying pedagogical messages to teachers and providing and encouraging or discouraging curricular environment for employing different teaching strategies. Therefore, their role in teachers’ teaching practices should be recognized by textbook authors, curriculum reformers, school teachers and administrators.

Relationship between Audio Aids Utilization and Teachers' Effectiveness in Lesson Delivery in Social Studies

The analysis of research question and hypothesis two revealed a moderate positive and significant relationship between audio aid utilization and teachers' effectiveness in lesson delivery in social studies within Mkpato Enin Local Government Area. This suggests that as teachers incorporate audio aids more frequently into their teaching practices, their effectiveness in delivering lessons tends to improve moderately. The significant relationship underscores the value of audio aids in enhancing teachers' ability to convey complex social studies concepts in an engaging and comprehensible manner. By leveraging audio aids, teachers can cater to diverse learning styles, promote student engagement, and ultimately boost academic outcomes.

This finding aligns with previous research that highlights the importance of audio aids in teaching social studies. For instance, a study by Omoniwa and Asabe (2016) found a significant relationship between the availability of audio materials and their ability to enhance social studies teaching in junior secondary schools. Their research also emphasized the need to address constraints faced by teachers in utilizing audio aids, as these challenges can adversely affect the quality of social studies education. The consistency between these findings suggests that audio aids are a crucial component of effective teaching practices in social studies, transcending geographical and educational contexts.

Furthermore, the positive perception of audio aids among teachers and students, as reported in studies such as Shabiralyani, Hasan, and Hamad (2015), reinforces the significance of this finding. The majority of educators and learners in their study recognized the benefits of incorporating audio aids into the teaching-learning process. This collective evidence underscores the importance of investing in audio aids and providing teachers with the necessary training and support to effectively integrate these resources into their instructional practices. By doing so, educational stakeholders can harness the potential of audio aids to enhance teaching effectiveness and student learning outcomes in social studies.

Relationship between the Use of Audio-Visual Aids and Teachers' Effectiveness in Lesson Delivery in Social Studies

The findings of this study revealed a high positive and significant relationship between the use of audio-visual aids and teachers' effectiveness in lesson delivery in social studies within Mkpato Enin Local Government Area. This implies that teachers who frequently incorporate audio-visual aids into their instructional practices tend to be more effective in delivering lessons, leading to improved student understanding and engagement. The strong correlation between audio-visual aid utilization and teaching effectiveness underscores the importance of these resources in enhancing the quality of social studies education. This finding is consistent with previous research that highlights the benefits of using audio-visual instructional resources in teaching social studies. For instance, Otor, Ogbaba, and Ityo (2015) found that students taught using audio-visual instructional resources outperformed their counterparts taught with conventional lecture methods. Their study emphasized the need to encourage the use of instructional resources, including audio-visual aids, to improve student performance in social studies. By leveraging these resources, teachers can create a more engaging and interactive learning environment that caters to diverse learning styles and promotes deeper understanding of complex concepts.

The significance of audio-visual aids in teaching social studies is further underscored by the tendency of teachers to overlook their importance, as noted by Dalali and Mwila (2022). When teachers neglect to utilize audio-visual aids, they may miss opportunities to enhance student learning and engagement. Therefore, it is essential to provide teachers with the necessary training, support, and resources to effectively integrate audio-visual aids into their instructional practices. By doing so, educators can harness the potential of these resources to improve teaching effectiveness and student outcomes in social studies.

Relationship between Phenomenal Aids Usage and Teachers' Effectiveness in Lesson Delivery in Social Studies

The result revealed that there is a high positive and significant relationship between phenomenal aids usage and teachers' effectiveness in lesson delivery in social studies in Mkpato Enin Local Government Area. This finding is in tandem with Umeozor (2019) who investigated the extent to which phenomenal resources utilization for teacher job performance in secondary schools and found that the available physical plant, printed and non-printed resources for teacher job performance in rural and urban secondary schools were utilized to a moderate extent in Anambra State and a significant difference was found between the mean rating of teachers on the extent of utilization of available physical plant resources for the teacher job performance in rural and urban secondary schools in Anambra State.

Furthermore, the finding of this study is in agreement with Chukwueke and Oluwabunmi (2022) who found the availability and utilization of a good number of phenomenal resources was found to have effects in the areas of making learning easy, reducing the cost of acquiring learning materials, increasing the academic performance of the students, etc. Furthermore, the study discovered numerous challenges facing the utilization of phenomenal aids for teaching and learning with their solutions revealed. The collective evidence from these studies emphasizes the significance of phenomenal aids in teaching and learning. By investing in and effectively utilizing these resources, educators can create engaging and interactive learning environments that promote student understanding and achievement.

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presented the summary of the study, conclusion, educational implication, contribution to knowledge, recommendations and suggestion for further studies

Summary

The study was conducted to examine the extent of relationship between instructional resource utilization and teachers' effectiveness in lesson delivery in Social Studies in Mkpato Enin LGA, Akwa Ibom State. Four objectives, four research questions and four hypotheses were formulated to guide the study. The study employed various schools of thought and theories emphasizing specific aspects of instructional resource utilization, especially on how to improve teachers' effectiveness in lesson delivery in Social Studies. Three theories were used; Cognitive Load Theory and Social Cognitive Theory. The study adopted correlation research design. The population of study comprising 6,661 students in junior secondary schools in all the 12 public secondary schools in Mkpato Enin LGA. A sample size 300 students was selected from the population using stratified random sampling technique was used for this study. Data for the study was gathered using researcher's designed instrument named "Instructional Resources Utilization and Teachers' Effectiveness in Lesson Delivery Questionnaire (IRUTELDQ)". Both instruments were validated and reliability co-efficient of 0.84 was obtained using Cronbach Alpha. Data collected were analysed based on research questions raised and hypotheses formulated using Pearson's Product Moment Correlation to answer research questions as well as testing the null hypotheses at 0.05 level of significance.

Conclusion

Based on the findings of the study, it was concluded, that the utilization of various instructional resources, including textbooks, audio aids, audio-visual aids, and phenomenal aids, has a positive and significant relationship with teachers' effectiveness in lesson delivery in social studies within Mkpato Enin Local Government Area. The strong correlations observed across these resources underscore their importance in enhancing teaching quality and student learning outcomes. Therefore, it is essential for educators and policymakers to prioritize the provision, maintenance, and effective

utilization of these resources to support effective teaching practices and improve academic achievement in social studies.

Educational Implication of Findings

The findings of this study have significant educational implications for teaching and learning in social studies. One key implication is the need for teachers to prioritize the use of instructional resources, including textbooks, audio aids, audio-visual aids, and phenomenal aids, to enhance their instructional practices. By effectively utilizing these resources, teachers can create engaging and interactive learning environments that promote student understanding and academic achievement.

The findings of the study also imply that the use of instructional resources can lead to improved student engagement and motivation in social studies lessons. When students are exposed to a variety of teaching methods and resources, they are more likely to be interested and invested in the learning process. This, in turn, can lead to better learning outcomes and increased academic achievement.

Educational administrators also have a crucial role to play in supporting the effective use of instructional resources. They should allocate resources effectively to ensure the availability and maintenance of textbooks, audio aids, audio-visual aids, and phenomenal aids. Additionally, administrators should provide teachers with training and support to help them integrate these resources into their instructional practices.

Ultimately, the effective use of instructional resources has the potential to transform teaching and learning in social studies. By prioritizing the use of these resources, educators can create learning environments that are engaging, interactive, and supportive of student success. As educational stakeholders work to improve student outcomes and academic achievement, the findings of this study highlight the importance of investing in instructional resources and supporting teachers in their use.

Contribution to Knowledge

The study significantly contributes to knowledge by highlighting the importance of instructional material in effective teaching, in providing teacher effectiveness and enhancing student learning outcomes in social studies. It informs educational policy and practice, particularly in Nigerian schools and provides insight into targeted interventions for improving teaching and learning.

Recommendations

It is against the backdrop of the findings that the following recommendations were made:

- i. Educational stakeholders should prioritize the provision and effective utilization of textbooks in teaching social studies, ensuring teachers have access to relevant and up-to-date materials.
- ii. Teachers should incorporate audio aids into their instructional practices to cater to diverse learning styles and promote student engagement in social studies lessons.
- iii. Schools should invest in audio-visual aids and provide teachers with training on their effective use to enhance lesson delivery and student understanding in social studies.
- iv. Educational administrators should ensure the availability and effective utilization of phenomenal aids, addressing challenges hindering their use to maximize their benefits in teaching and learning social studies.

Suggestions for Further Studies

Based on the findings of the study, the researcher suggests the following for the further research.

- i. This study could be replicated in other Local Government Area of Nigeria for the purpose of generalization.
- ii. This study could be replicated using private secondary school to give room for the generalization of the results to teachers and students in both private and public schools.

- iii. This study could be done using principals and teachers in secondary school schools.

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APPENDIX B

QUESTIONNAIRE ON INSTRUCTIONAL RESOURCES UTILIZATION AND TEACHERS EFFECTIVENESS IN LESSON DELIVERY IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN MKPAT ENIN LOCAL AREA GOVERNMENT, AKWA IBOM STATE

PLEASE TICK (√) ON ONE OF THE OPTIONS

SECTION A: INSTRUCTIONAL RESOURCES UTILIZATION

S/ N	ITEMS	SA	A	D	SD
	TEXTBOOK UTILIZATION				
1.	My teacher introduces students to relevant textbooks on social studies				
2.	My teacher provides detailed explanations of complex topics in the textbooks				
3.	My teacher creates interactive lessons that makes social study lessons to come alive				
4.	My teacher encourages us to read our textbooks				
5.	My teacher is conversant with relevant sections of the national curriculum in social studies				
	AUDIO AIDS UTILIZATION				
1.	Sometimes, my teacher uses tape recorder to play the national anthem for the students				
2.	My teacher encourages the recitation of national pledge using tape recorder				
3.	My teacher uses audio aids to provide historical speeches or documentaries in class				
4.	My teacher encourages students to create their own audio projects for social studies assignments				
5.	My teacher uses audio recordings to supplement social studies lessons				
	AUDIO-VISUAL AIDS UTILIZATION				
1.	My teacher uses the modern computer system in teaching spellings of social studies concepts				
2.	My teacher introduces modern computer system application in teaching sections in Nigerian Constitution				
3.	My teacher recommends educational TV shows or podcasts that supports the social studies curriculum				
4.	My teacher uses interactive multi-media resources such as animations to teach social studies concepts				
5.	My teacher utilizes audio-visual aids to make historical events or cultural practices more engaging for students				
	PHENOMENAL AIDS UTILIZATION				
1.	My teacher uses real-life examples or case studies to illustrate social studies concepts				
2.	My teacher engages the students on excursion to Akwa Ibom State Broadcasting Corporation				
3.	I have visited the Ibom E-Library on an excursion with my teacher				
4.	My teacher use role-playing activities to teach some social studies topics				

5.	Sometimes, my teacher invites guest speakers to lecture us on complex topics like cultism and drugs abuse				
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SECTION B

S/N	ITEMS	SA	A	D	SD
	TEACHERS EFFECTIVENESS IN LESSON DELIVERY				
1.	My teacher comes to school regularly				
2.	My teacher has a good knowledge of social studies				
3.	My teacher uses instructional materials while teaching				
4.	My teacher supervises students activities while teaching				
5.	My teacher is friendly with students				
6.	My teacher encourages students participation during lessons				
7.	My teacher encourages students to ask questions				
8.	Oftentimes, my teacher improvises teaching aids where necessary				
9.	My teacher speaks fluently when teaching in class				
10.	My teacher administers test three times in a month				
11.	My teacher clearly explains complex concepts in social studies				
12.	My teacher uses engaging teaching methods to capture students attention				
13.	My teacher assesses students' understanding during lessons				
14.	My teacher provides constructive feedback on assignment and assessment				
15.	My teacher manages classroom time and space effectively				
16.	My teacher communicates learning objectives and expectation to students				
17.	My teacher adopts teaching methods that would meet diverse student needs				
18.	My teacher shows enthusiasm and passion for what she teaches us				
19.	My teacher uses technology to enhance learning				
20.	My teacher demonstrates patience and support to struggling students				

APPENDIX C
DATA ANALYSIS COMPUTER OUTPUT

CORRELATIONS

/VARIABLES=Textbook Utilization Audio Aids Utilization Use of Audio-Visual Aids Phenomenal Aids Usage Teachers' Effectiveness in Lesson Delivery
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

Correlations

[DataSet2] C:\Users\JET\Documents\MAIN WORK\UKEME

Descriptive Statistics

	Mean	Std. Deviation	N
Textbook Utilization	12.0000	2.71134	300
Audio Aids Utilization	12.3684	3.09683	300
Use of Audio-Visual Aids	12.6316	2.78433	300
Phenomenal Aids Usage	12.7368	2.67808	300
Teachers' Effectiveness in Lesson Delivery	16.5745	3.78786	300

		Textbook Utilization	Audio Aids Utilization	Use of Audio-Visual Aids	Phenomenal Aids Usage	Teachers' Effectiveness in Lesson Delivery
Textbook Utilization	Pearson Correlation	1	.641*	.641*	.659*	.673*
	Sig. (2-tailed)		.000	.000	.000	.000
	N	300	300	300	300	300
Audio Aids Utilization	Pearson Correlation	.641*	1	.320	.348	.439*
	Sig. (2-tailed)	.000		.050	.032	.006
	N	300	300	300	300	300
Use of Audio-Visual Aids	Pearson Correlation	.641*	.320	1	.987*	.741*
	Sig. (2-tailed)	.000	.050		.000	.000
	N	300	300	300	300	300
Phenomenal Aids Usage	Pearson Correlation	.659*	.348	.987*	1	.734*
	Sig. (2-tailed)	.000	.032	.000		.000
	N	300	300	300	300	300
Teachers' Effectiveness in Lesson Delivery	Pearson Correlation	.673*	.439*	.741*	.734*	1
	Sig. (2-tailed)	.000	.006	.000	.000	
	N	300	300	300	300	300