

**Teaching and Learning in the Humanities
and Social Sciences:
Perspectives of Competence**

**Teaching and Learning in the
Humanities and Social Sciences:
Perspectives of Competence**

Edited by

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Foreword

I feel privileged to be requested to write the foreword to this book entitled: *Teaching and Learning in the Humanities and Social Sciences: Perspectives of Competence*, a publication put together by the School of Arts and Social Sciences, Adeyemi Federal University of Education, Ondo, Nigeria. The contributors to this book are seasoned scholars in their various fields with solid academic standing. Each of them has unveiled the most salient points in the emerging issues in multi-dimensional pedagogical perspective.

The three-module book, has been broken down into units, which no doubt provides a clear discussion of each of the topics. Of great interest are the first five units of the first module which engaged critical areas of teaching profession. The second module centres on lesson planning and methodology of teaching courses in Arts and Social sciences. Module three focuses on instructional materials for teaching and learning. This ranges from improvisation to utilisation of materials that could be gainfully used in the teaching of courses in Economics, Theatre Arts, History, Geography and Political science in Nigeria school system.

I wish to commend and congratulate the Dean and her team for coming up with this noble idea and nurturing it to fruition. The quality, readability and language used to convey ideas in this book will appeal to students, educational practitioners and general readers.

I therefore, strongly recommend the book as a special and general text for students at all levels as well as practising teachers in tertiary educational institutions.

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Contents

<i>Foreword</i>	v
<i>List of Contributors</i>	ix

MODULE 1: ETHICS OF TEACHING PROFESSION AND TEACHERS' COMPETENCE

Unit 1: Teaching Profession in Nigeria and its Professional Codes of Ethics	3
Unit 2: A Critical Analysis of the Ethics of Teaching Profession	18
Unit 3: Professional Codes of Ethics in Teaching	36
Unit 4: Music Teachers' Professional Competence and Compliance with Ethical Codes	48
Unit 5: Teachers Competence in Research Writing: A Systematic Approach	65

MODULE 2: LESSON PLANNING AND METHODOLOGY OF TEACHING

Unit 1: Principles and Methods of Preparation of Lesson Plan in Religious Studies	85
Unit 2: Pedagogy and Teachers' Competence in the Effective Teaching of Geography in Nigerian Schools	96
Unit 3: Effective Music and Theatre Teaching in Africa's 21st Century: The Vidal Approach	110
Unit 4: Teaching Music Composition in Nigerian Tertiary Music Education	124
Unit 5: Indigenous Method of Teaching in African Societies	149

MODULE 3: UTILIZATION OF INSTRUCTIONAL MATERIALS

Unit 1: Improvisation of Instructional Materials for Teaching and Learning of Economics in Nigerian Senior Secondary Schools	167
Unit 2: Utilization of Instructional Materials in Teaching and Learning Theatre Arts in Nigerian Tertiary Institution: Prospects and Challenges	189
Unit 3: Utilization of Instructional Materials for History Teaching and Learning in Nigerian Schools: Prospects and Challenges	202
Unit 4: Utilization of Instructional Materials in Teaching and Learning of Geography in Secondary Schools	220
Unit 5: Selection, Utilization and Educational Values of Instructional Materials for Teaching and Learning Political Science in Nigerian Schools	231
<i>Index</i>	251

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UNIT 4

Utilization of Instructional Materials in Teaching and Learning of Geography in Secondary Schools

A. O. ADEWOLU

Introduction

Geography is a science subject that focuses on identification, description, classification, analysis and explanation of the location, distribution, arrangements and associations or inter-relationships that exist between man and the elements of man's environment. As succinctly remarked by Araola (1994) and Ebisemiju (1999), to teach geography at any level of education, teaching aids are highly essential. The fact remains however, that as there are varieties of things to teach students especially at secondary school level. There are bound to be varieties of teaching aids also to make the teaching of the subject to be meaningful, interesting and leading to the total development of the individual students (Oluwole, 1994). For the purpose of this paper, it is highly imperative therefore to define the term "teaching aid" before moving further. Teaching aids or instructional materials can be viewed generally as accessories, natural or man-made that can be used in the course of teaching and learning to be effective. These instructional materials actually are many and each is used based on the teacher's discretion and topic he is teaching at a point in time. Each instructional material needs to be exposed to the students at appropriate time. It should not be exposed unnecessarily so as not to distract the attention of the student in the class. Topics to be taught in` Geography contains varieties of concept. The major objective of making use of instructional material is to explain clearly to the students in the

classroom. However many a times, the adequate instructional material a teacher may want to use for a particular topic may not be available or costly to buy at that time, improvisation may be adopted and it will serve the same purpose. For instance when a teacher intends to teach shape of the earth, the best instructional material is the use of bulb that contains the map of the world. This is costly for a teacher to buy personally, he can then use a large fruits and draw a circle to explain. The same thing happens to other topic instead of using original instructional material, one can improvise. For instance, in teaching natural water fall, to take students out may be costly: but a diagram, photographs and video of such can be used to improvise. It is all with other topic in teaching and learning of Geography.

Forms of Instructional Materials

Every teacher makes use of varieties of instructional materials during the teaching exercise. Thus, varieties of teaching or instructional materials are to be highlighted and explained each with their relevance. The teaching materials mostly for teaching and learning of Geography include:

- i. Maps of various types and Globe;
- ii. Topographical maps;
- iii. Projected instructional materials;
- iv. Television;
- v. Computer assisted programme; and
- vi. Radio Recorder and Record Planning.

Maps of Various Types and Globe

Maps and globes are very important instructional materials in Geography. In a report of a research conducted by Kozah (2007), the researcher showed that maps and globes are universally accepted as significant instructional materials in teaching and learning Geography, Social Studies, History and other Social Sciences. Their values are in the ability to give an almost accuracy visual

representation of the earth's surface, which make the study of large and remote areas more accurate and meaningful. Maps are visual scaled representation of a flat surface of the land and water masses of the earth or some portions of it. Although maps are not generally as accurate as globe, they are useful for detailed study and viewing the earth at one time. They enable students to understand, compare and contrast political units, land masses and water bodies, as well as furnish information about area, directions, sizes, shapes and distance.

Globes are spherical in shape or representations of the earth surface (Amatya, 1974). They are more accurate than map because they represent the true shape of the earth. Moreover, they show correct distances and direction as well as exact location and areas of a particular point. In addition, globes can (as maps cannot) be very useful in developing other concepts, such as shapes of the earth and the relationships with other heavenly bodies, longitude and latitude, time relation and distance and comparative size of the nations and continent. Thus, maps and globe, can be well used for teaching various topics in Geography such as shape of the earth, time, longitude and latitude of place and the distance of points on the earth.

Topographical Maps

These are although of smaller size in shape and scale compare with the larger maps and globe which are useful for the whole world. The topographical maps are used to teach varieties of phenomena in the classroom. These include land profile, streams, length of road, map reductions, map enlargement angular distance of places, distance of settlement with reference to the scale of the map. The scales of the most topographical maps are: 1:50,000, 1:100,000 and so on. They are produced in a portable size for the students to handle in the class during the teaching and learning process.

Projected Instructional Teaching Materials:

The projected materials are the opaque projector, transparent still projector and cine projector. The advantage of projected materials

in resource utilization is “their ability to produce real objects and events with high fidelity” (Encyclopedia, 1998, Vol. 4). In other to be resourceful the teacher needs to optically utilize projected materials or his capacity building. This is necessary as Cable (1970), observed that projected materials enable larger number of people to see an illustration. Therefore, for a geography teacher with large number of students, there is no alternative to the use of projected materials if the teaching must be effective. Moreover, as Dubey and Barth (1977), asserted, films can be a substitute for travel as they give impressions and expression that are responsible to get in any other ways. According to Asogwa (2007), whatever the subject is, an important dimension can be added by using the film in instruction. He asserted that the film shows activity as it happened to provide instant history in images of the actual events in form of 16millimetres film. (Asogwa, 2007). In trying to improve his capability, the teacher faces a lot of problems. In the first place, there are great deals of fuss and recognition which discourage teachers to use them. In addition, the projected materials are costly and may be difficult to come by. This is worsened by erratic power supply in the country. Therefore this category of media, is quite very relevant to both teachers and learners, but are expensive and requires talents to use them and are virtually there for use.

Television

The role of television if judiciously used can empower both the teacher and the students. In fact students’ activities can be enhanced through the use of television. This is because the amount of information it provides is enormous. The role of television is supported by Daley (1969), who claimed that television would help multiply information sources for the teachers and community leaders and in fact for the public as a whole. To benefit mostly from television, it must be used as an integral part of overall educational programme (Encyclopedia, 1998 Vol. 9). It has been claimed that more than 200 years of investigation have shown that generally, students taught by television have done as well or better than students taught by

conventional means (Encyclopedia, 1985). Other example of the use of television have been confirmed in China. The dilemma of the teacher to use television is compounded by the fact that television reformed the largest investment than any other media (Fitap and Scramm, 1990).

Computer Assisted Programme

The enormous power of the computer as an instructional resource is underlined by the claims made that it took radio and television several years to make their impact, while the computer made its impact four years with 119 millions connected to the internet by April, 2014. The internet in 2014, continued to offer novel opportunities to enhance teaching process by opening up the word to classroom and vice versa. For the Nigerian Educational system however, the story of the promising impact is a different one. Nigeria is just beginning to be computer literate. Majority of Nigerian teachers and other citizens are not computer literates. Nigerians particularly, teachers and students need to join the computer revolution and begin to have access to unlimited information for their intellectual advancement. This is especially important as the teacher and students are at the centre of teaching and learning activities. However, when the huge cost of the computer technology is considered and the lack of goodwill on the Nigerian leadership who allocates much below the United Nations recommendation of 26% of budgetary allocation to education (Knowles, 1996), it is difficult to imagine when the computer technology can be the rule rather than the exception. This means for the teachers and students to have access to the computer and the internet for their intellectual advancement, the waiting is long.

Radio Recorder and Record Player

An important way through which participatory learning could be enhanced is to inspire learners to use the medium of radio and tape recorder. Akande (2005), argued that pronunciation is better for radio listeners. Ayot and Patel (1992), suggested that radio reaches

areas otherwise inaccessible and also serves as a direct instrument of education for the teachers and learners. Thus, radio and tape recorders are crucial as they seek to increase student's intellectual capability. Actually, they act as devices to multiply and disseminate very widely and quickly certain selected parts of information available. As a matter of fact, everything must be put in place to reactivate the radio programme, for it is effective in enriching the teachers and students. The record and record player, like the radio help in enhancing participatory learning. This is more so, as they can be used in reproducing pre-recorded materials. It can also be used in individual learning to enhance performance. Slow learners can benefit from record and record player as they can learn at their own rate. The argument is that lower intelligent quotient (IQ) students gain relatively more using tape recorder. In addition, the teacher needs the recorder to help reducing the drudgery involved in repeating a representation to a succession of class (Encyclopedia, 1998, 9:123). However, like radio, using the record player to enrich the human resources, lots of problems are faced. There is lack of good will to supply them, maintain and make optimum utilization particularly with regards to individualized learning in relation to the ratio of teacher to students in most of the schools.

Instructional Printed Materials in Teaching

The role of printed materials is enormous as they equip the teachers in teaching and learning activities. This is particularly so as a result of the fact that the information technology in Nigeria is yet to be widely embraced. The print materials which are books, newspaper, magazines, and journals are indeed invaluable educational resources for primary and secondary school teachers and students (Edeghere, 2001). Considering the state of Nigeria's economy and the extent to which the stakeholders in Nigerian education are willing to invest in Education, it is not out of place to agree with Udo (2005), that education can succeed at least for Nigeria as at now, only if it is ensured that current textbooks are regularly supplied. This is necessary because printed materials will continue to provide an

important source of intellectual empowerment of the teachers and the learners, without which their roles as resources will be impaired. This is to suggest that a large proportion of instructional materials found in most Nigerian schools are relying on books, but the books are in short supply. To solve this problem of shortage of books, school libraries must be renovated and sufficiently furnished. The significance of library is very much in conformity with the enrichment of the two most important aspects in teaching and learning process, the teacher and learners.

However, the problem is that the libraries are not easy to find and where they are found the books, magazines, and journals are not there. The portable library scheme in Abuja is not where Nigeria started and ends. Onyemezi, (1996), revealed that most of the textbooks presently recommended for the various levels of the educational system are unsuitable, inadequate or expensive. This is where the libraries can come to the rescue. However, as observed earlier, when libraries available in Nigerian Secondary Schools and even in tertiary institutions are only shelves of what are meant to be in secondary schools. Libraries are more-or-less reading rooms.

The Use of Non-Projected Instructional Materials in Teaching and Learning Geography

The non-projected pictures are mostly used and are readily available. They are easy to prepare and cost little. This is why geography teachers as well as those who are still in training as Geography teachers are advised to collect preserved pictures, rocks samples, leaves album collected during an excursion and field trips for future use because they are many teachers who fail to think of them as instructional aids, they fail to realize the educational values that can be derived from them if they are put to proper shape in teaching of Geography by the teacher.

The Nature of Geography as a Core Subject in Secondary School

Geography is an old discipline from the basis of human knowledge

about its environment, the world and its relationship with the elements of environment. The history of Geography dates back to the vedic Era in the oriental mythology. The word Geography has been used since the time of Eratosthenes. In the Western world, the scientific study began only during the 19th century after philosophers like Kant, Humboldt, Ritter, Peschel and Ratzel defined the scope and content of the subject. At present, geography is commonly referred to as the study of the environment and man's changing relationship with it. The horizon of Geography teaching is widening. Geography is changing its structure descriptive to dynamics (Pandey). Today the focus of Geography is generally conceded to be on spatial interactions of human activity within a spatial framework. In view of this, Geography is a subject that focuses on disciplinary change and paradigm shift, which makes the use of instructional materials important in teaching and learning the subject. Geography is one of the core subjects at the senior secondary schools and will be better taught when suitable, relevant and appropriate instructional materials are judiciously utilized. This is quite pertinent in view of the perception of the National Policy on education (2013), which grouped Geography as a core subject at the Senior Secondary Level. The teaching of the subject at this level requires an appropriate teaching and learning materials. The use of each materials make the understanding of the subject to be easier up to the tertiary level.

Indeed, the study of Geography is divided into location, place, human or environmental interaction, movement and region which offer a mode of reasoning about the world. Therefore the selection of and use of instructional materials in teaching and learning of Geography are determined by the particular aspect of geography that teacher intends to teach at a particular point in time. Furthermore, instructional materials must highlight geographer thinking process with regards to problems, giving learners models for thinking geographically and creating chances for students to exercise this form of thinking. These instructional materials should convey a sense of purpose for learning new idea and practice. They should at the same time involve strategic sequencing of learning

experiences. Also, the materials must contain geographically accurate information that honors different perspectives. (Edelson, 2013). Graphics is the most distinctively geographical form of communication and maps constitute the main documents through which the communication of spatial information takes place. Edelson (2013), further pointed out that children begin to show spatial awareness of an early age and primary school teachers finding that this awareness can be fostered using simple maps before they learn to use specially prepared map.

Current Challenges Facing the Teaching and Learning of Geography in Secondary Schools

It is worrisome to witness various challenges facing teaching and learning this noble subject. Geography as a subject studies all aspects of human existence. The vanguard of the subject has achieved a variety of development both in developing and developed nations of the world. However, the present situation as regards the popularity of the subject in secondary schools is terrible. Geography has been grouped as an elective subject in secondary school despite its prominence and relevance in the society. The Geography teachers who are highly knowledgeable are available in schools and they are using appropriate instructional materials. Even some schools embarked on excursion and field trips to create classroom on the road, yet, the students who are studying the subject are decreasing on yearly basis. The government policy on education has made the subject to be optional. This has led to the drastic reduction of the students who are offering the course at tertiary institution level. There is mark of non- geographical knowledge among many people, particularly the youths. It is high time, therefore, for the government at all levels to do the needful to rescue the subject from dying.

Conclusion

It could be concluded that the need for utilization of instructional materials in teaching and learning of geography cannot be

overemphasized. It has reasonably helped the student's performance in the subject. This is because the subject deals with spatial distribution of phenomena. There are varieties of concepts to X-ray in teaching them. Academic level of student of geography must be understood before the selection of any teaching aid a teacher will use to teach in the classroom. By and large, the present calamity that is affecting the subject is what the Government and policy makers should address so as to bring the respect bestowed on Geography in the past to come back.

Recommendations

The following suggestions are recommended:

- i. The teacher needs to understand the subject or topic very well and even know the students before him in order to make use of any instructional material to be selected.
- ii. The instructional materials must be simple and related to topic on ground.
- iii. The timing of presenting the instructional material is very crucial so as to discuss the attention of the students from the teaching process.
- iv. Local and simple materials need to be used instead of complex material.
- v. The instructional materials must be made available to give all students equal opportunity to make use of it.
- vi. Both the government and parents need to provide money for the procurement of some instructional material because some of them are very costly.
- vii. It is suggested for every geography teacher to participate in service seminar so as to be exposed to the handling of some equipment in the field e.g. survey equipment.

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