

**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

**A. F. Odunuga
J. S. Ojewumi**

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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.

Professor Olufemi A. Ojebiyi
Faculty of Education
University of The Gambia
The Gambia.

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List of Contributors

MODULE 1: ETHICS OF TEACHING PROFESSION AND TEACHERS' COMPETENCE

1. Adebowale Babajide TUGBIYELE & Gloria Nnena JOHN
Department of Social Studies
Adeyemi Federal University of Education, Ondo
2. Ifedolapo OLANIPEKUN Ph.D
Department of Economics
Adeyemi Federal University of Education, Ondo
3. Tosin A. OMOLADE Ph.D
Department of Geography
Adeyemi Federal University of Education, Ondo
4. Adeola Funmilayo ODUNUGA PhD
Department of Music
Adeyemi Federal University of Education, Ondo
5. Ismail K. ODENIYI
Department of Islamic Studies
Adeyemi Federal University of Education, Ondo

MODULE 2: LESSON PLANNING AND METHODOLOGY OF TEACHING

1. Gabriel Kehinde OJETAYO Ph.D
Department of Religious Studies
Adeyemi Federal University of Education, Ondo
2. Oluwaseunfunmi Mercy OLALEYE &
Abiodun Ade OGUNBOYE
Department of Geography
Adeyemi Federal University of Education, Ondo

3. Adeolu ABE Ph.D.
*Department of Theatre and Creative Arts
Adeyemi Federal University of Education, Ondo*
& Paulina Omagu ADEOLU-ABE Ph.D.
*Department of Music
Federal College of Education, Abeokuta*
4. Christian ONYEJI Ph.D
*Professor of Music Composition
Department of Music
University of Nigeria
Nsukka, Enugu State*
5. Ebenezer Oluwatoyin AYEYEMI
*Department of Music
Adeyemi Federal University of Education, Ondo*

MODULE 3: UTILIZATION OF INSTRUCTIONAL MATERIALS

1. Johnson Sunday OJEWUMI Ph.D. & Akinwumi SHARIMAKIN Ph.D
*Department of Economics,
Adeyemi Federal University of Education, Ondo.*
2. Charles A. OGAZIE Ph.D, Babajide D. AROGUNMASA & B. IMASAGBOR
*Department of Theatre and Creative Arts
Adeyemi Federal University of Education, Ondo*
3. R. O. ADU-PETERS Ph.D & F. E. BABATUNDE
*Department of History
Adeyemi Federal University of Education, Ondo*
4. A. O. ADEWOLU
*Department of Geography
Adeyemi Federal University of Education, Ondo*

5. Gbenga OLOTU & Oludare O. MOSUNMOLA
Department of Political Science
Adeyemi Federal University of Education, Ondo.

UNIT 5

Selection, Utilisation and Educational Values of Instructional Materials for Teaching and Learning Political Science in Nigerian Schools

Gbenga OLOTU & Oludare O. MOSUNMOLA

Introduction

Teaching as a profession requires not just the mastery of the subject but also the professional competence in the use of methods and materials to affect learner's behavior through appropriate identification, selection and utilization of relevant instructional materials to aid effective teaching and learning. As a result, a competent teacher must be sensitive to their students' concerns, encourage them to ask questions, familiarize them with appropriate techniques, teach them how to analyze and discuss results, and, most importantly, inspire them to delve deeply into their subject. Teachers are frequently unsatisfied and irritated when they realize that their students did not understand the topic or concept being presented in class, despite their thorough explanations. Furthermore, students may become exhausted if they are unable to comprehend the topic despite the teacher's best efforts. These issues are caused by a scarcity of authentic educational resources that can help elucidate the subject. Thus, to attain an effective teaching-learning experience, the traditional technique of teaching, which involves verbatim delivery of lessons, must be replaced with student engagement and efficient use of instructional materials (Olotu, 2009). Therefore, to ensure that teaching and learning are successful, practical learning, through the application of instructional materials, must be adopted (Olotu, 2009).

The focus of the teacher should be to communicate an understandable message to the learners, hence, the teacher's capacity to effectively and efficiently use instructional resources to increase effective and efficient teaching is one way to do this. In spite of the importance of instructional materials in teaching and learning process, only scanty attention is paid to it especially when it comes to the teaching and learning of Political Science in Nigerian schools, hence this study. The objectives of this paper are to: (i) identify the appropriate and relevant teaching and instructional aids that can be utilized in teaching and learning Political Science in Nigeria schools and (ii) discuss the values and significance of these teaching and instructional aids.

Concept of Instructional Materials

The terms "instructional materials" and "instructional media" now refer to any equipment or content that was formerly referred to as "teaching aids", "instructional aids," or "audio-visual aids" (Philip and Denwigwe, 2017). The goal of instructional materials is to provide educational knowledge swiftly and vividly. Instructional material is a sort of information-carrying technology. To put it another way, instructional materials are tools that convey a comprehensive body of knowledge and are primarily self-supporting rather than supplementary in the teaching and learning process. It should be emphasized, however, that no matter how well-produced educational materials are, using them to improve teaching and learning is still dependent on the teacher's skills. Additionally, ideal political instruction would engage students' interests and make politics seem relevant to them by introducing them to politics and current political events through the use of pertinent instructional materials (Journell, 2011).

Types of Instructional Materials in Political Science

The classification of educational resources varies. It is crucial to highlight that academics disagree on the most effective way to classify

teaching materials. In order to achieve this, we will highlight some of the most widely used teaching resources that have been used by educators in the teaching-learning process. Printed materials, images and diagrams, maps and charts, films and slides, model simulations, internet visuals, resource people, and case studies are some examples of the teaching resources that can be used in teaching Political Science.

Printing Media

These comprise educational resources such as textbooks, journals, periodicals, magazines, newspapers, pamphlets, and handbooks, among others. These resources are intended to give readers sufficient knowledge. They give students the chance to observe and obtain information about the subject being taught.

Guidelines for Selecting Printed Materials

To meet the teaching-learning objectives, the following rules must be carefully observed when choosing printed materials as instructional resources:

- i. **Objective:** A printed resource must have a clear purpose in the teaching and learning process.
- ii. **Relevance:** The information must be pertinent to the theme, content, or subject-matter of the chosen subject.
- iii. **Appropriateness:** Teaching materials for political science must be appropriate for the students' age. It must also be aware of the variations in students' intellectual capacities. The language, structure, and illustrations used in the lesson plan should be appropriate for the students' level.
- iv. **Clarity:** The information and expression in the text must be clear and unambiguous in order to be read. Both teachers and students must be able to read the lettering and the facts it contains.
- v. **Relevance:** Any material chosen for its study must be

contextually relevant to the learners' immediate surroundings because the subject of political science is the study of how people organize themselves in a political community (state).

- vi. **Organization:** Textbooks and other printed materials should be properly, logically, and chronologically organized so that information is presented in a fashion that progresses from simple to complex.
- vii. **Accessibility:** Teachers need to make sure that any printed materials that will be utilized in lessons are easily accessible to and within the grasp of the students.

Types of Printed Materials

a. Textbooks

These are obligatory textbooks that the whole class uses to study a particular topic or subject. It is used in conjunction with a few other practical resources to help deliver courses and learning activities efficiently.

Advantages of Textbooks as Instructional Materials

- i. They give the essential foundational understanding of a certain subject. In truth, the majority of the data and facts required to understand a topic are frequently presented in a logical and structured manner. Students can learn the fundamentals of a particular subject or topic by carefully studying it on their own. To put it another way, it allows for individualized instruction. They are readily available and easy to get a hold of, both teachers and pupils have the option of purchasing their own copies.
- ii. Printed materials offer lasting documents that are simple to keep on hand. It is possible to re-use political science textbooks without compromising their validity, accuracy, or content.
- iii. If the per-capital cost is divided by the number of users, they are quite affordable and cost-effective. In comparison to other types of educational resources, it is less expensive.

- iv. Printed resources, particularly textbooks, give pupils a shared experience. No matter the time or place, it offers organized and consistent education for teaching the subject.
- v. They save teachers' time.

Disadvantages of Textbooks as Instructional Materials

- i. They lack independence. When textbooks and other printed materials are not used in conjunction with other teaching tools, it becomes an onerous task to accomplish the desired goal.
- ii. It does not allow for sufficient deliberation or effort on the parts of both students and teachers. As a result, innovations are discouraged because textbooks give a rigid and dogmatic framework.
- iii. Textbooks and other printed materials might not be easily accessible due to low production levels or prohibitive costs.
- iv. When the printed works' materials are poor, reading becomes tedious and educational activities are discouraged. Thus, knowledge acquisition could be challenging.
- v. Printed materials are frequently attacked by rodents, therefore the information they contain could be lost.

b. Pictures

Pictures serve as representations of events, locations, people, and objects. They could take the shape of a picture, a painting, a drawing, a sketch, or an illustration from a textbook (Falade, 2004). Pictorial language is the oldest form of written communication used for educational purposes. When the teacher is unable to access the actual study object, it steps in. As a result, any illustrations or diagrams used in educational materials closely resemble the actual product. One does not need to be able to read or speak a particular language in order to understand the messages included in a drawing or diagram because they are simply understood. However, individuals

may interpret a graphic or diagram differently depending on their knowledge of the subject matter or information being represented.

Types of Pictures as Instructional Materials

There are two major classifications of pictures: (i) non-projected pictures and (ii) projected pictures.

- a. **Non-projected pictures:** Non-projected pictures are pictures that do not require the use of any equipment before they can be projected. This is the most common form of pictures and it is the most readily available. Examples include: charts, pictures, posters etc.
- b. **Projected pictures:** Under this category, we have pictures on film slides, filmstrips, opaque and overhead projections.

Advantages

- i. They offer dramatic realism which aids in the communication of ideas. Pictures come into play because they offer a specific explanation where words alone are insufficient to convey a certain information or message.
- ii. Events can be documented and saved using photos for a thorough investigation. In order to enable an in-depth analysis, minor things can be made enormous and large ones can be shrunk.
- iii. They aid in overcoming time and space constraints
- iv. Studying historical events is possible.
- v. Their application and utilization in the educational process are versatile. Depending on the age and academic level of the students taking part in the learning process, teachers can adjust how they are being utilized.
- vi. They support simple methods for gathering, analyzing, and interpreting information.
- vii. They spark the students' curiosity. Visuals are more effective than any other method at grabbing and keeping students' attention because they are so colourful. These images help to

“capture” students’ interest in the subject matter.

Disadvantages

Some of the challenges or disadvantages attached to the use of non-projected picture as a teaching/instructional aid are:

- i. Picture quality may diminish with time.
- ii. They may become outdated.

c. Diagrams

A diagram is a visual representation of an idea through the use of lines and symbols. It is intended to display connections, broad strokes, or salient characteristics of a procedure, an item, or a region. Diagrams are used by political science teachers to help students understand concepts when images are not easily available. It is an improved concept that resembles the actual thing, idea, or concept in question. They are equally valuable and advantageous to images.

d. Maps and Charts

The teaching of political science often makes use of maps and charts. Maps are thought of as a visually scaled representation of the earth’s land and sea masses, or at least a portion of them, on a flat surface. The greatest way to teach physical characteristics like vegetation, mineral deposits, relief, etc. is through maps. They provide information about areas, directions, sizes, shapes, and distance, as well as helping pupils learn, compare, and contrast political units, landmasses, and aquatic bodies. While a chart can be thought of as a piece of paper with data on certain things like the weather, prices, phases of events, etc. in the form of a curve or diagram. However, one must use these maps and charts with caution.

The following needs to be considered in choosing maps and charts as instructional materials:

- i. Size: A chart needs to be big enough for the points to be visible at the right distance.

- ii. **Clarity:** A chart's arrangement, layout, and lettering are frequently used to convey the intended message. Therefore, a chart should not be overly complicated.
- iii. **Simplicity:** A map or chart must be visually appealing and simple to read.
- iv. **Accuracy:** While it may seem obvious, it is not unheard of for a chart to fail to accurately depict what it sets out to.
- vi. **Storage:** Charts should not be folded or rolled. A customized chart with a variety of shallow drawers is the best option. Charts can be preserved in small quantities in a case created from two mounting boards and taped together, or they can be placed on cards. It is feasible to create a vertical hanging rack for charts by fastening them to a wooden lath at the top.

For effective utilization of maps and charts in the classroom situation by Political Science teachers, Falade (2004) considers the following:

- i. **Prepare the students:** The teacher should prepared the students by explaining the significance of the points to be noted and the rationale behind the use of maps and charts.
- ii. **Display the maps and charts:** The maps and charts should be clearly visible on the board.
- iii. **Present the information:** The student-teacher pair should now systematically present the material.
- iv. **Review the map or chart:** If students still don't understand the topic, the chart or map should be presented again.
- v. **Test the students:** The instructor should assess the students to determine whether they comprehend the idea.

e. Film Slides

These are the moving or projected images that provide insightful information that might help students grasp specific social studies subjects. Filmstrips are sections of 35 mm film that are made up of individual images, or "frames," as they are also known. Slides, on the other hand, are composed of a film's individual frames. They

can be viewed in any order because they are independent, separately mounted pieces, just like movies. Comparing it to a continuous roll of film is very different. Filmstrips and slides can be used to present a narrative or as a collection of study images to encourage comparison, discussion, and debate on a range of subjects, including the political history of a region, precolonial administration, foreign policy, etc. Teachers, however, should exercise extreme caution when choosing movies to use as teaching resources. The movies chosen should be appropriate for the subject matter and free of extraneous and irrelevant information that could divert students' attention.

Selection and Use of Films and Slides

When choosing filmstrips and slides for political science instruction, keep the following in mind:

1. The films and slides should be relevant. They should only provide information that is pertinent.
2. Students need to be instructed before movies are screened, on why they are being exhibited. It is important to make them aware of any issues or queries that the movie is trying to address. Such questions should be posted on the board as needed to act as a guide when the movie is being shown.
3. It is best to avoid using camera trickery. This is true, taking into account the learners' degree of comprehension. To avoid causing an issue for the pupils, this should be treated seriously. For instance, if a fly is enlarged till it fills the entire screen, a young child might have trouble grasping the concepts because the flies he is familiar with are probably not that large.
4. To ensure that the pupils understand the material, a discussion should be scheduled after seeing these movies.
5. Films and slides should only be used for educational purposes. Any entertainment-related uses should be avoided.

f. Models

Political science teachers, more frequently, struggle with a lack of teaching resources. They shouldn't just give up at this point; instead, they should try to improvise in order to satisfy the subject's needs. Modeling is the process of making something up or substituting it for the genuine thing. Models are scaled-down versions of actual things, circumstances, or events. It is thought of as an improvised form of items created from available local resources that could be utilized to illustrate a method or idea. They are frequently viewed as visual representations of the material the instructor wants to impart. The size of the actual things can vary. Models can be used, in instances, where it is impractical to bring actual items to class due to their size, expense, or nature.

Guidelines for the Selection and Organization of Models as Instructional Materials

The following rules should be followed while choosing and setting up models for educational materials:

1. The teacher must make sure that the students understand what is expected of them if they are to participate in the modeling. Their proper guidance must be provided by the teacher.
2. Enough room should be provided for the building and storage of models. This is carried out to avoid overcrowding and student accidents.

Importance of Models in the Teaching of Political Science

- i. Where models are employed, comprehension and retention are aided, and learners are better able to retain the material since models offer a practical experience.
- ii. Because students can see and touch the materials they are learning, it makes the material more real and concrete.

- iii. Children with minimal academic skill are given the opportunity to showcase their skills since not all students are equally gifted.
- iv. It helps the student hone certain manipulative and mental skills.
- v. It encourages student involvement in the teaching and learning process.

Problems

Some of the drawbacks associated with the usage of models and modeling in Political Science include the following:

- a. Attempting to design or build models takes up valuable time that could have been spent for other academic pursuits.
- b. Where the actual thing is difficult to obtain, it may cause frustration and the purpose for its construction to be defeated.
- c. Confusion and discouragement may develop in classrooms where students are not properly guided and supervised. Loss of interest in the learning objectives could result from this.
- d. Model construction is prone to accidents. Some of the tools may hurt students or teachers if necessary precautions are not implemented.

g. Simulation

Simulation seeks to mirror real-world situations. Students can therefore experience many of the same constraints and motivations for action (or inaction) experienced by the real players. This is not to say that simulation is a perfect model of reality, but it gives students an understanding of political processes short of actually being directly involved (Boyer and Smith, 2015). It is therefore important for faculty to help students differentiate the simulated process from the real-world process during a debriefing period after the simulation, but this does not mean that the simulation diverges far from the real process (Boyer and Smith, 2015).

Simulations come in many varieties. One broad type is machine simulation, like those used by economists to model and forecast economic phenomena. Another is man-machine or computer-assisted simulations that employ a mix of computer technology and human input. The last type of simulation is role-playing simulations, in which students are assigned roles within a socio-political process and then asked to act like real political actors. Role-play is especially original in raising the attention of students, because first, it presents an escape for students (and for professors) from the monotonous habit of frontal lecturing and second, within guided circumstances, it offers students a challenge to use their originality (Simon, 2005). Furthermore, role-play is also useful in taking the diversity of students' needs into account. Computers are generally not involved in such simulations, but might play a peripheral role (Boyer and Smith, 2015).

Summary of Simulation Development Requirements

As identified by Boyer and Smith (2015), the following are essential for the development of simulation as an instructional material:

- a. The first step in designing a simulation is to define your goals.
- b. Identify the major actors in the process and create role statements for each that focus on interests and motivations.
- c. Establish realistic structural or power relationships among the actors.
- d. Write a scenario or problem statement for actors to resolve.
- e. Assemble necessary data or resources.
- f. Create specific ground rules for students (e.g. length of simulation, permitted interactions, restrictions).

h. Case Studies

Case studies are qualitative research methods used in political science that concentrate on a single subject, issue, or circumstance. It entails utilizing resources to educate about and clarify political actions. To

discover, analyze, and understand the contributions to the political development of a nation, a case study can, for example, concentrate on a certain political personality. However, a teacher should make every effort to keep the class exciting when using a case study. Additionally, he should make every effort to involve the students in the discussion. This will greatly contribute to making learning useful and engaging.

i. Improvised Teaching Materials

Sometimes, all the educational resources required for an efficient teaching-learning process in political science may not be easily accessible. This always necessitates the development of replacement materials for the original ones. Improvised teaching material refers to the prepared replacement or alternative materials. Ajewole (1999), defined improvisation as a device and building using non-manufactured materials to replace those that are. Thus, improvisation is a technique by which educational materials can be produced and developed using locally available materials/resources to meet specific instructional demands.

The following guidelines need to be taken into account and put into practice in order for improvisation to be successful in political science instruction:

- i. Improvisation must have a purpose.
- ii. The instructor must be familiar with the teaching aids he plans to improvise.
- iii. Arm yourself with the essential tools and supplies.
- iv. Principle of parallel examples and deliberate repetition.

Reasons for Improvisation

For a number of reasons, political science teachers must create their own educational resources. These consist of:

1. Expensive ready-made materials
2. A lack of some essential ingredients

3. Operating issues with some of the ready-made items
4. Time is saved
5. It fosters creativity
6. It promotes independence
7. If correctly learned, it gives career opportunities
8. It enables instructors and students to take advantage of their nearby surroundings.

Resource Persons in Teaching and Learning Political Science

It is instructive to note that without the incorporation of additional components, the instructional materials used to teach Political Science cannot reach the desired or established objectives. Hence, the need for a qualified resource person. Resource people are subject matter specialists who provide knowledge and insight to learners. An individual who is thought to possess particular skills or expertise is referred to be a resource person. A resource person has significant advantages in the classroom for teaching and student learning in the field of education. As a result, the instructor and any other experts or professionals who are invited to speak on or teach about a particular subject are considered to be a part of the instructional materials utilized in that subject. Resource persons could be drawn from the immediate community or even teachers who are versed in a particular field.

Types of Resource Persons

The teacher and community-based resource people are the two main categories of resource persons:

1. The Teacher

The teacher acts as the main resource because it is believed that he is more knowledgeable about the subject than the students are. On numerous issues and themes that fall within the purview of the subject, the instructor analyzes, discusses, instructs, and provides the appropriate expositions.

2. Community-based Resource Person

Political science studies the state, society, and how they are governed, thus, it must obtain the required resources from the community and society.

Guidelines for Selecting Resource Persons

The selection of resource people for the teaching of political science should abide by the following rules:

- a. The teacher must make sure the resource person is knowledgeable about the topic.
- b. It is also necessary to take into account the language of communication, which means that learners' comprehension levels must be taken into account.
- c. It is important to take into account the learners' age and academic aptitude before a resource person is called to instruct the students.
- d. The resource person's personality should also be taken into account. People with questionable moral integrity shouldn't be invited to serve as resource person.
- e. It is important to take into account the resource person's communication skills and his capacity to engage the students and peak their interest.

Advantages

- i. It broadens the knowledge of learners on the subject-matter. In essence, it affords the learners the opportunity of having a first-hand information on a particular topic which the subject teacher may not have during his own teaching.
- ii. It gives room for students to have a wider scope and divergent views of subject matters.
- iii. Information from resource persons are often more current and up-to-date on specific subject matters.
- iv. Learners interests are usually aroused when they see experts in a particular field delivering lectures on a particular topic.

Disadvantages

- i. Finding a resource person needs extra work.
- ii. It could be challenging to locate an appropriate resource person to discuss specific issues or subject matter.
- iii. Despite their expertise, the majority of resource people lack the teaching abilities required to work with younger students.
- iv. The resource person might not have enough time to fully cover the subject.

Guidelines for the Selection of Instructional Materials

Teachers should consider the following tips and tactics when choosing educational materials for their classes:

1. The instructor ought to be creative. The teacher should improvise and create the necessary educational resources when they are not readily available. In other words, he has to learn how to create basic teaching materials.
2. The teacher should be able to choose appropriate teaching resources for scientific classes.
3. The subject matter must be pertinent to the students.
4. The reading level of the material should be suitable for learners.
5. The information should be factually correct.
6. The information should be appealing, well-set, with large print, and good graphic design;
7. The learner should use the most basic tools possible to explore the ideas; and
8. The information should be presented in a way that the learner might find interesting.

Significance of Instructional Materials in Teaching and Learning Political Science

It is no longer necessary to overemphasize the importance of educational resources in teaching and learning Political Science.

They encourage meaningful dialogue that results in efficient learning in addition to stimulating and motivating students to learn. They ensure better retention, making learning more permanent; provide direct information with the realities of the social and physical environments and help to develop interest in other areas of learning. They equally encourage active participation and provide a common experience upon which other learning can be developed by making the inaccessible accessible, they aid in overcoming the constraints of the classroom. The use of instructional materials to improve teaching and learning is supported by a large body of research.

In the teaching and learning, instructional materials support the learning of Political Science in the following ways:

- a. They provide a concrete foundation for conceptual thinking;
- b. They are highly engaging for students;
- c. They provide the necessary framework for developmental learning and thereby strengthen learning;
- d. They offer a reality of experience that encourages students' self-activity; and
- e. They provide experience that is difficult to secure by other materials and support learning that is efficient, deep, and varied.

In addition to their general purposes, instructional materials also serve important roles for teachers, such as giving them tools to broaden their students' horizons of experience, engaging springboards for students to engage in a variety of learning activities, and support in overcoming the physical challenges of presenting difficult subjects. The educational benefits of teaching political science with instructional materials are fairly significant. To improve effective teaching and learning, it is crucial that political science students and instructors are aware of these values.

Conclusion and Recommendations

It has been established thus far that teaching aids play crucial roles in teaching and learning, this is true of all subject areas including

Political Science. However, the shortage of teaching aids as well as the lack of interest of some teachers in utilizing teaching aids have, in no small measures, negatively affected the effective teaching and learning of Political Science in Nigerian Schools. Drawing on the above, we offer the following recommendations to both policy-makers in the educational sector as well as the practitioners that is teachers.

- a. Government should ensure that the a course, aimed at equipping prospective teachers of Political Science with the skill-set needed for identifying, selecting and utilizing appropriate teaching aids, be incorporated in Political Science curriculum both at the undergraduate and postgraduate levels.
- b. There should be enough material and human resources in various schools from which instructional materials can be derived from.
- c. Government should ensure that the cost of materials needed as teaching aids are subsidized especially for private schools that may not have the resources to procure them.

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