

AVAILABILITY AND LEVEL OF UTILIZATION OF INSTRUCTIONAL RESOURCES IN TEACHING CIVIC EDUCATION IN SECONDARY SCHOOLS IN ONUEKE EDUCATION ZONE OF EBONYI STATE

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ABSTRACT

The study investigated the level of availability and utilization of instructional resources in Civic Education in Secondary Schools in Onueke Education Zone of Ebonyi State. The instrument used for data collection was the questionnaire. 46 Secondary Schools in the Zone were visited and the questionnaire was administered to 113 teachers in these schools. From the result of the study, it was found out among other things that the level of availability.

INTRODUCTION

Background to the Study.

The development of any nation is inextricably interwoven with the functionality and quality of its education. Secondary education is an integral part of our educational system. Secondary education according to FGN (2004) is the education children receive after primary and before tertiary stage. It is received between the ages of 12-18 years. It is a very precarious period which needs proper care to get the students acquires the desired knowledge, skills and attitudes for future living. The Federal Government has a clearly formulated policy on Secondary education, which forms a section of the country's overall national policy on education. The objectives of Secondary education as contained in the National policy on education include among

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others: provide all Primary school leavers with the opportunity for education of higher level irrespective of sex, social status or religious or ethnic background. Therefore in order to enable the goals of secondary education to be realized, some important subject are taught to the children which include Civic Education.

Statement of Problem.

The use of instructional resources facilitates teaching and learning greatly, particularly in the Secondary School level. Ehizojie (2009) remarks that the use of audio-visual resources relaxes the classroom atmosphere motivate the students and leads to creative and interactive teaching and learning. With the utilization of instructional resources, a teacher appeals to many senses of the student. Ideally, the Child in Secondary School requires the utilization of all his senses if he is to learn effectively. Pierce (2008) is of the view that teachers must be held accountable for encouraging learning through the use of materials and activities that bring the students world into the classroom.

Undoubtedly, for Secondary School teacher to be effective in teaching children, he/she must be able to provide as well as utilize relevant instructional resources. Therefore, it is in view of the importance of these resources that the researcher decided to investigate the level of availability and utilization of instructional resources in Secondary School of Onueke Education zone of Ebonyi State.

Purpose of the Study.

The main purpose of this study was to investigate the availability and level of utilization of instructional resources in teaching Civil Education in Secondary Schools of Onueke Education Zone of Ebonyi State. Specifically, the study intends to;

1. Discover if instructional resources in Civic Education are available in Secondary Schools in Onueke Education zone.
2. Discover the level of utilization of the available instructional resources in Civic Education in Secondary Schools in Onueke Education zone
3. Investigate the sources of instructional resources in Civic Education in Secondary Schools within Onueke Education zone.
4. Ascertain the problems associated with the availability and utilization of instructional resources in Secondary Schools in Onueke Education Zone.

Significance of the Study.

The study is justified as it will be of immense benefit to students, Future Researchers Policy Makers and Educational Administrators and Planners.

The findings of this study, will help to increase the availability and utilization of instructional resources by teachers in teaching in Secondary Schools for the benefit of students.

It would encourage further investigation by future researchers in the area of availability and utilization of instructional resources in schools.

Through this study, policy makers in educational sectors may be able to support the appropriate strategies for the provision and utilization of instructional resources in Secondary Schools.

To the Educational Administrators and Planners, the findings of this Study will be a guide on how to provide quality education in Secondary Schools through adequate finding and provision of instructional resources.

Scope of the Study.

The scope of this study is the availability and utilization of instructional resources by teachers in teaching Civic Education in Secondary Schools. The study is limited to Onueke Education Zone of Ebonyi State made up of three local government areas namely; Ishielu, Ezza South and Ikwo.

Research questions

The following research questions were used to guide the study;

1. Are they adequate Instructional resources in Civic Education in secondary schools of Onueke Education Zone?
2. What is the level of utilization of the available instructional resources in Civic Education in Secondary Schools in Onueke Education Zone?
3. What are the sources of instructional resources in Civic Education in Secondary Schools within Onueke Education Zone?
4. What are the problems associated with the availability and utilization of instructional resources in Onueke Education Zone?

RESEARCH METHODOLOGY

Research Design.

The study adopted survey research design. This is because the design permits the use of questionnaire, interview or field observation in generating data for the study.

Area of the study.

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The area of the study is Onueke Education Zone of Ebonyi State which is made up of three local government areas namely; Ishielu, Ezza South and Ikwo.

Population of the study.

The population comprised all the 35 secondary schools in Ishielu, Ezza South and Ikwo local government areas that make up Onueke Education Zone of Ebonyi State.

Sample.

All the 113 Civic Education teachers of the public secondary schools in the zone were used for the study.

Instrument for Data Collection.

A questionnaire titled investigation into the level of Availability and utilization of instructional resources (ILAUIR) was developed by the researcher. The instrument contains 50 items arranged in three sections sought information on the sources of supply of the resources. The third section elicited information on the level of utilization of the instructional resources.

Validation of the instrument.

The validation of the instrument was done by expert and colleagues in Measurement and Evaluation of the School of Education in Ebonyi state College Of Education, Ikwo. Through this process, the face and content validity were established before the researcher adopted the instrument.

Reliability of the instrument.

The researcher adopted a test-re-test method. Consequently, 30 copies of the questionnaire were administered to 20 teachers in Abakaliki Education Zone outside the area of research. The same instrument was re-administered to the same group at an interval of two weeks and scores were collected too. The two set of scores were correlated using Pearson Product moment correlation coefficient Statistics, the result produced a reliability co-efficient (r) index of 0.81 which indicated that the instrument is reliable.

Method of Data Collection.

The researcher personally travelled, administered and collected the completed questionnaire on the spot to promote maximum return. The collected questionnaires were used for data analysis.

Method of Data Analysis.

The data collected in the course of this study were analyzed by percentage computations. It is the researcher's belief that percentage would clarify the result of the study.

(a) 40% score was used to determine availability of instructional resources

(b) 45% was the deciding score for determining adequate utilization of the instructional resources.

(c) 50% was the acceptable score for determining any item that is accepted as a factor or problems affecting the availability and utilization of instructional resources.

PRESENTATION ANALYSIS AND SUMMARY OF DATA

The result of the study is presented analyzed and summarized in the tables below,

Research question 1: Are they adequate instructional resources in Civic Education in Secondary Schools of Onueke Education Zone?

Table 1: Teachers response on the availability of adequate instructional resources in Civic Education.

Instructional Resource	available	%	Not Available	%
Chalk board	113	100	0	0
Flannel board	12	10.6	101	89.4
Books	95	84	18	16
Picture books	98	86.7	15	13.3
Picture cards	66	58.4	47	41.6
Magazine pictures	20	17.7	93	82.3
Stick Diagrams	30	26.5	83	73.5

Photo graphs	84	74. 3	29	26. 7
Wall charts	87	77	26	23. 0
Real objects	95	84	18	16
Flash cards	30	26. 5	83	73. 5
Puppets	8	7.1	105	92. 9
Films	5	4.4	108	95. 6
Tape and tape recorder	13	11. 5	100	88. 5
Posters	39	34. 5	74	65. 5
Radio	2	1.8	111	98. 2
Television	4	3.5	109	96. 5
Video and video tapes	5	4.4	108	95. 6
Projector	1	0.9	112	99. 1
Library	13	11. 5	100	88. 5

The table indicated that out of 20 instructional resources in Civic Education on which information was elicited from the Secondary School teachers as to whether they are available or not, only seven of them are provided in the schools. These include the chalkboard, books, picture books, photographs, wall charts, real objects and picture cards. The availability score for each of the other remaining 14 instructional resources is below 4010.

Research question II: What is the level of utilization of the available instructional resources in Civic Education in Secondary Schools of Onuake Education zone?

Table II: Teachers response to the level of utilization of the available instructional resources.

Instruct ional Resourc e	Used consta ntly	%	Used consta ntly	%	N o t u s e d a t a l l	%
Chalk board	111	9 8 . 2	2	1 . 8	0	0
Flannel board	6	5 . 3	7	6 . 2	1 0 0	8 8 . 5
Books	107	9 4 7	4	3 . 5	2	1 . 8
Picture books	55.1	4 8 . 8	40	3 5 . 4	1 8	1 5 . 9
Picture cards	27	2 3 . 9	17	1 5	6 9	6 1 . 1
Magazin e pictures	13	1 1 . 5	10	8 . 8	9 0	7 9 . 7
Stick Diagram s	5	4 . 4	9	7 . 9	9 9	8 7 . 6
Photo graphs	21	1 8 . 6	55	4 8 . 7	3 7	3 2 . 7

Wall charts	45	3 9 . 8	30	2 6 . 6	3 8	3 3 . 6
Real objects	53	4 6 . 9	30	2 6 . 6	3 0	2 6 . 5
Flash cards	16	1 4 . 2	9	9	8 8	7 7 . 9
Puppets	7	6 . 2	3	2 . 7	1 0 3	9 1 . 2
Films	0	0	4	3 . 5	1 0 9	9 6 . 5
Tape and tape recorder	0	0	4	3 . 5	1 0 9	9 6 . 5
Posters	20	1 7 . 7	12	1 0 . 6	8 1	7 1 . 7
Radio	0	0	3	2 . 7	1 1 0	9 7 . 3
Television	3	2 . 7	4	3 . 5	1 0 6	9 3 . 8
Video and video tapes	2	1 . 8	2	1 . 8	1 0 9	9 6 . 4
Projector	0	0	1	0 . 9	1 1 2	9 9 . 1

Library	4	3	8	7	1	9
		5		1	0	0
					2	3

Table II: Indicates that only the chalkboard, books, picture books, and real objects are sufficiently utilized by the teachers as instructional resources in Civic Education. The remaining 16 instructional resources are neither used constantly nor used occasionally. Responses on these items are quite below the determining score of 45% for the instructional resources utilized either constantly or occasionally.

Research question III: What are the sources of the instructional resources in Civic Education in Secondary Schools of Onuake Education Zone?

Table III: Responses of teachers on the sources of instructional resources in Civic Education.

Pro prie tor alo ne	%	Prop rieto r state gove rnm ent	%	Pro prie tor and PT A	%	Tea che rs and Pro prie tor	%
73	64.6	3	2.7	5	4.4	32	28.3

Table above indicates that out of 113 teachers, 73 affirmed that instructional resources in Civic Education in their schools were supplied by the proprietor alone, representing 64.6% of the responses. This is followed by 32 teachers who revealed that teachers and proprietors in their schools provide instructional resources representing 28.3% of the responses. The table indicate that the state government is the least source of supply of the instructional resources as only 3 teachers representing 2.7% of the total response agreed that the state government provides instructional resources in their schools.

Research question IV: What are the problems associated with the availability and utilization of instructional resources in Civic Education in Secondary Schools of Onueke Education Zone?

Table IV: Teachers responses on the problems of the availability and utilization of instruction resources.

	Responses	%
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Lack of power supply	30	33.9
Poor motivation of teachers	80	90.4
Lack of technical knowledge of teachers	45	51.5
Poor maintenance culture	78	88.14

Table IV indicate teachers responses on the problems associated with the availability and utilization of instructional resources in schools. Lack of motivation of teachers by the government and school management had 80 responses representing 90.4% which tops the chart. Which tops the chart. This is followed by the lack of maintenance culture of the instructional resources by the users supported with 78 responses representing 88.14%. The lack of power supply manipulate some of the instructional resources placed third with 45 responses from the teaches representing 51.5% while lack of technical knowledge by teachers scored 30 responses representing 33.9% this is because the teachers are confident that they can manipulate instructional resources if they are available in schools.

DISCUSSION, CONCLUSION AND RECOMMENDATION

DISCUSSION

As revealed in table 1 of this study, Chalkboard, books, pictures card, photographs, and real objects are available in Secondary Schools within Onueke Education Zone. According to table 1 above, the availability score for chalk board is 100%. The table also reveals that over 8% of the teachers affirmed that books, picture, cards and real objects are available in the schools. This is encouraging as these items are among the most useful instructional resources. The other remaining 13 instructional resources used in the study failed to score the minimum availability score of 4%.

As shown in the table, electronic instructional resources in Civic Education are virtually non-existence in the schools involved in the study. Over 90% of the teachers agreed that films, radio, television, vided video tapes and projections are not available in their schools. This is not surprising, considering the fact that these electronics are expensive. However, as films and videos are becoming more available in the country, teachers of Civic Education should appreciate the relevance of the electronic instructional resources in their teaching. Utilization of electronic instructional resources within Onueke Education Zone will also be facilitated by the availability of electricity within the area.

Table II: shows the level of utilization of the available instructional resources in Civic Education in Secondary Schools in Onueke Education Zone. According to the table, chalkboards, books, picture books and real objects are used

constantly while photographs are used occasionally. It is encouraging to note that these resources are fully utilized in the school. Also worthy of note is the fact that over 98% of the teachers affirmed that they utilize the chalk board constantly.

The table also shows that the scores for the remaining 15 instructional resources representing 75% of the total used in the study fall below the utilization score of 45%. Even such simple but effective instructional resources as picture cards, stick diagrams, wall charts, posters, puppets and flash cards fall under this category. One would have expected teachers in these schools to make and utilize these instructional resources by themselves. As in the case of the level of availability, over 90% of the teachers agreed that such electronic instructional resources as films, tapes and tape recorders, television, video/video tapes and projector are not utilized in their schools at all.

Table III: shows how instructional resources in Civic Education in Secondary Schools in Onueke Education Zone are supplied: The table indicates that the supply of instructional resources in these schools is lop-sided. Over 60% of the teachers sampled agreed that the instructional resources in their schools were supplied by the proprietor alone. On the other hand, the government is virtually out of the picture as far as the supply of instructional resources is concerned. Only a little over 2% of the teachers sampled affirmed that the state government participated at all in the supply of instructional resources to schools. According to the table, 4.4% of the teachers interviewed agreed that the instructional resources in their schools were supplied jointly by the proprietor and PTA while a little over 28% of them confirmed that teachers and proprietors supply instructional resources in their schools.

The study shows that the burden of supplying instructional resources in Secondary Schools in Onueke Education Zone is mainly borne by the proprietors. While the proprietors deserve commendations for their concern over instructional resources, it has to be pointed out that this is not a healthy situation. The government, the PTA and teachers should actively participate in the task of supplying instructional resources. The low level of participation by the PTA in the supply of these resources may be attributed to lack of awareness.

Table IV: Indicates the problems associated with the availability and utilization of instructional resources in Secondary Schools in Onueke Education Zone. Lack of motivation of the teachers by the government and school management topped the chart with 90.4%. This explains why teachers may not be interested to use these resources even if they are available. With reference to poor maintenance culture, 88.4% of the teachers sampled agreed that it was a factor against the availability and utilization of instructional resources in schools by teachers. The factor is more pronounced in government schools where property are regarded as no body's own. There should be re-orientation of all stakeholders in education on this regard still on this table lack of electricity to power

some of the instructional resources recorded 51.5% out of the total teachers sampled. This point out that some of the school are rural based where electricity may be absent the researcher is of the view that alternative sources of power should be exploited to power these resources when available. Lack of technical knowledge of the teachers in manipulation the instructional resources had 33.9% out of the total techers sampled. These report indicates that with little training teachers can effectively manipulate every resources in teaching. Therefore, lack of technical skills on the part of the teachers is never a big problem.

CONCLUSION

The study has shown that there was a dearth of instructional resources in Civic Education in Secondary Schools within Onueke Education Zone. Even such simple instructional resources like flash cards, stick diagrams, over head projectors, wall charts, posters, puppets etc were not available. Electronic instructional resources are not utilized at all in the schools. Considering the urgent need far instructional resources at this level of education, this situation is quite disturbing.

This study also indicated that motivation of teachers is very important for them to increase their productivity. Also good maintenance culture is also important in the education sub sector. Teachers should be re oriented on proper management of educational resources in their disposal. The lack of adequate instructional resources and ineffective utilization of the few available are among the factors for the poor quality of education in our country. As shown by this study, the government, teachers and the PTA share in the blame for this state of affairs.

RECOMMENDATION

Based on the findings of this study, the following recommendations were made;

1. Both the state and local governments should participate actively in the supply of instructional resources in schools.
2. Seminars and workshops should be organized in the government for school proprietors, teachers and officials of ministry of Education to increase their awareness of the roles of instructional resources in schools.
3. Teachers should be motivated by the government and proprietors of schools for better services delivery.
4. The ministry of Education should supervise Secondary Education System thoroughly to ensure high standard including the effective utilization of instructional resources in teaching.

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