

EXAMINING THE EXTENT TO WHICH INSTRUCTIONAL MEDIA ARE PROVIDED FOR THE IMPLEMENTATION OF GOVERNMENT STUDIES CURRICULUM IN THE RURAL AND URBAN SENIOR SECONDARY SCHOOLS IN ENUGU STATE

REVD FR ANEKE, MARCELLINUS N. (PhD)

Abstract

This study examines the extent to which instructional media are provided for the implementation of government studies curriculum in the rural and urban senior secondary education. Descriptive Survey research design was adopted for this study, using extent to which instructional media are provided for the implementation of government curriculum studies questionnaire (EPIGIC). The population for this study was made up of 348 teachers that teach Government as a school subject in all the 283 senior secondary schools in the rural and urban schools in Enugu State. They comprise 180 and 168 Government teachers in rural and urban secondary schools respectively (Statistics and Planning Unit of Ministry of Education, Enugu 2012/2013). Purposive sampling technique was used in getting the sample size. The sample for the study consisted of the three hundred and forty-eight (348) teachers that teach government in the six education zones in Enugu State. One research question and one hypothesis guided the study. The instrument for data collection was a questionnaire captioned "Extent to which instructional media are provided for the implementation of government studies curriculum in the rural and urban senior secondary schools." The instrument was validated by 3 experts, 2 of them in Curriculum and Instruction, and 1 in Measurement and Evaluation. The reliability of the instrument was determined using Cronbach Alpha. Alpha value was found to be 0.83, indicating high reliability of the instrument for the study. The research question was answered using mean and grand mean ratings, while the hypothesis was tested using t-test statistics at .05 level of significance and a critical value of 1.96.

Keywords: senior secondary education, Curriculum, Instructional media, Implementation, Government studies.

Introduction

In life human beings have a way of teaching their offspring. This system of imparting knowledge be it, informal, formal or non formal, from one generation to another is education. Education from the Latin root word "*educare*", meaning to train, mold, to impart knowledge, skills, values, morals, beliefs, habits and personal development, has been the most valued and uncompromised system of transmitting knowledge/cultural heritage from one generation to another. Chukwu, Eze, and Agada (2016) posit that throughout the ages, education (whether formal or informal) has been recognized as an instrument for individual and societal transformation. This is the main reason why every society continuously strives to bequeath upon its successive generations education that is not only qualitative, but functional. According to Obasi (2018), education is the society's cultural reproductive system. It is through education the society reproduces itself by passing on its main characteristics to the next generation. In this context, education is likened to genetic processes which is complicated

and is transferred from one generation to another. An educational program, like any activity, is directed by the expectations of certain outcomes; the chief activity of education is to change individuals in some way to add to the knowledge they possess, to enable them to perform skills which otherwise they would not perform, to develop certain understandings, insights, and appreciations. The statements of these expected or desired outcomes are usually called either educational aims or educational objectives (Hilda, 1962).

Senior secondary education

Secondary School is where kids get educated after their primary education is completed. Secondary Education acts as a link between Primary and Higher Education. The senior secondary years are the years of later adolescence corresponding to the later part of secondary education. Secondary Education takes place when young kids are in their adolescence therefore it is responsible for the growth and development of young children. The age of 14 to 18 years is the time when the emotional, physical and mental developments of children are at a good pace.

Secondary school is an intermediate school between elementary school and college and usually offering general, technical, vocational, or college-preparatory courses. The senior secondary years often involve a difficult transition from the world of the child to that of the adult. In the Senior Secondary years, the respective fields of study get divided into various streams like Science, Commerce and Arts. Students can choose any stream that they are interested in and would like to make a career out of it by studying further. Senior Secondary years of education are the two last years of secondary education. After this the students take up college for specific degrees like engineering, doctor, CA, CS, Accountancy, etc. As an intermediary step between primary and tertiary education, secondary education serves as a preparatory phase for youth before they enter the workplace, helping to equip a largely adolescent population with the skills, aptitudes, and social values for a productive and healthy adult life (James and Lehner, 2021)

Curriculum

Curriculum can be likened to a racecourse usually has a starting point and a finish line. It can be likened to a programme of studies, which runs from the time one enters school, till the time of graduation (Oteh and Akuma, 2010). Ross (2009) defines curriculum as the ground which pupils and teachers cover in order to reach the goal or objective of education. Ozioko (2011) defined curriculum as a structured services of intended learning experiences. It is the means by which educational institutions endeavour to realize the hopes of the society. It is seen as the process adopted by schools to achieve set objectives or goals of the society in which the schools are and serve. Thus, the curriculum embraces purposeful experiences provided and directed by educational institutions to achieve pre-determined goals. Curriculum is structured in that it has definite parts or sections: the objectives, selected tools in the form of subject matter, the method employed to achieve the set of objectives and some means of evaluating the endeavour. Knowledge has different ways of imparting it. As mentioned above there are three different types of ways of transferring knowledge through education which are: informal, formal and non-formal education. This research is delimited to formal education where educational aims and objectives are couched into curriculum content through curriculum development. In the Nigerian indigenous education, curriculum may be defined as those experiences and activities which the society transmits to the child from generation to

generation (Obasi, 2018). For these values (cultural heritage) developed in the curriculum content to be transmitted, there is need for proper implementation of the curriculum content with the instructional media that facilitates the conveyance of the aims and objectives to the younger generation (The Learner).

Curriculum Implementation

Implementation according to chambers (1993) is the various steps involved in producing a functional data. Curriculum implementation therefore, refers to the various steps involving in achieving the desired objectives (Ekpo and Osam, 2009). Inyang Abia and Umoren (1995) as quoted in Ekpo and Osam (2009) maintain that at this stage all the relevant curriculum inputs are brought in contact with the target audience in such a way that through a variety of activities, learning experiences and mastery can be maximally achieved at minimal cost. No matter how beautifully a curriculum content is developed without implementation, the objective remains in the a paper as rightly put when the curriculum guide or curriculum document finds its way into the classroom and undergoes some modifications by the teacher in order to tailor the learning content experiences to the level of learners, this process of classroom interaction results in what is referred to as the implemented curriculum (Afangideh, 2009). In line with the above view Ekpo and Osam (2009) posit that curriculum implementation occupies a strategic position as it links the design with evaluation stage that is, the materials and methods are put together to produce desirable learning activities and experience. Thus when aims, goals and objectives of education are developed in curriculum content, Mkpa (2005) in Afangideh, (2009) confirms that the implemented curriculum determines the extent to which educational (aims and goals) objectives are achieved. Therefore, the effectiveness of such an achievement depends on quality of teachers' mastery of relevant content of school subjects, availability and utilization of good curriculum materials, instructional methodology and strategies, effective instructional evaluation, a conducive teaching-learning environment and the learners themselves (Ekpo and Osam, 2009).

Instructional media for teaching government studies

Nkem(2000) asserts that instructional media simply mean those materials and equipments which are employed in teaching and learning situation for clarifying concepts. The importance of instructional media to the successful implementation of government studies curriculum cannot be over emphasized. This is because the use of instructional media is a sine-quanton for effective behaviour change in learners (Jimoh, 2009). This is why Okobia (2011) notes that when students are given the chance to learn through more senses than one, they can learn faster and easier. Okobia (2011) refers to instructional media as devices which help the teacher make learning meaningful to the learner. They are media used to aid the transference of information from one person to another. According to Adeoye (2010) instructional media promote efficiency of education by improving the quality of teaching and learning. It offers a variety of learning experiences individually or in combination to meet different teaching and learning experiences as well as encourage learners to become skilled technicians with an endless passion for learning. Okobia (2011) summarized the importance of using instructional media in the classroom to include

- (i) making the subject matter more real
- (ii) explicating difficult concepts
- (iii) making the learner experience what is being taught

- (iv) Helping to fire the imagination of the learners
- (v) Preventing misconceptions
- (vi) Making learning interesting.

Among others it can be concluded that the purpose of instructional media is to promote efficiency of education by improving the quality of teaching and learning. In the view of Imogie (2010) these media are resources including audio tape recorders, video tape recorders, slide projectors, opaque projectors, overhead projectors, still pictures, programmed instructions, film strips, maps, charts and many more.

Ironically, however, most secondary schools in Enugu state, Nigeria are hardly properly equipped with audio-visual materials (Ani 2000). Even where some schools are privileged to have them, they are underutilized (Adewoyin, 2004). The constructivists, the theoretical frame upon which the research is based, suggested that learning is more effective when a student is actively engaged in the learning process rather than attempting to receive knowledge passively (Taber, 2011). Learners are the makers of meaning and knowledge. When they encounter something new, they tend to reconcile it with their previous ideas and experience, maybe changing what they believe, or maybe discarding the new information as irrelevant (Omoye, 2004). Knowledge that is based on constructivist learning theory involves some form of guided discovery where the teacher avoids most direct instruction and attempts to lead the student through questions and activities to discover, discuss, appreciate and verbalize the new knowledge. This ideology has given birth to teaching and learning strategies, tools and resources involving the use of computers, simulations, multimedia, projectors, animations, the internet etc.

Government studies curriculum

Government studies curriculum is a fascinating study which helps students to understand the functions of the state. A government studies teacher therefore, apart from striving to cover the scheme of work is also preparing students for higher courses in government studies related discipline as well as assembling tools for national development. Hence, availability of instructional media for the implementation is of paramount importance.

Theoretical background

This research work was based on constructivism, 'an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner' (Elliott et al., 2000) The constructivist theory is based around the idea that learners are active participants in their learning journey; knowledge is constructed based on experiences. As events occur, each person reflects on their experience and incorporates the new ideas with their prior knowledge. Learners develop *schemas* to organize acquired knowledge. This model was entrenched in learning theories by Dewey, Piaget, Vyotsky, Gagne and Bruner. In elaborating constructivists' ideas Arends (1998) states that constructivism believes in personal construction of meaning by the learner through experience, and that meaning is influenced by the interaction of prior knowledge and new events.

Empirical framework

Ugo C. A. and Nweke U.F. (2020) investigated the availability of innovative instructional media for social studies implementation in Enugu State. The study adopted the descriptive survey research design. Two research questions and two hypotheses guided the study. Findings from the study revealed that teachers in urban and rural schools were provided with instructional media for the implementation of social studies curriculum to a very low extent. Teachers in urban secondary schools employed innovative instructional methods to a great extent while those in rural schools employed innovative teaching methods in the implementation of social studies curriculum to a low extent. The study recommended that efforts should be made by school administrators to expose teachers to workshops on innovative methods of teaching and the use of instructional media. Principals of schools should monitor the teaching of social studies, with a bid to ensure use of provided instructional media and innovative instructional strategies.

Chukwu, L. C., Eze, T.A.Y. and Agada, F. C. (2016) in a study examined the availability of instructional materials at the basic education level in Enugu Education Zone of Enugu State, Nigeria. One research question and one hypothesis guided the study. Results of data analysis indicated a little extent of availability of instructional materials at the basic education level in Enugu Education Zone of Enugu State. This has dire consequences for the entire system. Recommendations include; the various governments, corporate entities, non-governmental organizations and wealthy individuals should as much as possible provide these materials to the various schools for result oriented instructional delivery.

Method of Data Collection

The instrument was administered directly to the 348 Government teachers with the aid of 10 research assistants who were briefed by the researcher in a one day orientation meeting. During the briefing programme, the researcher acquainted them with the purpose of the study, the specific respondents to give the instrument or the questionnaire and also explained to them how to administer and retrieve the questionnaire. The essence of briefing the research assistants was to ensure that they all have adequate information of what is expected of them. This helped to foster interaction, rapport and communication between the assistants and respondents as they were able to explain to them points which they find difficult to understand. Thus, it is to ensure that the actual respondents for whom the instrument is meant are indeed those who completed them. The respondents were requested to complete the copies of the questionnaire on the spot and return them. The questionnaire was retrieved completely with the help of research assistants and we had 100% retrieval because it was done on the spot. Copies of the retrieved questionnaires were screened properly for data analysis.

Method of Data Analysis

Mean (\bar{X}) and standard deviation (SD) was used to answer the research questions. A mean of 2.50 was taken as criteria in line with the four point scale. This means that any mean score up to and above 2.50 was considered high extent, while any mean score less than 2.50 was considered low extent. The tool for testing the hypothesis was t- test statistics and at 0.5 level of significance and appropriate degrees of freedom (df). The decision rule of testing the hypotheses was that if the t-calculated is less than or equal to t-table value, then, there is no significant difference between the scores; that is, we accept the null hypothesis. But when the

t-calculated value is greater than or equal to the t-table value then, there is a significant difference in the mean score, that is, we reject the null hypothesis.

Research Question 2: To what extent are teachers’ in urban and rural schools provided with instructional media for implementation of government curriculum.

Table 2: Mean and standard deviation on the extent to which teachers are provided with instructional media for implementation of government curriculum in Enugu State

S/N	To what extent are the following instructional media made available for the implementation of government curriculum in secondary schools	No of Teachers in Rural (180)			No of Urban Teachers (168)		
		MEAN	SD	DEC	MEAN	SD	DEC
10	Instructional media like visual materials (pictures, diagram, wall charts, models, etc) are not available	3.27	0.88	High Extent	3.19	0.95	High Extent
11	Inadequate teaching aids like micro – projections are not provided	2.82	0.98	High Extent	2.82	0.97	High Extent
12	Flannel board reduces the ability to implement government curriculum	2.63	0.88	High Extent	2.85	0.97	High Extent
13	Inability to provide diorama impedes effective implementation of government curriculum	2.88	1.01	High Extent	3.06	1.06	High Extent
14	Lack of cine projection decrease quality of teaching government curriculum better	2.61	0.93	High Extent	2.77	0.95	High Extent
15	Inadequate provision of dimensional visual materials (chalkboard and bulletin board)	3.22	0.99	High Extent	3.13	0.99	High Extent
16	Lack of instructional materials like computer and internet facilities	3.41	0.79	High Extent	3.20	0.95	High Extent
17	Lack of equipped classrooms in secondary schools	4.29	5.40	High Extent	4.31	5.90	High Extent
18	Inadequate textbooks affects proper implementation	3.42	0.79	High Extent	3.30	0.93	High Extent
19	Inadequate well equipped libraries affect effective implementation.	3.58	0.73	High Extent	3.46	0.76	High Extent
	Grand Mean	3.21	1.34		3.21	1.44	

The table2 above shows data on extent to which teachers’ are provided with instructional material for implementation of government studies curriculum in Enugu State. All the 11 items (10 – 19) were accepted because their respective mean ratings are above the criterion mean of 2.50 which is the point for acceptance of the item in the questionnaire.

Furthermore, the grand mean ratings of the 11 items were 3.21 for both rural and urban teachers, which is above the criterion mean of 2.50. This indicates that lack of instructional

media in the secondary schools affect greatly the implementation of government studies curriculum in Enugu State.

Ho₂: There is no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent to which provision of instructional media affect their ability to implement government curriculum in Enugu State.

The null hypothesis was tested at 0.05 level of significance and the degree of freedom (df) is 346.

Table 2: T-test analysis of the difference in mean ratings of rural and urban Government teachers on the extent to which provision of instructional material affect their ability to implement government curriculum in Enugu State

Group	N	Mean	S.D	Df	T-cal	T-critical	Decision
Rural	168	32.68	7.72	346	0.04	1.96	Do Not Reject H ₀₂
Urban	180	31.57	6.42				

Table 2 shows that t-calculated value of 0.04 is less than t-critical value of 1.96. Hence, the null hypothesis is accepted. This implies that there is no significant difference in the mean ratings of rural and urban Government teachers on the extent to which provision of instructional media affect their ability to implement government studies curriculum in Enugu State.

Discussion of findings

The teachers in urban and rural schools are provided with instructional material for implementation of government curriculum. This implies that teachers in urban and rural secondary schools employ innovative instructional methods in the implementation of government curriculum.

The findings reveal that teachers in urban and rural secondary schools are provided with instructional media for implementation of government curriculum. This shows the impact of instructional media in teaching and learning. This is because the need for instructional media in teaching cannot be over emphasized. For instance the above table shows that items 10 – 19 have mean ratings above the criterion mean of 2.50 and the grand mean 3.21 both, which implies that lack of provision of instructional media affects the implementation of Government curriculum in Enugu State as clearly indicated that non availability of instructional media such as pictures, diagram, wall chart, model, etc affects the implementation of government studies curriculum.

It also revealed that teaching of new concepts without adequate teaching aides like micro - projections causes difficulties in the implementation of government curriculum; lack of flannel board reduces the ability for implementation of the curriculum. Inability to provide diorama impedes effective implementation of government curriculum. Lack of cine projection decrease quality of teaching government curriculum better and inadequate provision of dimensional visual materials (chalkboard and bulletin board), lack of instructional materials like computer and internet facilities, lack of equipped classroom in secondary schools and lack of textbooks affect proper implementation of the curriculum.

Again, the findings of hypothesis 2 reveal that there is no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent to which provision of instructional media affect their ability to implement government curriculum in Enugu State. In other words, there is no difference in the extent to which provision of instructional media affect their ability to implement government curriculum in senior secondary schools in Enugu State. This means that rural and urban Government teachers do not differ on how provision of instructional media affects their ability to implement government curriculum in senior secondary school education.

Conclusion

In view of the findings of the study and discussion the following conclusion were drawn. The teachers in urban and rural schools are provided with instructional material for implementation of government curriculum.

Educational Implications

The following are possible implications of the study
That lack of availability of instructional media affect the implementation of government curriculum in senior secondary schools in Enugu State suggest that the availability of instructional media can go a long way to assisting teachers in implementing the curriculum in senior secondary schools.

Recommendations

Based on the findings, discussions, conclusion and implications of the study, the following recommendations were made:

The government should provide schools with instructional media and teachers should be taught how to improvise these instructional media to aid their teaching of the subject in senior secondary schools.

References

- Adeoye, S.R. (2010). Curriculum for the information age: Implication for the teachers. *Global Journal online*. <http://www.globaljournalseries.com>.
- Afangideh, M. E. (2009). Curriculum theory and practice: *Curriculum implementation at the basic education level*. Curriculum Organization of Nigeria (CON).
- Ani, O.P. (2010). *Child and Curriculum*. Preston Publishers. Onitsha. Miffin Press.
- Chambers (1993). The chambers dictionary. Edinburgh: Chambers Harap Publishers.
- Chukwu, L. C., Eze, T.A.Y. and Agada, F. C.(2016). Availability of instructional materials at the basic education level in Enugu Educational Zone of Enugu State, Nigeria *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.12.
- Ekpo, K. and Osam, E (2009). Curriculum theory and practice: *Curriculum implementation in the senior secondary education*. Curriculum Organization of Nigeria (CON).
- Imogie, K.P. (2010). *School curriculum review*. Benin City,: Ronald Press.
- James, W. J. and Lehner, S. (2021) Knowledge in education a guide to education project design based on a comprehensive literature and project review. *EQUIP2 State-of-the-Art Knowledge Series*
- Jimoh, A.A. (2009). Education curriculum for functionality in information age. *Ebonyi Journal of Arts Education*. Vol. 1 (1) pp 25-30.

- Hilda, T. (1962). *Curriculum: theory and practice*. New York, Harcourt, Brace and world
- Nkem, O. (2000). The use of instructional materials for teaching and learning of mathematics in secondary schools, in Onitsha North LGA (Unpublished).
- Obasi, V. A. (2018). Curriculum: A bedrock for education. *Issues in curriculum development and implementation in Nigeria*. A book of readings in honour of Prof. U. M. O. Ivowi
- Okobia, J.A.F. (2011). Evaluating curriculum in secondary schools. implications for national development. In processing of the social studies association of Nigeria.
- Omoye, E. T. (2004). *The future of primary education in Nigeria development of primary school teacher education*. Benin- City: Littleman Publisher.
- Oteh, J. E. and Akuma, N. (2010). *Curriculum development and innovation*. Owerri: Eagle and joy educational publishers
- Ozioko, C. (2011). School curriculum: role of teachers as implementers. *Journal of Research in Science and Technology Education (JORSTED)* vol 4 (1) 1-9.
- Ross, T.J. (2009). What do you know about curriculum? *Journal of Social Studies behaviour*, 13 (1), 55-80.
- Taber, A.S. (2011). *Curriculum apology*. Cambridge; Canto.
- Ugo C. A. and Nweke U.F. (2020). Availability of innovative instructional media for social studies implementation in Enugu State. [International Research in Higher Education](#) 5(1):25DOI:10.5430/irhe.v5n1p25