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**APPRAISAL OF THE AVAILABILITY OF INSTRUCTIONAL
RESOURCES IN TEACHING HISTORY IN SECONDARY SCHOOLS IN
AWKA SOUTH LGA**

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Abstract

The study appraised the availability of instructional resources for History instruction in secondary schools in Awka South LGA. Four research questions guided the study. Descriptive survey design was adopted. The Population of the study consists of the 8052 JSS1- 3 Secondary School Students

and the 19 History teachers in Awka South LGA. Purposive sampling technique was used in arriving at a sample of 241 students and 9 teachers from the selected schools, totaling 250 respondents. The instrument used was a structured Questionnaire. The questionnaire was validated by experts and the reliability testing was done using Cronbach Alpha statistic. The coefficient of internal consistency from the reliability computation was 0.76, which indicates that the instrument was reliable. Data collected were analyzed using mean for the research questions. The findings from this study showed that the use of textbooks, newspapers and map are the most available instructional resources for teaching and learning of History as a school subject. Furthermore, the findings from the study showed that there was paucity of electronic resources in the teaching and learning of History. The study recommended that the Government should supply instructional materials and sponsor the teachers on seminars, conferences and workshops for improvement in the teaching and learning of History.

Key words: Availability, Instructional Resources, History Instruction

Introduction

Instructional resources are the learning materials used in curriculum delivery. Instructional resources are referred to as the resources which both the teachers and pupils use for the purpose of effective teaching and learning, instructional resources are crucial to teaching and learning processes. Hence, the use of technology can shape and help on the impartation of knowledge most especially in teaching and learning of History. According to Onweazu and Michael (2021), Instructional resources are crucial to teaching and learning processes. The authors further asserted that a dedicated classroom teacher feels satisfied when s/he realizes the objectives s/he has set out to achieve for every lesson. To achieve this, a good teacher employs a number of methods, design and actions. One of which is the use of instructional resources. For effective teaching and learning to take place, there is the need for adequate instructional materials.

According to Ayodele (2019) History teachings have often been associated with the inculcation of citizenship values, especially in the forging of national identity. In instilling a sense of pride in the common past, the teaching of a nation's history contributes to the creation and strengthening of nationalism and national identity. Hence, there is need for History as a subject to be amplified so as to enable the pupils and students in respectively primary and secondary schools have a wider horizon about the past and present.

Instructional resources are teachers' strategic factor in organizing and providing education. This is because they help to elaborate a concept that the teacher could not, without an instructional material (Oni, 2014). This allows the students to learn more comfortably, as such have positive influence on their academic performance. Instructional resources consist of books, encyclopedias, atlases, dictionaries, textbooks, and so on that is, mostly written materials, which can be either printed or available in electronic form (on digital media or on-line). Both printed and electronic instructional materials are indispensable in the teaching process. Also, Ogwo (2006) defined instructional resources as those materials

that teachers can use in teaching to facilitate the learning of a particular subject or lesson. The list of instructional resources is inexhaustible and their limit is the teacher's level of resourcefulness, creativity and imagination. Instructional materials are print and non-print items that are designed to impart information to students in the educational process. Instructional materials include items such as kits, textbooks, magazines, chalkboards newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic media including but not limited to music, movies, radio, software, CD-ROMs, and online services (Dahar & Faize, 2011). Therefore, to enhance sustenance of learners' interest in the teaching and learning of History as a subject in secondary school, there is need for the availability of instructional resources so as to improve students' academic pursuits.

Statement of the Problem

The problem of availability and utilization of instructional resources in History instruction for the sustenance of learner's interest in Secondary School in Awka South LGA has become worrisome. History as matter of fact helps us to understand how past and present events but students seem not to show interest anymore in the subject. This seems to have negative consequences on performances in both internal and external examinations. This is a gap which must be filled in order to bridge this knowledge gap and for quality education system to be harnessed in secondary schools. In this context, the researcher intends to examine the use of instructional resources in history instruction for the sustenance of learner's interest in secondary schools in Awka South LGA, Anambra State, Nigeria.

Research Questions

The following research questions guided the study.

1. To what extent do you agree on the availability of printed instructional resources for teaching history in secondary schools?
2. To what extent do you agree on the availability of visual display materials for teaching history in secondary schools?
3. To what extent do you agree on history teaches stimulation of their students' interest during teaching?
4. To what extent is the students' interest sustained in studying history?

Methods

Descriptive survey was adopted for the study. Descriptive survey design is the plan of study which enables the researcher to collect data from a well-defined population and systematically selected segments of the population in order to determine the attributes of the population (Nworgu, 2015). The population of this study consisted of all nineteen (19) JSS1- 3 Secondary School Students and all History teachers in Awka South LGA, Anambra State. Eight thousand and fifty-two (8,052) students and nineteen (19) teachers of History subject made up the population. Simple random sampling technique was used to draw 241 students and 9 teachers of History subject. They made up the 250 respondents selected from nine (9) schools. The instrument for data collection was a structured questionnaire

the instrument was validated by three (3) experts, one from History and the others from Educational Measurement and Evaluation, Faculty of Education, Nnamdi Azikiwe University, Awka. The questionnaire was trial-tested using 20 students at the Faculty of Education in Chukwuemeka Odumegwu Ojukwu University (COOU), in Anambra State, to determine its reliability, which yielded the internal consistency coefficient of 0.76. Response option for the clusters was Strongly Agree (SA) 4 points, Agree (A) 3 points, Strongly Disagree (SD) 2 points, Disagree (D) 1 point. The reliability indices obtained showed that the instrument was reliable. Descriptive statistics of mean \bar{X} was used in answering the research questions relative to the real limits of numbers. Item means of 2.50 and above indicated positive responses and vice-versa.

Research question one

To what extent do you agree on the availability of printed instructional resources for teaching history in secondary schools?

Table 1: Mean scores on availability of printed instructional resources in teaching History

S/N	ITEMS: Availability of Printed Resources	SA	A	D	SD	N	χ	Decision
1.	Textbooks	80	140	17	13	250	3.1	Agree
		320	420	34	13	787		
2.	Newspapers	78	168	4	-	250	3.3	Agree
		312	504	8		824		
3.	Journal	13	77	140	20	250	2.3	Disagree
		52	231	280	20	583		
4.	Pictures	27	96	83	44	250	2.4	Disagree
		108	288	166	44	606		
5.	Workbooks	17	109	64	60	250	2.3	Disagree
		68	327	128	60	583		
6.	Map	107	97	36	10	250	3.2	Agree
		428	291	72	10	801		
7.	Diagrams	69	78	92	11	250	2.8	Agree
		276	234	184	11	705		
8.	World globes	66	81	94	9	250	2.8	Agree
		264	243	188	9	704		

From table 1, highest means score of 3.1, 3.3 and 3.2 in items 1, 2 and 6 respectively show that textbooks, newspapers and map are the most available instructional resources in teaching and learning of History.

Research question two

To what extent do you agree on the availability of visual display materials for teaching history in secondary schools?

Table 2: Mean scores on the availability of visual display materials for teaching history.

S/N	ITEMS: Availability of Visual Display Materials	SA	A	D	SD	N	χ	Decision
1.	Chalkboard	168 672	44 132	22 44	16 16	250 864	3.5	Agree
2.	Bulletin board	12 48	33 99	160 320	45 45	250 512	2.0	Disagree
3.	Flat pictures	15 60	28 84	170 340	37 37	250 521	2.1	Disagree
4.	Magnetic board	70 280	60 180	60 120	60 60	250 640	2.6	Agree
5.	Flannel board	12 48	18 54	170 340	50 50	250 492	1.9	Disagree
6.	Television	47 188	39 117	78 156	86 86	250 547	2.2	Disagree
7.	Video tape	32 128	26 78	96 192	96 96	250 494	2.0	Disagree
8.	LCD projector	46 184	27 81	107 214	70 70	250 549	2.2	Disagree
9.	Radio	77 308	47 141	100 200	26 26	250 675	2.7	Agree
10.	Computer	107 428	96 288	28 56	19 19	250 791	3.2	Agree
11.	Tape recorder	37 148	26 78	61 122	126 126	250 474	1.9	Disagree

The result in table 2 shows that there are little or no display projectors and audio-visual materials for teaching of history. Results in items 2, 3, 4, 5, 6, 7, 8, 9 and 11 showed that the materials are not available.

Research question three

To what extent do you agree on history teaches stimulation of their students' interest during teaching?

Table 3: Mean scores on the extent to which History teachers stimulate their students' interest during teaching

S/N	ITEMS: Stimulation of Students' Interest	SA	A	D	SD	N	χ	Decision
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1.	I am stimulated to learn history because my school history resource centre is well equipped	46 184	24 72	169 338	11 11	250 605	2.4	Disagree
2.	I am stimulated to learn History because my teacher takes us on field trip	11 44	16 48	114 228	109 109	250 429	1.7	Disagree
3.	I stimulated to learn History because my teacher takes us on excursions to national museum	96 384	132 396	17 34	5 5	250 819	3.3	Agree
4.	I am stimulated to learn History because my teacher takes us to archaeological gardens.	94 376	86 258	54 108	16 16	250 758	3.0	Agree
5.	My teacher explains in details the past events properly	85 340	77 231	66 132	22 22	250 725	2.9	Agree

The result in table 3 shows that the obtainable activities that will be used to sustain learner’s interest in the teaching and learning of History are limited. Result in items 1 and 2 which are the most important aspect of studying history are lacking.

Research question three

To what extent is the students’ interest sustained in studying history?

Table 4: Mean scores on sustenance of students’ interest in studying history

S/N	ITEMS: Sustenance of Students’ interest	SA	A	D	SD	N	χ	Decision
1.	Doing assignment sustains my interest in History	117 468	96 288	25 50	12 12	250 818	3.3	Agree
2.	Reading historic textbooks and newspapers sustain my interest in the subject	94 376	92 276	47 94	17 17	250 763	3.1	Agree
3.	Competitions on history quiz sustains my interest in learning of History	86 344	108 324	32 64	24 24	250 756	3.0	Agree
4.	Listening to historical programmes on radio sustains my interest in studying history.	88 354	89 267	62 124	11 11	250 754	3.0	Agree
5.	Using various teaching methods sustain my interest in history	84 336	92 276	56 112	18 18	250 742	3.0	Agree

The findings in table 4 showed that the students’ interest in studying of history are sustained.

Discussion of the Findings

The findings in research question one show the use of textbooks, newspapers and map are the most available instructional resources for teaching and learning of History subject. In order to make the teaching and learning of History sustained for learner's interest, there is need for the availability of journals, pictures and workbooks for effective teaching and proper understanding of what is being taught. Hence, there is need for the availability of journals, pictures, workbooks, Historical diagram and world globes so as to improve learner's interest in the teaching and learning of history subjects. The findings of Aggarwal (2010), suggests that interest is a powerful dictator and motivator in the learning process. The implication is that, students are likely to pay attention to learn, remember, imagine and read more readily when their interest and emotions are positively provoked.

Findings from this study in research question two revealed that the instructional resources that were available for teaching Junior Secondary School Students in Awka South LGA were chalkboards, magnetic boards and computers. Furthermore, the findings from the study show that there was paucity of other materials. Ball (2012) pointed out that where the instructional resources are not available, that the studying of history will not be interested hence, draw back.

Findings from this study in research question three revealed that there is no equipped history resource centre and learners are not taken on historical field trips for enlightenment. Furthermore, the study revealed that learners will find the teaching and learning of History more interesting if learners are taken on excursion at national museums. The findings of Agogo, Odoh, and Simon (2014) in another field of study corroborates with the present study which states that chemistry teachers must stimulate their students' interest while teaching. This is expected to enhance their performance in the subject as interest usually motivates one to greater performance.

Finally, findings from this study in research question four revealed that there is stimulation of students' interest in studying history. Since students are interested in the teaching of history, they findings of Onwuazu and Michael (2021) is in tandem with the study on sustenance of students' interest for learning.

Conclusion

Based on the findings of this study, it could be concluded that textbooks, newspapers, diagrams, maps, globes, chalkboards, radio, and computer, are mainly used in studying history in Junior Secondary School in Awka South LGA. The overall interest sustenance by History students showed a high mean which has raised hopes of improvement on the academic performance by the students of History. When History teachers demonstrate interest in the class while teaching their History subject, the students' are motivated to learn with improved performance.

Recommendations

Based on the results of the study the following recommendations are made:

1. Government should supply instructional resources to improve teaching and learning of history.
2. Teachers should be given incentives so as to motivate their interest in teaching history.
3. Teachers should be encouraged and sponsored to go for seminars, conferences and workshops so as to update their knowledge in the teaching of history.

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