

Enhancing Quality Curriculum Implementation through Functional Utilization of Instructional Materials by Rural and Urban Teachers in Kaduna State

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Abstract

The study enhances the quality of curriculum implementation through functional utilisation of instructional materials in Junior Secondary schools in Kaduna State. Relevant literature was reviewed in the area of the study, specifically highlighting conceptual frameworks, other researchers' contributions, and current issues. The study was carried out with the objective of assessing the extent to which urban and rural teachers utilise instructional materials for teaching in Kaduna State. The related literature was reviewed in line with the objective of the study, the corresponding research questions, and the hypothesis of the study. Based on the nature of the study, the descriptive survey method was utilised because it's the most appropriate method for collecting data on issues or problems occurring in society. This is based on the submission of Sambo (2011) that a descriptive research design is used when the actual population of the study cannot be assessed in totality. The population of teachers selected for the study comprised all the public junior secondary school teachers in the three (3) senatorial districts of the Twenty-Three (23) Local Government Area in Kaduna State, with a population of five Thousand Six Hundred and Eighty-three (5,683), out of which a sample of one hundred and eighty-three (183) teachers was drawn from the nine (6) local governments in two (2) geo-political zones through the use of purposive and quota sampling techniques. The instrument titled "Enhancing quality curriculum implementation through functional utilisation of instructional materials by the Rural and Urban teachers in junior Secondary schools in Kaduna State" questionnaire was used for data collection. The collected data and the answers to the research questions were analysed and computed using the mean and standard deviation. While the hypothesis developed was rejected at the 0.05 level of significance for a 2-tailed test (non-directional test), Therefore, the study findings revealed that there was a significant relationship between the responses of urban and rural teachers on the utilisation of instructional materials for teaching in junior secondary schools in Kaduna State. The study recommended, among others, that the state government and educational stakeholders should organise regular workshops and seminars for junior secondary school teachers' and principals on the current development and programmes on the importance of the utilisation of instructional materials and resources in junior Secondary schools in Kaduna State.

Keywords: Utilization, Quality Curriculum Implementation, Utilization, Instructional Materials, Rural, Urban Teachers.

Introduction

As the doorway to the future and the key to economic, social, and political advancement

and sustainability, education holds a very special place in each country's national development agenda. As a result, it is a crucial tool for societal change on a national level as well as for promoting social and economic mobility on a personal level. Because education is a tool for acquiring abilities, pertinent knowledge, and habits necessary for surviving in a changing world, it has also remained a social process for capacity building and the preservation of society.

The calibre of a country's teachers determines the standard of that country's education. As a result, teachers' training and selection have become a major social issue (Osamwonyi, 2016). In Nigeria, both the professional preparation of teachers and their in-service training need to be reviewed and changed in order to address the current problems because they have a detrimental impact on the teaching profession. Without a doubt, Nigeria, unlike all other developing countries, confronts significant educational challenges in its effort to provide education to all by the year 2020. Unexpectedly, teachers are at the centre of these educational crises because, according to Aganga (2007), Okoye (2016), and Arimonu (2016), only teachers who have obtained the necessary technical competence and professional skills through a well-coordinated teacher education programme are able to address the problems plaguing Nigeria's educational sector.

As a result, there are several government statements and initiatives aimed at motivating secondary school students to study. In order to facilitate this, the Nigeria Educational Research and Development Council (NERDC) as well as Udofia (2021) were given the task of creating a curriculum that would be used at all levels of the educational system, including junior secondary education. According to the government's declaration for the Universal Basic Education Programme, the National Council on Education (NCE) directed the NERDC to restructure and realign the junior secondary school subject curriculum to meet the goal of the nine (9) year Basic Education that seeks to achieve the Millennium Development Goals (MDG), now known as the Sustainable Development Goals (SDGs) (National Teachers Institute Kaduna-Nigeria, 2012; Nwafor & Eze, 2014). The breadth, appropriateness, and interconnectedness of the curriculum's contents are evident. The topics, performance objectives, activities, and instructional materials were offered since the curriculum serves as a comprehensive representation of the experience to which students must be exposed. Materials used to promote teaching and learning are referred to as instructional materials (Nwafor & Eze, 2014). These materials also enable the teacher to express ideas or concepts with ease as they appeal to multiple senses at once. Learning is made more meaningful because of the learner's ability to see, touch, smell, and taste. According to the Chinese proverb, "I hear, I forget, I see, I remember, I do, I understand," this is in agreement.

Additionally, education affects knowledge, abilities to reason, skills, attitudes, and any other aspect that affects how well one can adapt to and interact with others. The educational materials will make it possible for both an individual and a group to move forward in realising their potential. Indeed, instructional materials give students ideas and attitudes that enhance their skills, ability to reason, and awareness of what is happening in

the wider world. Through the information and knowledge it has helped us attain, education has contributed to the unification of the entire planet. Mmari (2008). In junior secondary school, the more suitable and pertinent the educational resources, the better prepared and comprehensive the students will be in the future. In order to achieve educational development, junior secondary school curriculum planning and instructional material execution are essential.

Statement of the Problem

In Kaduna State, little to no attention has been paid to how teachers in urban and rural areas use instructional materials. The variety and efficiency of instructional materials required for teaching in junior secondary schools are sometimes not available in many schools. In some of these institutions, the only teaching tools frequently available are chalk, a chalkboard, photographs, maps, and outdated textbooks that are useless for teaching a wide range of subjects. Yusuf (2013). Utilisation issues arise in some schools when these instructional materials are offered as a result of teacher incapacity, lack of time, and a lack of connection to the curriculum, among other factors. Furthermore, NTI (2012) found that the majority of urban and rural teachers in Kaduna State do not use instructional materials, either because they are unaware of the benefits of doing so for promoting and strengthening teaching and learning or because they are lazy, have a bad attitude, or are negligent. On the other hand, poor teacher supervision, insufficient funding, government attitudes towards teaching and learning, and other factors can sometimes make it difficult for students to access and use these instructional tools. Other subject areas have also seen the conduct of related studies. The use of instructional materials by urban and rural teachers in junior secondary schools in Kaduna State has, however, received little to no investigation. This existing gap in research has prompted the researcher to enhance the quality of curriculum implementation through functional utilisation of instructional materials by urban and Rural teachers in Kaduna State.

Objectives of the Study

The purpose of this study is to: Evaluate the extent to which teachers in Kaduna State's junior secondary schools use instructional materials in both urban and rural settings.

Research Question

The following research question was posed to direct the investigation in order to fulfil the study's goal: Which educational tools are used by teachers in Kaduna's urban and rural junior high and secondary schools?

Hypothesis

In the study, the following null hypothesis was examined:

H₀: In Kaduna State, there is no statistically significant difference in the opinions of urban and rural teachers about the use of instructional resources for the classroom.

Literature Review

According to the theory put forth by Mwalyego (2014), human beings can be classified according to sensory-motor pre-operational, concrete, and abstract levels of cognitive development. As a result of their degree of cognitive operation, the majority of students often have difficulty comprehending particular ideas. As a consequence of this, educational resources are separated into a variety of categories, including audio, visual, auditory, and audio-visual. Therefore, technologies such as radio, audio tape recording, and television are examples of audio educational resources. These are the only senses that are engaged when using these technologies. Chalkboards, charts, slides, and filmstrips are examples of visual instructional tools. On the other hand, auditory teaching tools are those that appeal to more than one sense. On the other hand, audio-visual educational material is a combination of several technologies, such as television, movies, and computers, that stimulate the senses of hearing and seeing simultaneously.

Many different hypotheses have been proposed by researchers who have looked into instructional materials regarding how they ought to be conceptualised. In Osokoya (2007), examples of educational materials that can be printed or not printed include textbooks, technology-based resources, other educational materials, and tests. These are all examples of instructional materials that can be used. Additionally, it stipulates that educational resources should have intellectual substance that is meant to be a major instrument for assisting in the training of a subject or course. This provision can be found in the aforementioned provision. According to Isola (2010), instructional materials are "objects or devices that help the teacher make a lesson much clearer to the learner," whereas OLadejo et al. (2011) define instructional materials as "materials or tools locally made or imported that could make a tremendous enhancement of lesson impact if intelligently used."

As a result, educational materials might take the form of live performances or tangible objects. These materials aim to engage students' hearing, vision, or both senses while instruction is taking place. Furthermore, Mwalyego (2014), on the other hand, was of the opinion that an intelligent use of a variety of services that widen experience, clarify it, and give it personal meaning might potentially support a teacher's work and transmit a model as well as an identification figure. Oladejo et al. (2011) makes available educational materials that, when applied appropriately, make it possible for students to acquire knowledge in a more expedient and efficient manner. While Aganga (2007) defined instructional materials as collections and selections of resources (mechanical or otherwise) from available resources that are applied and integrated into a structured process of teaching and learning to ensure learning effectiveness, Abdullahi (2007) views them as didactic materials, which are things that are supposed to make learning and teaching possible. Aganga (2007) defined instructional materials as collections and selections of resources (mechanical or otherwise) from available resources that are applied and integrated into a structured process of teaching and learning to ensure learning effectiveness. According to the National Science Foundation (2012), they are "solid or physical things that deliver sound, visual, or both to the sense organs during instruction."

The use of instructional materials enables the teacher to make the session more interesting for the learner.

The term "curriculum" refers to the aggregate term for all of the many educational experiences or learning activities that students participate in while they are attending school. According to Adama (2011), a curriculum can be characterised by its aim, its content, its methodology, its resources, and its internal structure of education. According to Abah (2016), a curriculum is comprised of all of the experiences that particular students go through when enrolled in a course of study with the intention of reaching both general goals and more specific ones. These experiences are designed to help students achieve both general and more specific goals. Given these criteria, it should come as no surprise that curricula evolve throughout time to reflect changes in society's expectations, the requirements of individual students, the goals of the educational system, and the prevalent ideas about what constitutes knowledge. According to Abutu (2012), a student's curriculum consists of all of the learning experiences they have while the school is in charge of their education. Education influences a person's sense of wellbeing, work satisfaction, and ability to grasp new concepts and technology. It also contributes to increased community involvement, improved health, and lower crime, to name just a few of its many other positive effects. As a result, A curriculum is a technique of instruction that takes into account all human sensitivities, including political, economic, and professional ones, according to Agada (2015). For this reason, excellent education in Nigeria can only remain a pipe dream if teachers are not given the appropriate training and are not adequately equipped to function both within and outside of the classroom. It is important for schools and society as a whole, which are referred to as the stakeholders, to work together to guarantee that the objectives of teacher education are achieved.

In order for there to be teaching and learning in Nigerian schools, there are a number of crucially significant influencing factors that need to be in place. It will be important to stress this fact. A few examples of these are the accessibility and usefulness of instructional materials, the capacity to specialise in certain subject areas, perceptions of the educational backgrounds of teachers, training, the provision of equipment and infrastructure, and the motivation of teachers. The degree of performance that determines the learner's grasp of those relevant concepts that will help them achieve effective learning will be highly influenced by these elements. Effective learning will enable the learner to achieve their goals. According to Usman (2007), neither teachers nor students can appreciate, apply, analyse, or assess the values that are vital in a country's effort to achieve integration until students have received effective instruction from educators who have attended such professional training. Usman believes that this is the case even if students have gotten effective instruction from educators who have undertaken such professional training.

Methodology

For the study, the researcher used a descriptive survey method. This design was chosen by the researcher because it is best suited for gathering information on concerns and problems

that are currently plaguing society. This is based on Sambo's (2011) submission, which states that when the study's actual population cannot be reached completely, a descriptive research design is utilised. While information is required in order to make generalisations about the population, all urban and rural teachers employed by public secondary schools in the three (3) senatorial districts and the twenty-three (23) local government areas of Kaduna State make up the study's population. A sample of one hundred and eighty-three (183) urban and rural teachers was chosen from the six (6) LGAs, two (2) from each senatorial zone, using purposeful and quota sampling techniques. Due to the study's exclusive emphasis on the teachers at the sampled junior secondary schools, the researcher used the purposive sampling technique. Purposive sampling, according to Black (2010), is when a researcher uses his or her own discretion in selecting people from the population to participate in the study. It is used to get trustworthy data while conserving time and money by employing good judgement to obtain a representative sample.

While using quota sampling procedures, the researcher was able to sample teachers from both urban and rural schools in the state according to their sex. This supports Saunders and Thornhill's (2012) assertion that quota sampling is used to ensure that the sample group accurately reflects the characteristics of the population that the researcher has selected. Data were gathered by the researcher using a standardised questionnaire. The mean and standard deviation were used to assess the data gathered as well as the responses to the research questions. The null hypothesis (H_0) was evaluated using contingency chi-square statistics at the 0.05 level of significance for a 2-tailed non-directional test, whereas the alternative hypothesis (H_1) was assessed using chi-square (χ^2) statistical techniques. This is due to the fact that it is the best inferential statistical technique for determining whether or not a significant association exists. Additionally, it will look at how far the frequencies observed in the study deviate from those that would be predicted if the null hypothesis were true.

Results

Hypothesis Testing

The t-test was used to analyse the data with a p-value of 0.05. The findings of the hypothesis test are presented in the following manner, in accordance with the stated hypothesis.

Table 1. T-test analysis on utilization of instructional materials by the urban and rural teachers

Variables	N	$\bar{x}$	S.D	Df	α	P-value	χ^2 cal	χ^2 -crit	Decision
Urban Teachers	90	2.58	0.6233	28	0.05	.000	168.722	41.337	Rejected
Rural Teachers	87	2.57	0.6740						

As seen in the above Table, urban teachers scored on average 2.58 points higher than rural teachers, who averaged 2.57 points. This difference in mean scores is statistically significant at a p-value of 0.00 ($P = 0.005$). This is due to the fact that the X^2 cal of 168.722 exceeds the X^2 critical value of 41.337 at 28 degrees of freedom and 0.05.

Discussion

This study tested the hypothesis that there is a substantial correlation between the responses of urban and rural teachers to the instructional materials that are used for teaching in JSS in Kaduna State. The hypothesis stated that this association exists between the responses of urban and rural teachers to the instructional materials that are used for teaching in JSS. The results of the investigation provide credence to the validity of this idea. As a consequence of this, the assumption that there is no distinction is not supported by the evidence.

Conclusion

It is conceivable to reach the following conclusions based on the findings of the study, which are as follows: The correct utilisation of these instructional materials is, however, hampered by a lack of funding for the purchase of effective instructional materials, a lack of time for teachers to use the instructional materials, an incompatibility between the available instructional materials and the lessons or learning objectives, a negative attitude and negligence on the part of the teachers, and an inability to keep up with the use of technology. However, more advanced teaching tools such as overhead projectors, film strips, DVDs, and computers are insufficient, and as a result, they are rarely employed in the classrooms of the state's junior high and high schools.

In addition, the use of educational materials will assist students in making use of their senses by relating those senses to specific settings, events, or phenomena. Students will be able to better visualise and compare concepts as a result of physically testing, smelling, seeing, and touching the various objects. Students will also be able to improve their physical talents, have an easier time remembering information, and have a better understanding of it if they use instructional resources.

Recommendations

In view of the need for appropriate action to address the challenges aforementioned to enhance quality curriculum implementation through functional utilisation of instructional materials by the Rural and Urban teachers in Kaduna State, the following suggestions are made to tackle these challenges:

1. In order to improve the standard of teaching and learning in JSS, the state ministry of education and the stakeholders should supply junior secondary schools with better instructional tools, including overhead projectors, film strips, videos, and enough computers.

2. It is crucial to organise frequent workshops and seminars for teachers and principals on the most recent advancements and the significance of utilising instructional materials in junior secondary school instruction in Kaduna State.
3. In order to improve the efficient use of instructional resources and materials in junior secondary school teaching, there should once again be proper and frequent supervision.

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