UTILIZATION OF LEARNING RESOURCES IN TEACHING AND LEARNING OF HISTORY IN SENIOR SECONDARY SCHOOLS IN ILORIN-WEST LGA, KWARA STATE

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Abstract

Every year, when the results of public examinations such as the WAEC and NECO are released, some findings reveal that there has always been mass failure in History as a subject. It appears that the topics in History pose serious problems of comprehension to students. These topics cannot be taught effectively without the use of relevant learning resources to make learning practical and meaningful. Thus, this study examines the utilization of learning resources in teaching and learning History as a subject in Senior Secondary Schools in Ilorin West Local Government Area, Kwara State. Purposive sampling was adopted to select forty-five (45) History teachers as a sample for the study. Questionnaire were administered to collect data while descriptive statistics of mean was used to answer the three research questions generated in this study. The findings revealed that government did not provide funds to procure learning resources for the schools. The school managements were unable to supervise History teachers to make use of the available resources and this prevents students from participating actively in the class. Based on the findings, it is therefore recommended that government should provide enough funds to purchase learning resources for History subject. Also schools management should sensitize History teachers frequently on how to make History lessons practical and meaningful to the students and the use of appropriate learning resources so that students can have adequate knowledge of the subject.

Keywords: Learning Resources, History, Teaching and Learning.

Introduction

The importance of education in general and the study of History in particular to human race have been come a topic of the debate over the years. Adesote and Fatoki, (2013) asserted that the relevance of History education to Nation building cannot be quantified because it furnishes man with the understanding of the process of change, continuity in human affairs and satisfies man's

Nation building cannot be quantified because it furnishes man with the understanding of the process of change, continuity in human affairs and satisfies man's instinct of curiosity about past developments in all aspects of life. Similarly, History as a subjectin the school curriculum is to help the students to know more about themselves by promoting their understanding of the past, in terms of both internal and external relationships. Falola, et. al. (1989) observed that History subject is important because it inculcates in the people the habit of not accepting explanations on their face value but to identify the roots of happenings thereby promoting a better understanding.

According to Adeyeni (1999), the goal of History teaching in schools is to help young people develop an integrated spiritual world, via assimilation of the ethno-cultural, national and universal values that have been developed in the course of historical development, and by giving them experience in defining themselves in relation to these values. History is the interpretation of traces or relics of the past in the light of the imaginary idea of the historian which is a self-depending, self-determining and self-justifying form of thought (Coolingwood, 1973). Therefore, Ajayi, (2015) opined that, History teaching and learning in Nigerian schools has a long tradition, the indisputable achievement of History as a subject and the methodologies used in teaching it have been recognized internationally.

The term learning resource is anything that helps the teacher to promote teaching and learning activities, which the teacher could use to convey ideas, information, message, and knowledge about things to his pupils or students so as to make lessons more effective and meaningful through learning resources (Ogunsanya, 1994). Learning resources provide authentic data for the study and understanding of History through actual observation of events in film or motion pictures. It increases learning possibilities by interpreting abstract objects to symbolic ones that make teaching and learning more interesting particularly to slow learners and for both slow and fast learners, learning resources provide a variety which enhances motivation and interest for both slow and fast learners (Bello, 2001). In addition, when learning resources are properly combined and appropriately used, they can help the teacher to teach more effectively and the learner to learn and progress faster. Corbin, (2000) opined that resources should be seen as aids to teaching and learning and not as a substitute for the teacher. In other words, teachers should not think that lessons will be successful if selected resources are not effectively and professionally used. The resources cannot speak well for themselves unless they are better interpreted, applied and demonstrated. This, in fact, is the primary duty of teachers.

Ogunsanya, (1994) also summited that learning resources consist of learning aids, audio-visuals and other multimedia aids of a wide range. These include, stones, artifacts, books, films and slides, pictures, resource people, gesture demonstration, maps, television, sand, sketches and in fact just any objects, place and person. He believed that learning resources should be appropriate to the age and ability of the learners and should be presented in a way that arouses and captivates the interest of the learners in the lesson; it should be harmless and directly relevant to the History

content being taught or learnt. When audio is used, it should be clearly audible to the students and the pupils should be given equal chance to see, feel, taste, or smell the aid. Corbin, (2000) agreed that learning resources are all the resources to be used to embrace the learning and teaching process in the classroom. These materials may take various forms ranging from concrete to abstract materials. He revealed that the cases of boredom in the teaching and learning situations are always compensated for when appropriate materials are used to supplement verbalism.

Samson and Obiora, (1994) observed that learning resources may be used to investigate how much a student learns from a lesson or to determine the degree to which the objectives of the lesson have been achieved and to generate information for further development. What this translates to is that in the face of inadequacy, self-initiatives of teachers become necessary. They should strive to produce learning resources that are appropriate for the concept they wish to teach their students. John, (2004) stated that learning resources for teaching History subject are instructional materials created by teachers for specific instructional purposes. He described them to be made of papers, cards, pens or markers. They include flash cards, charts, maps, diagrams, graphics, etc. He believed that costumes, puppets, models and constructions of all kinds also require teachers' input and advised that students may be involved in their preparations.

Corbin (2000) supported the above view that "special apparatus may also include maps, charts, graph board games, puzzles, work cards, sorts, etc. In general, such apparatus are commercially prepared for schools and may be expensive and not available to schools. In such cases, teachers are expected to improvise these models. Ogunsanya, (1994) observed that a material is good only if it contributes to the child's needs and helps him/her to express what is in the mind. Although there are unlimited improvised learning resources available to be used by children, care should be taken that those chosen materials lead themselves to expression and do not restrict children's originality. If a material is by its very nature restrictive or inhibiting, it should be discarded.

Hence, this study therefore examines the utilization of learning resources in the teaching and learning of History subject in Senior Secondary Schools in Ilorin West Local Government Area, Kwara State.

Statement of the problem

It is observed that there is a serious inadequate learning resources to teach History subject in Senior Secondary Schools, this may be as a result of shortage of funds to procure the resources. Also, it seems that there is no thorough supervision on the part of History teachers to make use of the available learning resources to ensure effective teaching of the subject, and as a result of this, students are prone to have negative perception about the subject as they regard History as a compendium of facts to be memorized. Similarly, some History teachers may not use appropriate learning resources to teach History as a subject and this prevents students from participating actively in the class and comprehend the subject properly. More so, there may not be enough motivation that can encourage History teachers to improvise special apparatus to teach History subject when there is need to do so.

Generally, many research have been carried out on the learning resources and other facilities that manifest poor continuous performance in Senior Secondary School subjects. Ogunsanya, (1994) examined an introduction to methodologies of Social Studies and find out that learning resources are the materials which the teacher could use to convey idea, information, message and knowledge about things to his students in order to make lessons more effective and meaningful. Also, Samson and Obiora, (1994) investigated the introduction to the teaching of Home Economics and discovered that when learning resources are properly combined and appropriately used, they can help the teacher to teach more effectively and the learner to learn and progress faster.

The gap identified in the above studies though similar to the present research, but not directed to History subject specifically, which present study intend to fill. Thus, this study carried out to examines the utilization of learning resources in teaching and learning of History subject in Senior Secondary Schools in Ilorin West Local Government Area, Kwara State.

Purpose of the Study

The purpose of this study is to:

1. Assess the availability of resources in teaching and learning of History subject in Senior Secondary Schools
2. Examine the utilization of learning resources in the teaching and learning of History subject in Senior Secondary Schools
3. Investigate the effect of improvised resources in teaching and learning of History subject in Senior Secondary Schools

Research Questions

1. Are the resources available in teaching and learning of History subject in Senior Secondary School?
2. What are the effects of resources utilized in teaching and learning of History subject in Senior Secondary School?
3. What are the effects of improvised resources in teaching and learning of History subject in Senior Secondary School?

Methodology

This study adopts a descriptive design. The population of this study consists of all History teachers in the 28 public Senior Secondary Schools in Ilorin West Local Government Area of Kwara State while the target population are the History teachers from the 28 Senior Secondary Schools in Ilorin West Local Government Area. Purposive sampling was adopted to select forty-five (45) History teachers from the 28 Senior Secondary Schools in Ilorin West Local Government Area. This sample was considered because some Secondary Schools do not offer History as a subject.

A researcher-designed questionnaire titled, "The Utilization of Learning Resources in Teaching and Learning History Questionnaire" (ULRTLHQ) was designed as the instrument to elicit necessary information from the respondents. The questionnaire is in three sections, section A contains items that were used to answer the research question one,

section B contains items that were used to answer research question two while section C contains items that were used to answer research question three. In order to validate the research instrument, the draft was presented to two lecturers in the Department of Arts Education, and two experts in the field of Test and Measurement, Faculty of Education, University of Ilorin for vetting. All the corrections made were effected, then, the final questionnaire was drafted. In order to ascertain the reliability of the instrument, test re-test method was used. To answer the research questions the data collected were answered using mean rating therefore any items with a mean greater than 2.50 was considered as agreement with stated research question and vice-visa.

Results

Research Questions.

Research questions 1 to 3 were answered with the use of Descriptive statistics of mean

Research Question 1: Are learning resources available to teach History subject?

Table 1: Learning resources available to teach History

S/N	Statement	A	D	X
1.	There are adequate learning resources in my school	13 (29%)	32 (71%)	2.54
2.	I did not feel comfortable whenever I use learning resources	8 (18%)	37 (82%)	2.63
3.	Availability of learning resources hinders the teaching of History	16 (36%)	29 (64%)	1.77
4.	Learning resources for the teaching of History are rare to come by	19 (42%)	26 (58%)	1.62
5.	The use of learning resources did not have impact on the History students in my school	14 (31%)	31 (69%)	2.18
	Grand Mean	**2.15**		

Source: Fieldwork, 2018

Table 1 indicates learning resources availability to teach History as a subject. The findings revealed that a minority of the respondents supported the view that there are adequate learning resources in their school while a majority of the respondents disagreed. Meanwhile, the question on availability of learning resources hinders the teaching of History as a subject revealed that a majority of the respondents disagreed with the statement. Furthermore, the grand mean score of 2.15 which was less than the benchmark of 2.50 clearly shows that learning resources are not available, based on the outcome of the finding.

Research Question 2: What are the effects of learning resources utilized in teaching and learning History subject?

Table 2: Effectiveness of learning resources utilization in the teaching of History

S/N	Statement	A	D	X
1.	Resources aid student in learning History Subject	35 (78%)	10 (22%)	3.55
2.	Using Learning resources in teaching History makes Students to understand properly	39 (87%)	6 (13%)	3.73
3.	Learning resources lessen the burden of teaching History Subject	36 (80%)	9 (20%)	3.60
4.	With the use of adequate learning resources my students participate actively in the class	32 (71%)	13 (29%)	3.42
5.	Lesson resources are not important in the teaching of History Subject	15 (33%)	30 (67%)	2.17
	Grand Mean	**3.29**		

Source: Fieldwork, 2018

Table 2 shows the effects of learning resources utilization in teaching and learning History as a subject. It is obvious from the findings that a majority of the respondents agreed that learning resources aid students in learning History subject. A majority of the respondents were of the opinion that learning resources lessen the burden of the teaching History subject.

Therefore, the grand mean score of 3.29 which was greater than the benchmark of 2.50 indicated that learning resources utilization have a strong effect on the teaching and learning History as a subject. What that statement implies is that an effective and efficient learning resources utilization will make teaching and learning History subject interesting.

Research Question 3: What are the effects of improvised learning resources in teaching History subject?

Table 3: Effects of improvised learning resources in teaching History subject

S/N	Statement	A	D	X
1.	Teaching History as a subject does not require learning resources	9 (20%)	36 (80%)	2.40
2.	There is no real learning resources for teaching History therefore I improvised	11 (24%)	34 (76%)	2.49
3.	Learning resources yield positive result in teaching History	34 (76%)	11 (24%)	3.51
4.	Improvised materials yield positive result in teaching History	38 (84%)	7 (16%)	3.69
5.	Improvisation of learning resources brings out the creativity in my students	32 (71%)	13 (29%)	3.42
	Grand Mean	**3.10**		

Source: Fieldwork, 2018

Table 3 shows the effect of improvised learning resources in teaching History as a subject. The findings revealed that a majority of the respondents agreed to the statement that learning resources yield positive result in teaching History as a subject while a large number of respondents were of the opinion that improvisation of instructional materials brings out creativity in their students.

Therefore, the grand mean score of 3.10 which was greater than the benchmark of 2.50 clearly shows that the effects of improvised materials in teaching History subject cannot be underestimated.

Discussion of the findings

The findings from research question one shows that, the learning resources were available in the country but the schools management were unable to purchase it because it is too expensive, and as such, these learning resources were not available for the teaching of History subject in Senior Secondary Schools. The History teachers lamented that the Schools and the Government did not provide funds to procure the required resources which indicated that the teachers were not resourceful enough. The outcome of the findings from research question two reveals that, utilization of learning resources have a strong effect on the teaching and learning of History as a subject. What this statement implies is that an effective and efficient learning resources utilization would make teaching and learning of History subject interesting to the students. This findings corroborates that of John, (2004) who opined that printed materials are the most common and important. They provide vast quantities of information on the world and their operation is essential for study. They include textbooks, novels, biographies, magazines, periodicals, pamphlets, newspapers, brochures, catalogues, etc.

The findings from research question three indicates that, the improvisation of instructional materials brings out creativity from the students. Therefore, the effects of improvised materials in teaching History subject cannot be relegated and improvised materials could be used to supplement the available ones. This findings is in line with John, (2004) who stated that learning resources for teaching History subject are instructional materials created by teachers for specific instructional purposes. He described them to be made of papers, cards, pens or markers. They include flash cards, charts, maps, diagrams, graphics, etc. He believed that costumes, puppets, models and constructions of all kinds also require teachers input and advised that students be involved in their preparations. Corbin, (2000) supported the above view that special apparatus may also include maps, charts, graph-board, games, puzzles, work cards, sorts and so on. In general, such apparatus are commercially prepared for schools and may be expensive, and not available to schools. In such cases, teachers are expected to improvise these models in order to facilitate the teaching and learning process.

Conclusions

The following conclusions are made.

It is obvious that the role of learning resources cannot be underestimated or relegated in the teaching and learning of History subject in Senior Secondary Schools. This is because, they serve as a means of facilitating teaching and learning process and make students to participate actively in the class, understand properly, as well as ease the burden of teaching on the part of the teachers. Similarly, the government and the school managements did not provide funds to procure required learning resources which indicated that the teachers were not resourceful enough, therefore, local

and improvised materials were not used to supplement the available ones. Since improvisation of learning resources brings out the creativity in students and yield positive result in teaching History as a subject. Furthermore, neglecting the use of appropriate learning resources by the History teachers to teach History subject in Senior Secondary Schools should be discouraged because the teaching and learning of History subject is more than mere memorization.

Recommendations

Based on the above findings, the following recommendations are made.

1. Government and the schools management should provide funds to procure learning resources for History subject so as to facilitate teaching and learning process in Senior Secondary Schools.
2. Government and the schools management should sensitize teachers to make use of appropriate resources to teach History subject in order to make students participate actively.
3. There should be enough motivation that can encourage History teachers to improvise special apparatus to teach topics that require specific learning resources.
4. Regular conferences, seminars and workshops should be organized for History teachers to be abreast of new resources in modern technology.
5. There should be regular supervision of teachers on utilization of learning resources for teaching History subject.

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