

## **Utilization of Innovative Educational Resources in Curriculum Implementation in Post Covid-19 Pandemic Secondary Schools in Enugu State, Nigeria**

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### **Abstract**

The study looked at the resource issues in implementing the History curriculum in secondary schools in Enugu State, Nigeria, following the COVID-19 pandemic. Two research questions served as the study's guiding principles. The study employed a descriptive survey research design. The population of the study consisted of 34 teachers of History from the 28 secondary schools in the 6 education zones. Data were gathered using two instruments: the History Curriculum Questionnaire (HCQ) and the History Instruction Material Checklist (HIMC). The study's questions were answered using frequencies, percentages, means, and standard deviation. The findings of the study showed that the identified innovative educational resources were moderately available in schools. In addition, teachers' utilization of the available innovative educational resources in the teaching and learning process was to a low extent. It was recommended that stakeholders in the education sector should help provide more innovative educational resources for effective teaching and learning. Furthermore, that teachers of History should be exposed to regular seminars and workshops to be abreast with most current technological innovations in teaching and learning of History.

**Keywords:** Innovative educational resources, curriculum implementation, post COVID-19 pandemic, innovative instructional delivery, Enugu -Nigeria

### **Introduction**

Educational resources are vital in the implementation of any curriculum in the education sector. Nigerian education system like that of any other country of the world has experienced remarkable changes due to the emergence of new technologies and innovations in the teaching-learning processes. History education which involves acquisition of knowledge, skills, attitudes and competences related to History is not an exception. It is expected that at the end of their secondary school programme, graduates of History Education would be able to transfer the acquired knowledge and skills to learners at various levels of education (Okadi, Ezhim, & Onah, 2019). History Education trains and inculcates values, norms knowledge and marketable occupations such as teaching, diplomats' administrative and allied jobs or careers in society. Therefore, History Education as an integral part of Arts and Social Sciences (Humanities) requires teachers to adopt innovative pedagogical approaches in this post COVID-19 pandemic world of ours especially in the utilization of educational resources.

Then the focus of teaching and learning History has to shift from use of conventional "talk" and "chalk" or story-telling methods to incorporating pragmatic and stimulating child-centered

learning approach so as to create in-depth environment for the learners, in our 21<sup>st</sup> century and beyond. In this Information Communication Technology (ICT) now forms the driving force in almost all fields of life including the Education Sector. Information, Communication Technology (ICT) refers to the applied arts and sciences that deal with data and information, according to the Federal Ministry of Education (FME 2019). It includes everything that was used in the gathering, representation, processing, presentation, security, exchange, transfer, management, organization, storage, and retrieval of data and information, including computer hardware, software, firmware, and other computational machinery, tools, methods, practices, processes, and procedures.

ICT is therefore used as a catch-all term for any communication tool or application, including satellite systems, radio, television, cellular phones, computers, networks, hardware, and software, as well as the numerous services and applications that go along with them, like video conferencing and distance learning. During 2019's COVID-19 (Coronavirus Disease) pandemic, schools in most countries of the world were under lock-down and people were strongly advised to sit-at homes to avoid crowd so as to check the spread of the COVID-19 pandemic. Then majority of schools throughout the world that were not versed in ICT including most public schools in Nigeria had their curriculum and school calendar truncated and disrupted. On the other hand, some schools that were ICT compliant continued with online studies utilizing different ICT facilities at their disposal like Skype, zoom, virtual classroom, E-mail, WhatsApp etc. However, the Federal Republic of Nigeria (FRN, 2014) has incorporated ICTs into education in Nigeria as part of her National Policy on Education (NPE), acknowledging their significant contributions to contemporary educational best practices. The Federal Ministry of Education (FME 2019) is tasked for developing policies, overseeing their implementation, and establishing and upholding standards for the Nigerian educational system; hence, effective instructional delivery – curriculum implementation.

Instruction is the interaction between the teacher, the learner and the learning environment. It is a means of facilitating learning. It is the actual implementation of the planned curriculum (Offorma, 2021). Instructional delivery pays more attention on the methods/techniques and strategies employed in teaching and learning any subject, History topics inclusive. It equally involves the educational resources that are used in teaching learning processes. Again, it covers all the activities of the curriculum implementer, starting with the setting of the instructional objectives and ending with the evaluation and use of feedback for improvement. This calls for the need of innovative instructional delivery.

Innovative instructional delivery is a change or reform or novelty or even new ways of teaching and learning. The 21<sup>st</sup> century pedagogy emphasizes that teaching and learning are to be interactive in nature demands that activities are to be learner-oriented and not teacher dominated/centred. This will make teaching activities to be interactive and hands on. The innovation according to Offorma and Obiefuna (2017) promote the 4Cs: communication, collaboration, creativity and critical

thinking. Then, from above it could be said that the idea of teaching has changed from “telling” to facilitation of learning. In this according to Offorma (2019) teachers and teaching methods must reflect the needs of the learner, the nation and the world as a whole. Most importantly, the educational resources utilized in curriculum implementation needs to relate to the needs of the learner for the good of the society. This is the need for this study.

### *Statement of the Problem*

The importance of teaching and learning resources in the effective implementation of educational programmes has gained a worldwide recognition among educationists. However the actual provision of these resources and their proper utilization in teaching and learning has remained a universal challenge affecting curriculum implementation process especially in developing countries like Nigeria. Many history teachers did not have the opportunity, to have the needed new instructional materials in schools, and are yet to attend any organized workshop/seminars based on innovative pedagogical approaches for the teaching and learning of History in Secondary Schools. The problem of this study is therefore is the non-utilization of innovative educational resources that relate to the needs of the learners in the implementation of History curriculum in secondary schools in Enugu State, Nigeria.

### *Purpose of Study*

This study's overarching goal is to determine the utilization of innovative educational resources for the implementation of History curriculum in secondary schools in Enugu State, Nigeria. Specifically, the study objectives were the following: To;

1. Ascertain the available innovative educational resources used in the implementation of History curriculum.
2. Find out the extent teachers utilize innovative educational resources in the implementation of History curriculum.

### *Research Questions*

The study was guided by the following research questions.

1. What are the available innovative educational resources used in the implementation of History curriculum?
2. To what extent do teachers utilize innovative educational resources in the implementation of History curriculum?

### **Method**

The study used a descriptive survey research design. The study requires determining the innovative educational resources used in the implementation of History curriculum in secondary schools in Enugu State, Nigeria. To do this, the teachers' opinions and observations of the materials used for

teaching History in the schools were needed. The 28 senior secondary schools (SSII) in Nigeria's Enugu state that offer History made up the study's sample (source: PPSMB 2020). The study utilized all 28 secondary schools in Enugu State's six education zones that taught History. Schools were not included in any population sampling. This was because schools that offer History in senior secondary schools is small and therefore manageable. A total of 34 teachers of History responded to the questionnaire. Two (2) self-developed instruments by the researchers were used for data collection which included: History Instructional Material Checklist (HIMC), and History Curriculum Questionnaire (HCQ).

The History Instructional Material Checklist (HIMC) consisted of 22 items for teaching and learning History in secondary schools. It aimed at identifying the actual innovative educational resources that are available or otherwise and the exact number in schools. Then the History Curriculum Questionnaire had two parts. Part I focused on the demographic information of the respondents, while part two looked at the extent teachers of History utilize innovation educational resources in the implementation of History curriculum. It had twelve items that addressed the research question. It used a four-point scale of: Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) in responding to the items. Descriptive statistics were employed for data analysis. That is, frequency counts, percentages, mean and standard deviation were used to answer the research questions.

## **Result**

### *Research Question 1*

What are the available innovative educational resources used in the implementation of History Curriculum in secondary schools in Enugu State, Nigeria?

**Table 1**

*Available Innovative Educational Resources*

| S/N | Item                                    | F  | %     | Dec. |
|-----|---|----|-------|------|
| 1   | White Board                             | 26 | 92.85 | HAV  |
| 2   | School Library                          | 23 | 82.14 | HAV  |
| 3   | Map                                     | 25 | 89.28 | HAV  |
| 4   | A copy of History Curriculum            | 21 | 75    | HAV  |
| 5   | Computer                                | 20 | 71.42 | HAV  |
| 6   | Globes                                  | 18 | 64.28 | MOAN |
| 7   | Pictures                                | 17 | 60.71 | MOAV |
| 8   | Functional School Bus (for field trips) | 22 | 78.57 | HAV  |
| 9   | Video Documentaries                     | 12 | 42.85 | MIAV |

|    |                    |    |       |      |
|----|--------------------|----|-------|------|
| 10 | Radio              | 11 | 39.3  | NAV  |
| 11 | Internet Services  | 10 | 35.7  | NAV  |
| 12 | Television         | 07 | 25    | NAV  |
| 13 | Electricity Supply | 16 | 57.1  | MOAV |
| 14 | Video Camera       | 04 | 14.3  | NAV  |
| 15 | Zoom               | 02 | 7.14  | NAV  |
| 16 | Cultural Artefacts | 06 | 21.4  | NAV  |
| 17 | Virtual Classroom  | 01 | 3.07  | NAV  |
| 18 | Skype              | 02 | 7.14  | NAV  |
| 19 | WhatsApp           | 15 | 53.57 | MOAV |
| 20 | Android Phone      | 19 | 69.85 | MOAV |
| 21 | Films              | 03 | 10.71 | NAV  |
| 22 | Tape Recorder      | 02 | 7.14  | NAV  |

**Key:** HAV = Highly Available, MOAV = Moderately Available, MIAV = Minimally Available  
NAV = Not Available, Dec = Decision

Data on table indicated that items: white Board, maps, school library, functional school bus, A copy of History Curriculum and Computer has percentages 92.85%, 89.28%, 82.14%, 78.5%, 75% and 71.42% respectively which shows that the items are highly available in secondary schools.

Again, Android Phones, Globes, pictures, electricity supply and WhatsApp had percentages 69.85%, 64.28%, 60.71%, 57.1% and 53.57% respectively which shows that the items are moderately available in schools for the implementation of History Curriculum. Then, other items whose percentage scores are less than 50% were regarded as not available for an effective implementation of the history curriculum

*Research Question 2*

To what extent do teachers utilize innovative educational resources in the implementation of History Curriculum in Enugu State, Nigeria?

**Table 2**  
*Extent of Utilization of Innovative Educational Resources*

| (n=34) |                              |      |      |     |
|--------|------------------------------|------|------|-----|
| S/N    | Item                         | X    | SD   | Dec |
| 1      | White board                  | 390  | 0.51 | VHE |
| 2      | Maps                         | 2.86 | 0.88 | HE  |
| 3      | Pictures                     | 2.76 | 1.06 | HE  |
| 4      | Computers                    | 2.46 | 0.95 | HE  |
| 5      | Android Phone                | 2.15 | 1.00 | LE  |
| 6      | School bus (for field Trips) | 2.00 | 0.77 | LE  |

|    |                     |      |      |    |
|----|---------------------|------|------|----|
| 7  | School Library      | 1.97 | 0.95 | LE |
| 8  | WhatsApp            | 1.86 | 0.85 | LE |
| 9  | Video Documentaries | 1.60 | 0.74 | NA |
| 10 | Radio               | 1.44 | 0.75 | NA |
| 11 | Television          | 1.40 | 0.74 | NA |
| 12 | Films               | 1.35 | 0.68 | NA |
|    | Cluster Mean        | 2.14 | 0.51 | LE |

**Key VHE** = Very High Extent, **HE** = High Extent **LE** = Low Extent, **NA** = Not at all

Result in Table 2, show that white board with mean ( $M = 3.90$ ,  $SD = 0.51$ ) to a very high extent is available for teachers' utilization in implementing the History Curriculum. Maps, pictures, and computers has ( $M = 2.86$ ,  $SD = 0.88$ ) and computers has ( $M = 2.76$ ,  $SD = 1.06$ ) are to high extent available for teachers' Implementation of History Curriculum. However, Android phones, school buses, school library and WhatsApp and Video-Documentaries with ( $M = 2.15$ ,  $SD = 1.06$ ) school bus has ( $M = 2.00$ ,  $SD = 0.77$ ) school library has ( $M = 1.97$ ,  $SD = 0.95$ ) WhatsApp has ( $M = 1.86$ ,  $SD = 0.85$ ) utilize them to a low extent (LE). The cluster mean of ( $M = 2.14$ ,  $SD = 0.51$ ) also indicated the utilization of the materials to a low extent (LE). Then other items 9, 10, 11 and 12 on the table video Documentaries, Radio and Television and Films that has ( $M = 1.60$ ,  $SD = 0.74$ ) ( $M = 1.44$ ,  $SD = 0.75$ ) ( $M = 1.40$ ,  $SD = 0.74$ ) and ( $M = 1.35$ ,  $SD = 0.68$ ) are not being utilized by History curriculum at all (NA).

### **Discussion of Findings**

Findings with respect to research question 1 show that the innovative education resources available were white board, computer, phones, and WhatsApp and video documentaries. This shows that Information Communication Technology (ICT) driven instructional materials are used in implementing History curriculum. This is in consonance with the view of Boh (2019) that audio-visual materials can be incorporated to supplement textbooks during lesson session. These can be models, television, movies, pictures, etc. Ishiwu (2017) observed that adequate provision of material resources remain a major tap root to effective curriculum implementation process.

The findings with regards to research question 2 show that most of the recommended innovative educational resources for History curriculum implementation are utilized to a Very Low Extent (VLE). The finding is in line with Gilbert and Ali (2018), who observed that even when instructional materials are available the extent of utilization was always very low. The low level of utilization of instructional materials was the same for urban and rural schools. Majority of teachers in schools were trained with old instructional materials.

### **Conclusion and Recommendations**

The utilization of innovative educational resources in the implementation of History curriculum in post COVID-19 pandemic world would certainly create ample opportunities for learners to

actively participate and engage in the teaching and learning processes. This would reduce the gap between the classroom and the world of work where the learners are likely to work on graduation. If teachers take appropriate measures that are most requisite in provision and utilization of innovative educational resources, it would go a long way in ensuring effective implementation of History curriculum in secondary schools in Enugu State, Nigeria.

Based on the findings therefore, the researchers made the following suggestions:

1. Highly qualified teachers and technical staff should be employed to help in ensuring effective History curriculum implementation.
2. Government and Non-government organizations (NGOs) and philanthropists should be encouraged to donate innovative educational resources for effective implementation of History curriculum.
3. Wealthy individuals and communities should be encouraged to donate/provide vital innovative instructional materials for schools.
4. Corporate bodies and firms within the locality or state should be made to regularly sponsor workshops and seminars for teachers' training and retraining programmes.

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