

TEACHERS' KNOWLEDGE AND UTILIZATION OF ELECTRONIC INSTRUCTIONAL RESOURCES IN THE IMPLEMENTATION OF SOCIAL STUDIES CONTENTS OF NATIONAL VALUES CURRICULUM IN OHAFIA, ABIA STATE

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Abstract

The study determined teachers' knowledge and utilization of electronic instructional resources in the implementation of social studies contents of national values curriculum in Ohafia, Abia State, Nigeria. The study employed descriptive survey design. The population of the study was 117 upper basic education social studies teachers in the four (4) Local Government Areas in Ohafia Education Zone of Abia State, Nigeria. The entire population of 117 social studies teachers was used for the study because the population of the study was manageable. The instrument for data collection was a questionnaire developed by the researchers titled "Questionnaire on teachers' knowledge and utilization of electronic instructional resources in the implementation of social studies contents of National values curriculum (QTKUEIRISSCNVC). The instrument was subjected to face validation by three experts from the University of Nigeria, Nsukka. Cronbach Alpha statistics was used to determine the reliability of the instrument which yielded overall reliability co-efficient value of 0.83 which was considered appropriate for the study. The questionnaire instrument was administered by the researchers with the help of two research assistants to facilitate data collection. Data obtained from the instrument were analyzed using mean and standard deviation to answer all the research questions. The finding of the study indicated that teachers' had knowledge of electronic instructional resources in the implementation of social studies contents of the national values curriculum to a high extent. Also the finding of the study was that teachers utilized electronic instructional resources in the implementation of social studies contents of the national values curriculum to a low extent in Ohafia, Abia State. The study recommended among other things that governments through its appropriate ministries of education should make policies that would enhance the provision and utilization of electronic instructional resources for effective implementation of Social Studies contents of the National Values curriculum. The study concludes that when teachers have adequate knowledge and appropriately utilize electronic instructional resources in the implementation of social studies contents of national values curriculum the goals of establishing the curriculum would be attained towards Nigeria Nation- Building.

Keywords: Teacher, knowledge, electronic instructional resources, social studies, national values

Introduction

Acquisition of National Values for peaceful living in Nigeria is arguably a general concern in Nigeria today when there is seeming observed value decadence. Consequently, Nwaubani (2022) lamented that in most segments of the Nigerian society today, people are no longer respected or accorded recognition on account of honesty, hard work, diligence, but on the bases of how wealthy they are even when sources of such wealth seem highly questionable, suspicious or against acceptable cultural norms, values and common good of the society. Thus, most youths look up to fraudulent and corrupt politicians or leaders as models. This could be due largely to rising value crises and civic deficit among students at the basic education level in Nigeria (Onu, 2023). Hitherto, Social Studies as thematic

content of National Values curriculum was established at the basic education level in Nigeria with the aim of training the citizens to appreciate societal values and manifest them in their interactions in the society. However, it would appear that since the inception of National Values curriculum (Social Studies contents with its requisite values) in Nigeria for over a decade now, its aim of inculcating positive societal values on the citizenry seem not to be adequately attained (Falade, 2016).

National Values curriculum refers to a broad field curriculum that combines three subject areas like Social Studies, Civic Education and Security Education at the upper basic education level in Nigeria. It is an innovation in subject curriculum where three subjects are integrated to be one broad subject (Onu, 2023). The aspect of National Values curriculum this study is interested in is the Social Studies contents. In essence, this study focuses on teachers' knowledge and utilization of the Social Studies contents of the National Values curriculum.

Teacher refers to a person that is trained in a formal education institution to acquire the knowledge, skills and dispositions that aids in curriculum implementation. Teacher is a person trained in teacher producing institutions to carry out the duty of curriculum implementation (Okeke, 2023). Nwoji (2017), defines a teacher as a person who facilitates knowledge, skills, and values to another person and expects to get the same response from the person. Wehmeier (2015) defines a teacher as a person whose job is teaching especially in a school. In context of this study, teachers are trained individuals who have pedagogical knowledge of electronic instructional resources and ability to utilize them for effective curriculum implementation. In essence, teachers' knowledge of electronic instructional resources is requisite to its utilization in course of curriculum implementation.

Knowledge refers to individual's ability to comprehend things, events, objects or practices. It is people's full conceptualization or comprehension of practices (educational practices). Knowledge is a familiarity, awareness or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning (Yaro, 2010). Knowledge can refer to a theoretical or practical understanding of a subject (Hague, in Onuorah, 2017). The concern of this study is teachers' knowledge of electronic instructional resources for effective curriculum implementation.

Curriculum in context of this study refers to course, or subject students are exposed to from the day they enter formal educational institution till the day they graduate. Curriculum is programme of instruction students are exposed to from the period of entry into a formal school system to the period of graduation (Onu, 2023). Thus, it is a vehicle or road map for achieving the numerous goals of education in the society (Nwaubani, 2022). Nwaubani further states that curriculum is the instrument with which the schools strive to translate the demands and aspirations of the society into reality. In essence, curriculum could be explained in terms of all knowledge, skills, values, aspirations, norms and expectations packaged for learners under the auspices of schools and teachers for the realization of individual potentials in order to solve societal problems and challenges (Nwaubani, 2022). Curriculum is therefore the body of knowledge, blue-print or instrument by which school seeks to translate the hope and values of the society in which it operates into concrete reality (Onu, 2023). One of the ways to ensure the objectives of curriculum are attained is to guarantee effective curriculum implementation.

Curriculum implementation refers to the process of interpreting a programme of instruction in order to achieve its goals. Curriculum implementation is the official execution of what is documented in the curriculum of the school (Onuoha,

2017). Nwaubani, Otoh- Offong, Usulor and Okeke (2016) explains curriculum implementation as putting into practice the officially prescribed courses of study, syllabuses and subjects. It refers to the stage when the curriculum itself as an educational programme, is put into effect. Curriculum implementation is a process of teaching the students what is contained in the planned curriculum designed for them in order to acquire knowledge and help them become responsible in the society. Curriculum implementation is the stage in which learning activities, teachers and learners are involved in interaction aimed at promoting learning. Most curricula in Nigeria school system no matter how wonderfully designed seems to fail at the point of implementation.

Nigerian educational system has fallen short of curricular expectations as revealed by studies and observations in recent times (Duze, 2003; Okebukola, 2006; Nwangwu, 2007). A critical analysis of the Nigerian educational system revealed that curriculum and its development are awkwardly implemented. Could this be so in course of implementation of the Social Studies contents of the National Values curriculum? Social Studies is the study of man and his relationship with the social and physical environments. It deals with the study of man in symbiotic interaction with his social and physical environments for enhancing nation- building (Ibrahim, 2021). It is a programme which helps students to carefully select physical and social environmental realities with an in built packages for the enhancement of skills of various kinds, nurturing of values, attitudes and actions conducive to the continued orderly survivals of the society (Otoja & Otoja, 2012).

In Nigeria, there exists at various levels of education different aims and objectives of Social Studies. Social Studies as an integrated Social Science has some laudable objectives at the upper basic education level (Odo, 2015). The objectives of Social Studies according to the Nigeria Education Research and Development Council (NERDC, 2007: vi) at the upper basic education level are to help students - Develop the ability to adapt to his or her changing environment; become responsible and disciplined individuals capable and willing to contribute to the development of their societies; inculcate the right types of values; develop a sense of comprehension towards other people, their diverse cultures, history and those fundamental things that make them human; develop the capacity to recognize the many dimensions of being human in different cultural and social contexts and develop a sense of solidarity and sharing based on a sense of security in one's own identity. Thus, given the objectives of Social Studies at the upper basic education level, one can infer that it was designed to assist students imbibe attitudes, skills and values which are required for national integration and development. Accordingly, Bozimo and Ikwumelu (2006:61) aver that Social Studies was designed to solve specific national problems, which borders largely on the spirit of patriotism, nationalism, national consciousness, unity, integration etc. It is also aimed at exposing students to the problems in the society and equipping them with the necessary skills needed for survival (Egbogu, 2017).

Benefits of studying Social Studies are enormous. Consequently, Chetuya (2020) avers that the aim of establishing social studies curriculum among other things in Nigeria is to help weld the nation and the diverse elements in it together towards attaining the goal of nation building. Chetuya further reiterates that social studies curriculum instills in the citizens knowledge about the social, physical, economic, and socio-cultural environments towards becoming functional citizenry that would contribute to the national development bid of the multi-ethnic country (Nigeria). According to Mezieobi, Mezieobi and Anyanwu (2017) social studies equips the students with values, attitudes and skills to become functional citizens. Thus, studying social studies instills in the students socially acceptable

behaviours which make them to live in harmony with the people around and their general environments. Consequently, it develops in students the right type of values, attitudes and socially acceptable behaviours such as honesty, dedication, hard work, respect for elders, loyalty, and respect for human dignity among others (Oluwagbohunmi & Alonge, 2019).

However, despite the importance of social studies contents of the National Values curriculum, students perform below expectations in external examinations. Researchers have documented that students' performance in Social Studies over the years have declined tremendously (Okafor, 2019, Odo, 2015). As far back as 2009 Usulor states that students' performance in Social Studies in junior secondary school certificate examination was poor. The overall performance of students in Social Studies in Abia State has been abysmally low and not encouraging. The external examination such as National Examination Council (NECO) has repeatedly reported the poor performance of students in Social Studies. One observes from the Junior Secondary School Certificate (JSSC) Examination results and reports by NECO, a gradual decline in the students' performance in Social Studies examination. For instance, a critical look at the statistics of candidates' performance in Social Studies in Abia State from 2021 - 2023 indicates that the performance of candidates were poor (Abia State Ministry of Education, 2023).

The same source indicates that the percentage failure of Social Studies students in the Junior Secondary School Certificate Examination (JSSCE) for the year 2021, 2022 and 2023 are 48%, 51.21% and 38.15% respectively. According to the reports, the candidates were unable to respond appropriately to questions from concepts such as national economic life, transport and communication and cultural diversity among others. This poor performance of students in social studies as well as the inability of social studies to address the increasing spate of social vices could be attributed to teachers' poor knowledge and utilization of electronic instructional resources for effective implementation of Social Studies contents of the National Values curriculum (Okafor, 2014). For the benefits of Social Studies contents of the National Values curriculum to be adequately realized in this 21st century, appropriate electronic instructional resources are expected to be utilized in the process of curriculum implementation. Utilization refers to the process of applying objects or resources in resolving challenges in a learning task. Utilization is the process of sufficient use of materials, objects and events to achieving a stated goal (Raymond, 2014). Utilization can be seen as the use of resources in curriculum implementation for the attainment of the objective of the instruction (Micado, 2013). Utilization is the act of manipulating existing environment for achievement of certain goals (Salami, 2014). In context of this study, utilization is sufficient use of electronic instructional resources for the achievement of instructional goals of Social Studies contents of the National Values curriculum.

Electronic resources refer to curriculum implementation devices that function with the help of electricity. Electronic resources are instructional aids/devices which need power source for its usage in instructional process. Electronic resources can be referred to technological teaching and learning tools that are powered by electric current. Chinedu, Nwanna-Nzewunwa and Michael, (2010) viewed electronics as something having or operating with the aid of many small components (e.g. microchips) that control and direct an electric current. Thus, electronic calculators, electronic keyboards, electronic dictionaries, electronic Bibles are all examples of electronic equipment or resources (Chinedu, et al, 2010). Electronic resources relates to materials, equipment, and devices that use electric power to pass on information, knowledge, and ideas to people. Electronic resources are diverse set of electronic technologies and technological tools and resources used to communicate, create, disseminate, store and manage information (Abubakar,

2015). For instance, radios, televisions, computers, e-mails, and projectors can be used by instructors to educate their students effectively. Similarly, these technologies may include materials such as, computers, the internet, broadcasting technologies and telephony (Abubakar, 2015).

Electronic instructional resources can be used to facilitate teaching and learning process. The use of electronic instructional resources has become a necessity for improving quality of curriculum implementation (Abubakar, 2015). This has been approved in Nigeria by the Federal Republic of Nigeria (FRN, 2010), when it emphasized that, electronic instructional resources are of paramount importance to the future of education in the country. The importance of electronic instructional resources in classroom instructions is also attested to by the United Nations Education, Scientific and Cultural Organizations, (UNESCO), at the Grunwald Declaration on Media, 1982 in Germany (Abubakar, 2015). The declaration stated that, an increasing number of people spend time watching television, playing records, and listening to the radio. As such bringing such to bear and form part of instruction will be equally accepted by all. Dwyer in Umoh (2011), reported that in learning environments supported by electronic resources, teachers: expect more from students; can present more complex materials; believe students understand more complex concepts; can effectively meet the individual needs of students; are more willing to experiment; and feel more professional because they help students learn rather than dispense information. In the same vein, Guernsey (2010), reported that using electronic resources in teaching: stimulates the development of intellectual skills; contributes to the ways of acquiring knowledge, skills and attitudes; spurs “spontaneous interest” more than the traditional approaches; makes students using electronic resources in instruction concentrate more than students in traditional setting; gingers the spirit of research within students and provides collaborative learning.

Electronic instructional resources (devices) can play a major role in ensuring quality as well as improving access and promoting equity in education, improving the quality of teaching and learning, and improving management and efficiency of education (Gulbahar & Guven, 2008:136). The interactivity in electronic instructional resources can enable a global out reach for sharing of knowledge, materials and data bases, quickly and cheaply over long geographic distances using online resource. Dewey’s word in the previous century has linked this argument thus, “if we teach today as we taught yesterday, we rob our children of tomorrow’ (Dewey, 1916). Chalk and talk had been applied in the teaching process centuries ago; today the emergence of electronic instructional resources is expected not only to supplement teaching, but to take over as the medium of passing out information and the entire pedagogical issues, at least in a phase by phase process. The influence of electronic devices in form of media has permeated every aspects of human life and endeavour (Olagunju, 2010). Muriana (2015), and Clint in Badmus (2011), all concurred to the fact that electronic instructional resources are challenging and transcended the boundaries of the educational structures that have traditionally facilitated and supported learning. Benefits of using technology included aspects such as the access that it gives to wider learning content and resources, and the fact that it allows students to become more motivated, more active and independent, and more attentive in their learning process (Badia, Meneses, Sigalés & Fàbregues, 2014).

Electronic instructional resources could encourage active learning, support innovative teaching, reduce the isolation of teachers, and encourage teachers and students to become active researchers and learners. Current obvious realities are, most teachers depend mostly on textbooks and chalkboards as instructional materials while other relevant instructional materials such as overhead projectors, televisions, multimedia

computers, and related devices are sparingly used. Norris, Sullivan and Poirot (2003), pointed out that the importance of accessibility and teachers' use of technology for curricular purposes is almost exclusively a function of their access to that technology. Observations have shown that Social Studies teachers in Ohafia education zone Abia State mostly use traditional instructional resources like textbooks, chalk, chalkboard, charts, organograms, documentaries, and maps among others in the course of the implementation of the Social Studies Contents of the National Values Curriculum (NVC) more than the electronic instructional resources in this 21st century. The constant utilization of traditional instructional resources in the implementation of the Social Studies contents of the NVC against electronic instructional resources which are more suitable given the digital technology integration demands in curriculum implementation in this 21st century seems to affect curriculum implementation. The scenario above prompted the research in determining the teachers' knowledge and utilization of electronic instructional resources for effective implementation of Social Studies contents of the National Values curriculum.

Notwithstanding the long clamour for utilization of electronic instructional resources in curriculum implementation process, it appears that their utilization among teachers in secondary schools is at low level or at best inadequate. Consequently, Nwaubani (2016) stated that ICT related instructional resources are utilized to a low extent in adult literacy centres in Abia State, Nigeria. In the same vein Ome (2015) averred that ICT is utilized to a low extent in teaching and learning of Government in Awka education zone, Anambra State. Accordingly, Abubakar (2015) stated that available electronic media for teaching Social Studies in the colleges were not adequately utilized for the teaching and learning of the subject. This situation could affect effective curriculum implementation mostly in this 21st century when every human activities in all fields of human endeavours are ICT driven including normal classroom teaching and learning processes. Inadequate knowledge and poor utilization of electronic instructional resources could affect the benefits derivable from it in curriculum implementation process. It is against this backdrop that this study determined the level of teachers' knowledge and utilization of electronic instructional resources for effective implementation of Social Studies contents of the national values curriculum in Ohafia, Abia State.

Statement of the Problem

The effective implementation of social studies contents in national values curriculum is the key to the realization of some goals of the basic education in Nigeria. For effective implementation of the basic education national values curriculum in this 21st century when virtually every task is performed with the use of technologies, teachers' knowledge and utilization of electronic instructional resources are of importance. However, it appears most teachers of social studies content of the national values curriculum seem not to be fully aware of the existence of some electronic instructional resources for effective implementation of social studies contents in national values curriculum at the upper basic education level. Some of these electronic instructional resources that teachers seem not to have full knowledge of include television, projector, computer, ICT laboratory, power points and radio among other things. Not only that teachers appear not to have full knowledge of the existence of the aforementioned electronic instructional resources for effective implementation of social studies contents in national values curriculum, they rarely utilize them in curriculum implementation.

These situations could be the reason for the observed poor performance of students in social studies in basic education certificate examinations. Students perform below average in social studies content of the national values curriculum as indicated by basic education certificate examination Chief Examiners 2021, 2022 and 2024 respectively. This

poor performance of students in social studies contents of the national values curriculum also reflect in the behavior of Nigerian youths who despite being exposed to the value laden social studies contents of the national values curriculum engage in negative behavioural manifestations like rituals, yahoo yahoo, yahoo plus, get rich quick syndromes among other evil behaviours. This affects the realization of the objectives of social studies aspect of the national values curriculum. This should not be allowed unchecked mostly in this 21st century when the use of electronic instructional resources in curriculum implementation process is widely advocated all over the world because of its relative effectiveness in promoting instructional performance. From the foregoing, the problem of the study put in question form is, What is the level of teachers' knowledge and utilization of electronic instructional resources for effective implementation of Social Studies contents of the national values curriculum in Ohafia, Abia State?

Purpose of the Study

The general objective of the study was to determine teachers' knowledge and utilization of electronic instructional resources for effective implementation of Social Studies contents of the national values curriculum in Ohafia, Abia State. Specifically, the study sought to determine;

1. The extent of teachers' knowledge of electronic instructional resources in the implementation of Social Studies contents of the national values curriculum in Ohafia, Abia State;
2. The extent of teachers' utilization of electronic instructional resources in the implementation of Social Studies contents of the national values curriculum in Ohafia, Abia State.

Research Questions

The following research questions guided the study;

1. To what extent do teachers have knowledge of electronic instructional resources in the implementation of Social Studies contents of the national values curriculum in Ohafia, Abia State?
2. What is the extent of teachers' utilization of electronic instructional resources in the implementation of Social Studies contents of the national values curriculum in Ohafia, Abia State?

Methods

The research design that was adopted for this study is descriptive survey. Descriptive survey enables the researcher to collect data from a reasonable number of respondents within the targeted population, in such a way that the result of the data collected could be generalized to the entire population of the study (Nworgu, 2015). The population of the study was 117 upper basic education social studies teachers in the four (4) Local Government Areas in Ohafia Education Zone of Abia State, Nigeria. The entire population was used for the study. Thus, the 117 social studies teachers were used as the population of the study was manageable. The instrument for data collection was a questionnaire developed by the researchers titled "Questionnaire on teachers' knowledge and utilization electronic instructional resources in the implementation of social studies contents of National values curriculum (QTKUEIRISSCNVC). The questionnaire has two sections of A and B. Section A contains the personal data of the respondents while section B contains the items of the instrument. The section B has two clusters, 1 and 2. Cluster 1 has 15 items (1-15) which deals with extent of teachers' knowledge of electronic instructional resources for effective implementation of the social studies contents of the national values curriculum. Cluster 2 contains 15 items (16-30) which draws information

on extent of teachers' utilization of electronic instructional resources for effective implementation of the social studies contents of the national values curriculum. The instrument consists of 44 items structured in Likert four point's scales in associated rating order of: Strongly agree SA (4 points); Agree A (3 points); Disagree D (2 points) and Strongly Disagree SD (1 point) and Very high extent VHE (4 points); High extent HE (3 point); very low extent VLE (2 points); Low extent (1 point) LE respectively for clusters 1, 2 and 3. The instrument for data collection was subjected to face validation where three experts from faculty of education, university of Nigeria, Nsukka validated the instrument. The instrument was tested to establish its reliability. In doing this, 30 copies of the instrument were administered to 30 upper basic education social studies teachers in Umuahia Education Zone, Abia State which is outside the study area but shares similar characteristics with the study area. Their responses were analyzed using Cronbach Alpha statistics. Cronbach Alpha statistics was used in determining the reliability because the instrument was polytomously scored. It had no yes or no answer. The following cluster reliability co-efficient values were obtained, 0.82 for cluster one, and 0.87 for cluster two respectively. An overall reliability co-efficient value of 0.83 was obtained and was considered appropriate for the study. The questionnaire instrument was administered by the researchers with the help of two research assistants to facilitate data collection. Data obtained from the instrument were analyzed using mean and standard deviation to answer all the research questions. Based on the four points scale, a mean scale of 2.50 was used as the benchmark of the study. For research questions 1 and 2, Items that scored 2.50 and above were accepted, while items that scored 2.49 and below were rejected.

Results

Research Question 1: To what extent do teachers have knowledge of electronic instructional resources in the implementation of social studies contents of the national values curriculum in Ohafia, Abia State?

Table 1: Mean ratings respondents on the extent of teachers' knowledge of electronic instructional resources in the implementation of social studies contents of the national values curriculum in Ohafia, Abia State

S/N	Item Statements	N	Mean	SD	Deci.
1	Cassette recorder.	117	3.16	0.47	HE
2	Computer system.	117	3.10	0.56	HE
3	Electronic board.	117	3.28	0.82	HE
4	Fax machines.	117	3.21	1.02	HE
5	Filmstrip.	117	3.24	0.76	HE
6	Internet.	117	2.96	0.81	HE
7	Laptops.	117	2.91	0.89	HE
8	Microphone.	117	2.94	1.19	HE
9	Overhead projector.	117	3.31	0.85	HE
10	Printer.	117	3.47	0.64	HE
11	Slide projector.	117	3.04	0.70	HE
12	Television.	117	3.29	0.51	HE
13	Video tapes.	117	3.36	0.84	HE
14	Video camera.	117	3.55	0.68	HE
15	Web environment.	117	3.50	0.61	HE
	Grand Mean	117	3.22	0.76	HE

Table 1 shows the extent of teachers' knowledge of electronic instructional resources in the implementation of social studies contents of the national values

curriculum in Ohafia, Abia State. The mean scores of items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 and 15 are 3.16, 3.10, 3.28, 3.21, 3.24, 2.96, 2.91, 2.94, 3.31, 3.47, 3.04, 3.29, 3.36, 3.55 and 3.50 with standard deviations of 0.47, 0.56, 0.82, 1.02, 0.76, 0.81, 0.89, 1.19, 0.85, 0.64, 0.70, 0.51, 0.84, 0.68 and 0.61 respectively. These mean scores are above the 2.50 acceptance benchmark mean value for decision taking which implies that they are accepted. Therefore, to a high extent teachers' had knowledge of electronic instructional resources in the implementation of social studies contents of the national values curriculum in Ohafia, Abia State like cassette recorder, computer system, electronic board, fax machine, filmstrip, internet, laptops, microphone, overhead projector, printer, slide projector, television, video tapes, video camera and web environment. Also, the grand mean of 3.22 with standard deviation of 0.76 implies that the respondents agree that teachers' had knowledge of electronic instructional resources in the implementation of social studies contents of the national values curriculum to a high extent.

Research Question 2: What is the extent of teachers' utilization of electronic instructional resources in the implementation of social studies contents of the national values curriculum in Ohafia, Abia State?

Table 2: Mean ratings of the respondents on the extent of teachers' utilization of electronic instructional resources in the implementation of social studies contents of the national values curriculum

S/N	Item Statements	N	Mean	SD	Deci.
16	I use cassette recorder to save information in the process of implementing social studies contents of the national values curriculum (NVC).	117	1.94	0.69	LE
17	I use computer system in implementing social studies contents of the NVC.	117	3.36	0.64	HE
18	I use electronic board in implementing social studies contents of the NVC.	117	3.50	0.66	HE
19	I use fax machines to send documents to students in course of social studies contents of the NVC implementation.	117	2.08	0.54	LE
20	I use filmstrip to show students relevant pictures when implementing social studies contents of the NVC.	117	2.21	0.80	LE
21	I use internet to search for information for implementing social studies contents of the NVC.	117	2.09	0.53	LE
22	I use laptops in browsing requisite information during social studies contents of the NVC implementation.	117	2.21	0.62	LE
23	I use microphone to make my classroom presentation loud and clear to students when implementing the social studies contents of the NVC.	117	2.03	0.59	LE
24	I use overhead projector to present some contents of social studies contents of the NVC.	117	2.08	0.65	LE
25	I use printer to print hard copies of students' learning materials for reflection during the implementation of the social studies contents of the NVC.	117	2.82	0.39	HE
26	I use slide projector to display slides on some topics in the course of social studies contents of the NVC implementation.	117	2.19	0.63	LE
27	I expose students to some television programmes relating to some topics in social studies contents of the	117	2.26	0.82	LE

	NVC in course of curriculum implementation.				
28	I expose students to some video tapes containing important topics in social studies aspect of the NVC in the classroom.	117	2.04	0.58	LE
29	I use video camera to record classroom discussion in the course of implementation of the social studies contents of the NVC.	117	3.31	0.62	HE
30	I search some web environments to acquire requisite information for effective implementation of social studies contents of the NVC.	117	1.95	0.65	LE
Grand Mean		117	2.40	0.63	LE

Table 2 shows the extent of teachers' utilization of electronic instructional resources in implementing the social studies contents of the National Values Curriculum (NVC). Items 17, 18, 25, and 29, with mean scores ranging from 2.82 to 3.50, were above the benchmark mean of 2.50 and were therefore accepted, indicating high utilization of fax machines, computers, printers, and video cameras. Conversely, items 19, 20, 21, 22, 23, 24, 26, 27, 28, and 30 recorded mean scores ranging from 1.95 to 2.26, below the benchmark mean, indicating low utilization of cassette recorders, electronic boards, filmstrips, internet facilities, laptops, microphones, overhead projectors, slide projectors, television programmes, and web-based resources. The grand mean of 2.40 (SD = 0.63) indicates that teachers utilize electronic instructional resources in implementing the social studies contents of the National Values Curriculum to a low extent in Ohafia, Abia State.

Discussion of the Findings

The findings of the study revealed that teachers' had knowledge of electronic instructional resources in the implementation of social studies contents of the national values curriculum to a high extent. This finding is expected as many public secondary schools in Abia State are equipped with electronic technologies for effective implementation of secondary school curricula in this 21st century when almost every task including curriculum implementation is undertaken through the use of technologies. The finding of this study is coherent with Onuorah (2017) who reported that teachers have the knowledge of community-based instructional resource materials required for the implementation of Junior Secondary School Social Studies curriculum to a high extent. Nonetheless, the finding is not consistent with Jolayemi, Bidemi and Adebola (2023) who reported that digital learning resources were not adequately available to students or teachers for utilization. Accordingly, Nwaubani (2016) reported that most of the ICT - related media resources for teaching in adult literacy centres in Abia State are not available. The finding of this study is also not coherent with Abubakar (2015) who stated that most of the required electronic media (59%) for teaching and learning Social Studies were not available in the colleges.

The findings of the study also indicated that teachers utilize electronic instructional resources in the implementation of social studies contents of the national values curriculum to a low extent in Ohafia, Abia State. This finding is expected as many teachers may not have the required skills to utilize electronic instructional resources in curriculum implementation. The finding of this study is in line with Onuorah (2017) who reported that teachers utilized to a low extent community-based instructional resources in the implementation of Junior Secondary School Social Studies curriculum. It is also consistent with Abubakar (2015) who stated that the available electronic media for teaching Social Studies in the colleges were not adequately utilized for the teaching and learning of the subject.

Conclusions

The study concluded that teachers' had knowledge of electronic instructional resources in the implementation of social studies contents of the national values curriculum to a high extent. Teachers utilize electronic instructional resources in the implementation of social studies contents of the national values curriculum to a low extent in Ohafia, Abia State.

Recommendations

Based on the findings of the study, the following recommendations are put forward:

1. Governments through its appropriate ministries of education should make policies that will enhance the provision and utilization of electronic instructional resources for effective implementation of Social Studies contents of the National Values curriculum.
2. Principals and other members of secondary school management board should supervise teachers internally to ensure they use available electronic instructional resources in the implementation of Social Studies contents of the National Values curriculum to guarantee the attainment of the goals of establishing the Social Studies contents of the National Values curriculum for national development.

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