

# INSTRUCTIONAL MATERIALS: IMPERATIVE FOR EFFECTIVE CITIZENSHIP EDUCATION

*Aibangbe M.O (Mrs)*

## **Abstract**

Citizenship education is more than a mere subject; it is a way of life. It is something that we perceive and practice everyday. It is about tolerance and responsibility. It is not only to be taught but also to be understood; hence, instructional materials become an imperative for effective citizenship education. This recognizes the fact that responsible citizenship is at the foundation of a stable society and development in any country. As a result the paper tries to highlight what it considers as the basic ingredient for effective citizenship education which is the use of instructional materials which should be incorporated into the curriculum of citizenship education in Nigeria. To achieve this, the paper starts with introduction of some concepts, imperativeness of instructional materials in citizenship education and problems that are likely to militate against the use of instructional materials in citizenship education, and possible recommendations for their solution.

## **Introduction**

Citizenship education in a country like Nigeria has received and is still receiving considerable interest since independence. The developments in the area have ranged from resources, curriculum and professional. But currently, the challenge of citizenship education appears to present itself as how to construct an appropriate teaching strategy that can enhance self and effective citizenship and one of the ways of achieving them is through the utilization of instructional materials in the teaching-learning process.

Attempt will be made by this paper to define some basic concepts and look at the imperativeness of instructional materials in the teaching of citizenship education, problems militating against the utilization of instructional materials and possible solutions or recommendations.

## **Clarification of Concepts**

**Instructional materials:** These are sometimes called educational media, instructional media, curriculum materials, teaching aids, resource materials etc. Instructional materials represent message carriers, a source of dependence by the teacher for the purpose of achieving instructional objectives in a teaching learning situation.

Ogunlade (1980) perceives instructional materials as all the materials that a teacher can turn to for effective instruction. These include, among other things, the people, events and materials that can help to make learning activities effective. Instructional materials, according to Joof (1987), are all kinds of resources that can assist in the teaching learning process. From the foregoing, therefore, one can say that instructional materials are those things, places, people which enhance the teaching-learning process in order to attain the desired objectives of the lesson.

## **Types of Instructional Materials**

Instructional materials have been divided by different authorities in to two broad categories:

1. Traditional instructional materials made up of;
  - (a) Audio-Materials (AM) which include radio and tape recordings of events, stories, songs e.t.c.
  - (b) Audio Visual Materials (A.V.M.) comprising television. Video tape recordings, motion pictures e.t.c
  - (c) Visual materials (V.M.) consisting of still materials such as maps, atlases, graphs or diagrams. e.t.c  
Filmed Materials such as film strips film loops e.t.c projected materials such as micro projector, overhead projector, slide projector, e.t.c.

- (d) Reading materials such as textbook periodicals, newspapers, pamphlets e.t.c.
  - (e) The teacher who was perceived as the only source of knowledge.
2. Community resource materials made up of human and non-human resources materials. Human resource materials include traditional leaders, farmers, hunters, doctors, governors, technicians. e.t.c. Non human resources include health instructions, economic institutions, communication networks, recreation spots, historical places, political institution, transport stations e.t.c.

### **Citizenship Education**

According to Mokwunye (1991) citizenship education is a conscious process of inculcating certain values, skills and attributes which the society considers desirable and essential for its survival as a unit and for its development. Herbert and Sears (2003) see citizenship education as the knowledge of the relationship between the individual and the state and among individuals within a state.

They also go further to state that citizenship education is the preparation of individuals to participate as active and responsible citizens of a democratic society. Okorodudu (1996) defines citizenship education as a process of spreading the ideas or knowledge of citizenship skills, traits and abilities required for the provision of adequate development of the nation and those of the members of the diverse community.

### **Objectives of Citizenship Education**

Ezegbe (1988) identified the following as the objectives of citizenship education:

1. To convey to the learner the body of knowledge, set of values and behavioural orientations which are considered necessary for the sustenance and well - being of the nation.
2. To acquaint the learner with, his rights and privileges in a democratic society and make him know how to obtain them under the law.
3. To make the learner know his duties, obligations and responsibilities as a citizen, and induce him to learn to perform them in both his own interest and that of the society.
4. To help the learner develop civil and democratic behaviour which will help him to become an effective adult citizen in the society.
5. To lead young people to develop fundamental and democratic values that are necessary for the sustenance of the society.

### **Imperativeness of instructional Material in the Teaching of Citizenship Education**

A significant percentage of educators have expressed confidence in the role of instructional materials in enhancing effective classroom instruction. Jerolimek (1971) opines that utilization of instructional materials save time and energy and provides core knowledge about men and society past and present.

Education for effective citizenship should not be restricted to the classroom, it should be made physical, moral, emotional, social and spiritual development of the individual. Hence, it will enable the individual to develop personal social skills and also provide and equip the individual with



- (b) Non availability of funds. The fact that the instructional materials have to be procured through funds which are scarce resources.
- (c) Lack of expertise to assist instructors where possible. Some of the instructors are not skilled enough in the art of utilizing instructional materials, as such they find it difficult to use them in the classroom.
- (d) Lack of innovation and creativity on the part of the instructors, some instructors are still naive and attached to the old method of instruction and therefore find it unnecessary.
- (e) Non - availability of basic instructional materials to be provided by the government. Where the instructors are skilled and ready to embark on utilization of the materials, they sometimes do not have success to them.
- (f) Lack of incentives and proper remuneration by the various forms of government.

### **Recommendations**

On the basis of the discussion, the paper recommended that:

1. Department in higher institutions where citizenship education is taught should have a citizenship education studio where instructional materials can be kept and displayed. And should also endeavour to prepare a community survey list of all resources at its disposal. This should be revised from time to time,
2. The citizenship education teachers could use their initiatives or creative ingenuity to produce some of the materials from local materials such as empty cartons, clay , cardboard, plank e.t.c.
3. The citizenship education teachers should seek the assistance to the community in the procurement of those instructional materials by making them agree to donate to any fund raising initiative for the procurement of instructional gadgets.
4. There should be a supervisory body like the Association for Effective Citizenship Education in Nigeria. They should endeavour to organize seminars, workshops and induction courses for training and retraining of the citizenship education teachers and motivate them through prompt remuneration.
5. The government should as much as possible play a leading role in the provision "of instructional materials of fund for the procurement hence they made the policy and should endeavour to monitor the procurement and utilization of instructional materials for the success of the exercise.

### **Conclusion**

In conclusion, the need to improve the effectiveness of citizenship education through the utilization of instructional materials has been the emphasis in this paper. Nigeria is currently passing through an important stage in her educational development, a stage in which one can safely say that citizenship education in our schools is not adequate especially in this present democratic dispensation. All these reasons place strong force behind the need for the utilization of instructional materials into citizenship education. In order to achieve this, a deliberate plan to design, produce, utilize and integrate instructional materials in the teaching and learning of citizenship education should be employed.

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