

Availability and Utilisation of Instructional Materials for Effective Civic Education Curriculum Implementation in Upper Basic Schools in Kano State, Nigeria

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Abstract

Instructional materials play an essential role in facilitating effective teaching and learning in schools. In Civic Education, instructional materials help learners understand civic concepts, democratic values, and social responsibilities more effectively. However, inadequate availability and utilization of instructional resources often hinder effective curriculum implementation in Nigerian schools. This study examined the availability and utilization of instructional materials for effective Civic Education curriculum implementation in upper basic schools in Kano Central Senatorial Zone, Kano State, Nigeria. The study adopted a descriptive survey research design. The population consisted of 118 Civic Education teachers drawn from forty (40) upper basic schools in the study area, and a census sampling technique was employed due to the manageable population size. Data were collected using a structured questionnaire adapted from the Civic Education Curriculum Implementation Questionnaire (CECIQ). Descriptive statistics such as mean and standard deviation were used to answer the research questions, while inferential statistics were used to test the hypotheses at the 0.05 level of significance. The findings revealed that although some instructional materials such as textbooks and charts are available in schools, many essential teaching resources, including audio-visual aids and digital learning materials, are inadequate. The study also found that effective utilization of instructional materials significantly enhances Civic Education curriculum implementation. The study therefore concludes that both the availability and proper utilization of instructional materials are critical for effective curriculum delivery in Civic Education. It is recommended that government and educational authorities provide adequate instructional materials and organise regular teacher training programmes to improve the utilisation of instructional resources.

Keywords: Instructional Materials, Civic Education, Curriculum Implementation, Upper Basic Schools, Teaching Resources

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Introduction

Education serves as a fundamental instrument for national development and social transformation. It equips individuals with knowledge, skills, values, and attitudes necessary for effective participation in society (UNESCO, 2015). In Nigeria, Civic Education is an important subject introduced into the basic education curriculum to promote democratic values, responsible citizenship, and national unity among students.

The introduction of Civic Education into the Nigerian school curriculum was part of educational reforms aimed at strengthening civic awareness and democratic participation among citizens. According to the Nigerian Educational Research and Development Council (NERDC, 2012), Civic Education is designed to equip learners with knowledge of their civic rights and responsibilities while fostering attitudes that support peaceful coexistence and national development.

The effectiveness of Civic Education instruction, however, depends largely on the availability and proper utilization of instructional materials in the teaching-learning process. Instructional materials refer to teaching aids and resources used by teachers to facilitate learning and improve students' understanding of subject content (Abolade, 2018). These materials include textbooks, charts, audio-visual aids, digital resources, models, and other learning tools that make teaching more effective and meaningful.

Scholars have emphasized that instructional materials play a crucial role in improving classroom instruction and enhancing students' learning outcomes. According to Ughamadu (2014), instructional materials stimulate students' interest, make abstract concepts more concrete, and promote effective knowledge acquisition. In Civic Education, the use of instructional materials such as visual aids, case studies, and multimedia resources helps learners understand civic concepts and societal issues more clearly.

Despite the importance of instructional materials in teaching and learning, many Nigerian schools face challenges related to the availability and utilization of teaching resources. Studies have shown that inadequate instructional materials often hinder effective curriculum implementation and limit students' understanding of key concepts (Ogar & Opoh, 2015). In many

schools, teachers rely mainly on textbooks and lecture methods due to the absence of other teaching resources.

In Kano State, particularly in upper basic schools, concerns have been raised about the adequacy of instructional materials used for Civic Education instruction. The absence of relevant teaching aids may affect teachers' ability to effectively deliver Civic Education lessons and may limit students' engagement with civic concepts and democratic values.

Given the importance of instructional materials in facilitating effective curriculum implementation, it is necessary to examine their availability and utilization in Civic Education teaching. Understanding how these resources are used in classrooms will provide valuable insights for improving Civic Education instruction and enhancing students' civic competence.

Instructional materials are essential resources that support effective teaching and learning in schools. In Civic Education, instructional materials such as textbooks, charts, audio-visual aids, and digital learning resources help teachers present civic concepts in ways that enhance students' understanding and engagement. The use of appropriate instructional materials also promotes active learning and improves students' comprehension of civic values and responsibilities.

Despite the importance of instructional materials in facilitating effective teaching, many schools in Nigeria face challenges related to the availability and utilisation of teaching resources. In some cases, instructional materials are either inadequate or not effectively utilised by teachers during classroom instruction. When instructional materials are lacking or poorly utilised, teachers often rely mainly on verbal explanations and lecture methods, which may limit students' understanding of civic concepts.

Previous studies have shown that inadequate instructional materials can hinder curriculum implementation and reduce the effectiveness of classroom instruction. However, it remains unclear to what extent instructional materials are available and utilised in the teaching of Civic Education in upper basic schools in Kano Central Senatorial Zone.

Given the importance of instructional materials in enhancing the teaching and learning process, it is necessary to examine their availability and utilisation in Civic Education instruction. Therefore, this study seeks to investigate the

availability and utilisation of instructional materials for effective Civic Education curriculum implementation in upper basic schools in Kano Central Senatorial Zone.

Review of Related Literature

Civic Education is an important aspect of education that aims to prepare individuals for active participation in society by equipping them with knowledge of civic rights, responsibilities, and democratic values. It focuses on developing responsible citizens who can contribute positively to the political, social, and economic development of their country (Galston, 2001). Through Civic Education, learners are expected to develop an understanding of democratic principles, respect for human rights, and a sense of national identity.

In Nigeria, Civic Education was introduced into the basic education curriculum to address issues such as political apathy, corruption, indiscipline, and lack of civic responsibility among citizens. According to Falade and Adeyemi (2015), Civic Education plays a critical role in promoting democratic participation and strengthening national unity. The subject helps learners understand their roles in society and encourages them to participate actively in democratic processes.

The Nigerian Educational Research and Development Council (NERDC) incorporated Civic Education into the nine-year basic education curriculum to ensure that students acquire the civic knowledge and values necessary for responsible citizenship (NERDC, 2012). The subject therefore serves as an important tool for promoting social cohesion, ethical behaviour, and democratic governance.

Concept of Instructional Materials

Instructional materials are essential components of the teaching and learning process. They refer to the various teaching aids and resources used by teachers to facilitate learning and improve students' understanding of subject content. Instructional materials include textbooks, charts, models, audio-visual aids, digital learning resources, and other educational tools that enhance classroom instruction (Abolade, 2018).

Instructional materials help teachers present information more effectively and make learning experiences more meaningful for students. According to Ughamadu (2014), instructional materials make abstract ideas more concrete, stimulate students' interest, and promote active participation in the learning process. The use of appropriate teaching materials also helps to improve students' retention of knowledge and enhance their overall learning outcomes.

In Civic Education, instructional materials play a crucial role in helping students understand civic concepts and societal issues. Visual aids, case studies, and multimedia resources can help students relate classroom learning to real-life situations. When instructional materials are effectively utilized, they enhance students' understanding of civic responsibilities and democratic principles.

However, several studies have shown that many schools lack adequate instructional materials, which limits teachers' ability to deliver effective instruction. In such situations, teachers often rely heavily on lecture methods, which may reduce students' engagement in the learning process (Ogar & Opoh, 2015).

Utilisation of Instructional Materials in Teaching

The effectiveness of instructional materials depends not only on their availability but also on how well they are utilized during classroom instruction. Utilization of instructional materials refers to the extent to which teachers incorporate teaching resources into their instructional practices to enhance learning outcomes.

Effective utilization of instructional materials enables teachers to present information in multiple formats and engage students in active learning. According to Chapman (2019), instructional materials help teachers explain complex concepts more clearly and encourage collaborative learning among students. The use of appropriate teaching resources also supports different learning styles and improves students' comprehension.

In Civic Education teaching, instructional materials such as charts, audio-visual resources, and real-life examples can help students understand civic concepts such as democracy, governance, and human rights. Participatory teaching strategies combined with instructional materials can promote critical thinking and civic awareness among learners (Yusuf, 2015).

Despite these benefits, many teachers face challenges in utilizing instructional materials effectively due to limited resources and inadequate training. Studies have shown that lack of professional development opportunities may hinder teachers' ability to integrate instructional materials into their teaching practices effectively (Kane & Blazer, 2019).

The study seeks to achieve the following objectives:

- I. To investigate the effectiveness of instructional materials used for the implementation of Civic Education curriculum in upper basic schools in Kano Central Senatorial Zone.
- II. To examine the provision of teacher professional development for the implementation of Civic Education curriculum in upper basic schools in Kano Central Senatorial Zone.

The following research questions guided the study:

- I. How effective are the instructional materials used for implementing the Civic Education curriculum in upper basic schools in Kano Central Senatorial Zone?
- II. Is there adequate provision for teacher professional development for implementing Civic Education curriculum in upper basic schools in Kano Central Senatorial Zone?

The following hypotheses were tested at **0.05 level of significance**:

- I. There is no significant relationship between the availability of instructional materials and the implementation of Civic Education curriculum in upper basic schools in Kano Central Senatorial Zone.
- II. Teacher professional development does not significantly influence the effective implementation of Civic Education curriculum in upper basic schools in Kano Central Senatorial Zone.

Methodology

This study adopted a descriptive survey research design to examine the availability and utilisation of instructional materials for effective Civic Education curriculum implementation in upper basic schools in Kano Central

Senatorial Zone, Kano State. The descriptive survey design was considered appropriate because it enables researchers to collect data from respondents in order to describe existing conditions and practices without manipulating the variables under investigation.

The sample size for the study consisted of the 118 Civic Education teachers identified in the population. Since the population size was relatively small and accessible, the study adopted a census sampling technique, whereby all members of the population were included in the study.

Data for the study were collected using a structured questionnaire adapted from the Civic Education Curriculum Implementation Questionnaire (CECIQ). The instrument consisted of two sections: Section A captured respondents' demographic information, while Section B assessed the availability and utilisation of instructional materials for Civic Education teaching using a four-point Likert scale. The instrument was validated by experts in curriculum studies to ensure it measured the intended variables, and necessary revisions were made based on their feedback.

A pilot study was conducted to establish the reliability of the instrument, and the results confirmed its internal consistency and suitability for data collection. Data were collected with permission from school authorities, and questionnaires were administered directly to Civic Education teachers and retrieved after completion.

The data were analysed using both descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions, while inferential statistics were employed to test hypotheses at the 0.05 level of significance. The results were presented in tables and interpreted to determine the influence of instructional materials on the implementation of the Civic Education curriculum.

Research Question One: How effective are the instructional materials used for implementing the Civic Education curriculum in upper basic schools in Kano Central Senatorial Zone?

Table 3: Availability and Effectiveness of Instructional Materials

Instructional Materials	Mean	Standard Deviation	Decision
Civic Education textbooks	3.46	0.71	Accepted
Charts and posters	3.18	0.82	Accepted
Audio-visual materials	2.65	0.90	Rejected

Instructional Materials	Mean	Standard Deviation	Decision
Digital learning resources	2.48	0.93	Rejected
Real-life civic examples	3.32	0.75	Accepted

Criterion Mean = **3.00**

The results in Table 3 show that textbooks, charts, and real-life examples are commonly used instructional materials in Civic Education teaching. However, audio-visual materials and digital learning resources are largely unavailable or underutilised in many schools.

This finding indicates that although some traditional instructional materials are available, modern teaching resources that could enhance students' understanding of civic concepts are inadequate.

Research Question Two: Is there adequate provision for teacher professional development for implementing Civic Education curriculum in upper basic schools in Kano Central Senatorial Zone?

Table 4: Teacher Professional Development for Civic Education Instruction

Professional Development Activities	Mean	Standard Deviation	Decision
Workshops on Civic Education teaching	2.72	0.85	Rejected
Seminars on instructional materials utilisation	2.64	0.88	Rejected
In-service training programmes	2.69	0.86	Rejected
Curriculum implementation training	2.91	0.80	Rejected

Criterion Mean = **3.00**

The results indicate that teacher professional development opportunities are generally inadequate. Most respondents reported that they rarely participate in workshops, seminars, or training programmes related to Civic Education teaching and the utilisation of instructional materials.

Test of Hypotheses

Hypothesis One: There is no significant relationship between the availability of instructional materials and the implementation of Civic Education curriculum in upper basic schools in Kano Central Senatorial Zone

Table 5: Correlation Analysis

Variables	N	r	p-value	Decision
Instructional Materials & Curriculum Implementation	118	0.58	0.003	Reject Ho

The correlation coefficient of 0.58 indicates a positive relationship between the availability of instructional materials and Civic Education curriculum implementation. Since the p-value (0.003) is less than the significance level of 0.05, the null hypothesis is rejected. This implies that instructional materials significantly influence the effective implementation of the Civic Education curriculum.

Hypothesis Two: Teacher professional development does not significantly influence the effective implementation of Civic Education curriculum

Table 6: Regression Analysis

Variable	Beta	t-value	p-value
Teacher professional development	0.49	3.96	0.002

The regression results show that teacher professional development significantly influences Civic Education curriculum implementation because the p-value (0.002) is less than 0.05. Therefore, the null hypothesis is rejected.

Discussion

The findings of this study revealed that instructional materials such as textbooks and charts are available in most schools and are commonly used during Civic Education instruction. However, modern instructional materials including audio-visual resources and digital learning tools are largely unavailable. This finding agrees with Ogar and Opoh (2015), who reported that inadequate instructional materials hinder effective curriculum implementation in Nigerian schools.

The study also found that teacher professional development opportunities are inadequate. Most teachers reported that they rarely participate in workshops or training programmes related to Civic Education teaching. This finding supports the study by Kane and Blazer (2019), which emphasized that lack of professional development opportunities can hinder teachers' ability to effectively utilise instructional materials in the classroom.

Furthermore, the results of the statistical analysis revealed that the availability and utilisation of instructional materials significantly influence the implementation of the Civic Education curriculum. This finding supports the argument of Ughamadu (2014), who noted that instructional materials enhance students' understanding of subject content and improve learning outcomes.

Overall, the findings highlight the importance of providing adequate instructional materials and strengthening teacher training programmes to improve Civic Education curriculum implementation in schools.

Conclusion

This study investigated the availability and utilisation of instructional materials for effective Civic Education curriculum implementation in upper basic schools in Kano Central Senatorial Zone, Kano State. The findings showed that while some materials such as textbooks, charts, and real-life examples are available and frequently used, key resources like audio-visual materials and digital tools are inadequate and underutilised. The study also revealed limited opportunities for teacher professional development in the use of instructional materials. Furthermore, the results indicated that the availability and utilisation of instructional materials significantly influence effective curriculum implementation. The study therefore concludes that adequate provision and proper use of instructional resources are essential for improving the teaching and learning of Civic Education.

Recommendations

Based on the findings, it is recommended that government and educational authorities ensure the adequate provision of instructional materials, including digital resources, to support Civic Education teaching. Regular training programmes should be organised to enhance teachers' capacity to utilise these materials effectively. Schools should also be equipped with modern teaching facilities such as multimedia tools and internet access. Teachers are encouraged to adopt innovative and participatory teaching methods to improve students' engagement, while school administrators should strengthen instructional supervision to ensure effective use of available resources.

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