

AVAILABILITY AND UTILISATION OF COMMUNITY RESOURCES FOR TEACHING CIVIC EDUCATION IN UPPER BASIC SCHOOLS IN KWARA STATE

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Abstract

Community resources are instructional places, events and persons used by teachers to facilitate and enhance effective teaching and learning in schools. This study investigated the availability and utilisation of community resources for teaching of Civic Education in upper basic schools in Kwara State. Descriptive research design method was adopted. The population of the study was all upper basic school teachers while 20 upper basic schools were selected using simple random sampling technique. A questionnaire was used to elicit information from the respondents. The reliability of the questionnaire was established with the use of test re-test method. The reliability correlation coefficient of 0.71 was obtained. Mean rating was used to analyse data collection. The finding of the study revealed that community resources for teaching of Civic Education were available and used. Based on the findings of the study, it was recommended that the teachers should intensify efforts on using community resources for effective teaching and learning of Civic Education. The teachers should take advantage of other community resources within their community. Stakeholders in education should address factors inhibiting the use of community resources such as inadequacy of community resources in some schools, lack of funding support to use the resources.

Key words: Availability, Utilisation, Community resources, Civic Education

Introduction

Civic education is the process of equipping individuals with the knowledge, skills, values, and attitudes required for effective participation in civic and democratic life. It emphasizes understanding citizens' rights and responsibilities, political institutions, and active engagement in governance and community affairs (UNICEF, 2024). In recent scholarship, civic education is increasingly viewed as a multidimensional and evolving concept that integrates digital literacy, critical thinking, and civic participation through both formal and informal platforms, including social media and community-based learning spaces (Schmitt et al., 2024). Its primary goal is to develop civic competence and foster informed, responsible citizens capable of contributing to democratic processes and social cohesion (Alscher et al., 2022).

Community resources, on the other hand, refer to the human and institutional assets within a society such as schools, media, civil society organizations, religious bodies, and local governance structures that support learning and development. These resources play a crucial role in reinforcing civic education by providing real-life contexts for the application of civic knowledge and skills. Contemporary studies highlight that civic education is most effective when linked with community engagement, as participation in community activities enhances civic literacy, social responsibility, and problem-solving abilities (Halverson et al., 2024). Furthermore, the integration of community resources into civic education promotes experiential learning, strengthens democratic culture, and encourages active citizenship, especially in

developing societies where community structures serve as key agents of socialization and nation-building (Schmitt et al., 2024).

Civic Education plays a crucial role in fostering responsible citizenship among students. It is essential that schools, particularly at the upper basic level, leverage community resources to enhance the teaching and learning experience. In Kwara State, the availability and usability of these resources vary across schools. One of the most accessible community resources is local government institutions, which can serve as practical examples for teaching the structure and functions of government. Visits to local councils allow students to witness governance in action, providing a tangible understanding of civic responsibilities. Furthermore, these institutions can offer guest speakers who can discuss civic duties, rights, and responsibilities with students (Adeleke & Ojo, 2022). Non-governmental organizations (NGOs) in Kwara State also contribute significantly to Civic Education. Many NGOs are involved in promoting human rights, environmental sustainability, and community development, which are integral parts of the Civic Education curriculum (Kazeem, 2023). Collaborations between schools and these NGOs can result in workshops, seminars, and community service activities that enhance students' understanding and engagement with civic issues (Bello, 2022).

Religious institutions in the state, such as churches and mosques, are another critical resource. These institutions often engage in community development projects and advocate for moral and ethical values, which align with the goals of Civic Education (Yusuf, 2021). Schools can utilize these institutions for discussions on moral education, community service, and social justice. However, the usability of these resources is sometimes limited by logistical challenges. For example, the availability of transportation for students to visit these community institutions can be a significant barrier (Ajibade, 2022). Additionally, there is often a lack of formal partnerships between schools and community organizations, which can result in missed opportunities for collaboration (Adebayo, 2023). There is a wealth of community resources available in Kwara State, for teaching Civic Education, their usability is dependent on the ability of schools to effectively integrate these resources into their curriculum. Strengthening partnerships between schools and community organizations, as well as addressing logistical challenges, will enhance the effectiveness of Civic Education in the region.

Community resources refer to the various learning situations through which both teachers and students come into first hand contact with the resource persons, places and materials that would benefit the teaching and learning process. It includes visiting organizations, institutions, and neighbourhoods or regions of the community. Bola (2025) observed that educational activities which combine the features of both working model of reality and active participation as well as rules, cooperation and competition ensure effective teaching and learning processes. An effective in teaching is an attempt to copy various activities from real life in the form of various purposes such as teaching, training or prediction; It is an instructional method in which a model is used to gain a better understanding of the behaviour of which students were assigned roles as active actors in teaching and learning processes (Idris, 2017). Recognising how inclusion of learners through effective teaching and community resources is, Tyokyaa (2017) refer Julius Nyerere's policy education for self-reliance' called for inclusion of practical activity and productive work into the educational curriculum, not as a punishment but as an integral part of learning. Linkages between the school and the community were made by inviting local intellectuals, elders and others to share their knowledge and experience with the students. No wonder Ewert (2016) advocated inclusive classrooms which should there be taught, and that which can be best learned through experience dealing directly with native materials and life situations outside the school should there be learned.

On the other hand, Civic Education according to Yusuf (2007) offers unique opportunities for resources within the school community around the environment to be used to enrich students learning. It is a subject that is concerned with the immediate and the larger environment if its human resources mainly teachers as implementer of its policies are well equipped with skills for utilisation of both human and non-human resources in the teaching activities.

Community institutions, people and businesses are rich reservoir of instructional materials for Civic Education teachers. The use of community resources in teaching can make students appreciate the local and international relevance of what they learn in school while affording them the opportunity to apply Civic Education theory and context. This is supported by Chew (2018) study on the development of localised instructional materials in Hong Kong which showed that teaching and learning in social sciences including Civic Education could be enhanced to a great extent by using instructional resources based on local contexts, because such resources would be more authentic and more relevant to students' needs.

Community resources play a critical role in enhancing the educational experience by providing practical learning opportunities, fostering community engagement, and supporting the overall development of students. Numerous empirical studies have investigated the impact of utilizing community resources in educational settings, particularly in the teaching of subjects like Civic Education. A study conducted by Ogunyemi and Ojo (2021) in Ogun State, Nigeria, examined the integration of local government institutions in the teaching of Civic Education in secondary schools. The study found that students who participated in field visits to local government offices demonstrated a better understanding of governance and civic responsibilities compared to those who received only classroom instruction. The study concluded that community resources, such as government institutions, significantly enhance students' practical understanding of theoretical concepts.

Adewale et al. (2022) explored the impact of using non-governmental organizations (NGOs) as educational resources in Ekiti State, Nigeria. The researchers found that collaboration between schools and NGOs in organizing workshops and seminars on human rights and environmental sustainability resulted in increased student engagement and improved academic performance in Civic Education. The study highlighted the importance of NGOs as valuable community resources that can provide specialized knowledge and real-world experiences to students. Bello (2023) conducted a study in Kwara State, focusing on the role of religious institutions in supporting moral and civic education and discovered that schools partnered with religious organizations to deliver lessons on ethics, community service, and social justice reported higher levels of student participation in civic activities. The study emphasized that religious institutions are pivotal in reinforcing the moral and ethical components of the curriculum, thereby fostering responsible citizenship. Olumide and Adeoye (2020) investigated the use of community leaders and elders as guest speakers in Lagos State schools. The study revealed that students exposed to community leaders as part of their Civic Education curriculum showed improved attitudes towards community service and greater respect for cultural heritage.

Despite the benefits, several studies have also identified challenges in the effective use of community resources in education. Ajibade (2021), in a study conducted in Oyo State, highlighted logistical issues such as inadequate transportation and lack of formal partnerships between schools and community organizations. The study found that these challenges often limit students' access to valuable community resources. Ajibade recommended the establishment of stronger school-community partnerships and the provision of government support to address these logistical barriers. Empirical studies underscore the significant positive impact of community resources on educational outcomes, particularly in subjects like Civic Education. These resources not only enhance academic performance but also foster civic competence

and community engagement among students. However, for schools to fully harness these benefits, challenges such as logistical constraints and the need for stronger partnerships must be addressed.

Students' impression is that Civic Education is difficult by its very nature, and that Civic Education is highly structured and so abstract that it requires special intellectual talents (Okunloye et al. 2019). Thus, students see the subject as something esoteric that is to be feared. The consequences of students' negative attitude towards Civic Education could be the persistent poor performance in Civic Education in the Basic Education Certificate Examination (BECE) in recent years in Nigeria. The negative attitude of students that result to poor performance has continued to subject teachers to criticisms of poor teaching characteristics and the inadequate and inappropriate utilisation of instructional materials (Adu and Emunemu 2018). This study would seek to investigate the influence of availability and use of community resources for effective teaching of Civic Education in upper basics school in Kwara State because to the best of the researcher's work, no work of such has been done in this area.

Many studies reviewed that were by the researcher in relation to community resources were not basically on upper basic schools in Kwara State or were focused on other subjects not on Civic Education. For example, Alasela's study (2013) was to find out the effect of community resources on Junior Secondary Schools Students' Performance in Basic Technology in Kwara State Nigeria. Specifically, the study investigated the differences in the performance of students taught using expository method and those taught using community resources while Kerubo (2025) examined the availability and use of community resources in teaching Business Studies in secondary schools in Ruiru District Kiambu County Kenya. Tyokyaa's (2017) work was designed to identify the most efficient ways of harnessing community resources to enhance teacher effectiveness in secondary schools and his work was theoretically general not basically on a particular subject.

Having identified this loophole and importance of community resources and also weather Civic Education teachers utilize these resources for effective teaching of Civic Education, the researchers intended to investigate the availability and utilisation of community resources for the teaching Civic Education in upper basic schools in Kwara State.

Purpose of the study

The main purpose of the study was to investigate the availability and usability of community resources for teaching Civic Education in upper basic schools in Kwara State. Specifically, the study:

- i. identify types of community resources available for teaching Civic Education in upper basic schools;
- ii. investigate how often community resources are used by Civic Education teachers while teaching Civic Education;
- iii. determine factors that inhibit the use of community resources in teaching Civic Education at the upper basic schools; and
- iv. determine intervention measures towards improving use of community resources in teaching Civic Education effectively in upper basic schools.

Research Questions

The study was guided by the following research questions:

- i. What community resources available for teaching Civic Education in upper basic schools?
- ii. How often do the teachers use community resources in teaching Civic Education in upper basic schools?

- iii. What factors inhibit the use of community resources in teaching Civic Education in upper basic school?
- iv. What intervention measures towards improving the use of community resources in teaching Civic Education effectively in upper basic schools?

Method

The study adopted a descriptive survey. Descriptive research studies are designed to obtain precise information concerning the current status of the phenomena and whenever possible to draw valid conclusion from the facts discussed. This design assisted a researcher to identify, observe, describe and analyse existing phenomenon on the basis of prevailing circumstances. The design was adopted because the variables involved in the study cannot be manipulated. The population for this study consisted of all upper basic school teachers in Kwara State. The target population were Civic Education teachers in upper basic schools. Simple Random Sampling Techniques were used to select 40 private and 60 public upper basic schools in the state. The total number of approved upper basic schools (public and private) in Kwara State is 248. The researchers wrote the name of upper basic schools on a small piece of paper. The paper was folded together and mixed well. Then the selection was done by picking 40 from private and 60 public upper basic school in Kwara State. A simple random sampling technique was also used to select two Civic Education teachers from each selected school making a total number of 200 respondents for the study.

The research instrument for this study was a questionnaire titled “Availability and Use of Community Resources for Teaching Civic Education Questionnaire”. The instrument comprised four sections. Section A contained demographic information of the teachers, Section B elicited information on availability and use of community resources, Section C contained the factors inhibit the use of community resources while Section D sought information on the intervention measures towards improving the use of community resources in teaching Civic Education in upper basic schools. The response options for the items in the questionnaire: Section B comprised Available; Not Available, and Regularly; Occasionally; Never. Sections C and D; Strongly Agreed=4, Agreed=3, Strongly Disagreed= 2, Disagreed=1. Percentage was used to describing and analysis the demographic information and research questions one and two.

Validity of instrument is done to ascertain that the instrument is well organised and designed to measure various variables investigated in the study. The questionnaire was presented to three experts in the Department of Social Sciences Education for validation. These experts were corrected the items on the questionnaire to suit the topic. It was during this validation that the questionnaire was modified in accordance to their comments and suggestions. The reliability of the instrument was determined through the test-retest method. Students who did not participate in the study were involved. This took place within three weeks interval of the first and second administrations of the instrument. The data collected in the two administrations were analyzed using Pearson Product Moment Correlation co-efficient formula to ascertain its reliability. It gave 0.71 reliability value which was considered as appropriate for this study. The data for the study were subjected to analysis Statistical Package for Social Sciences (SPSS) to key in data collected. Descriptive statistic like frequency were used for respondents’ information and percentage and mean ranking for research questions.

Results

The data were analysed using descriptive statistics as presented in the tables.

Demographic Information of the Respondents

Table1: Demographic Information of the Respondents

Variable	Frequency	Percentages
Female	92	46.5
Male	106	53.5
	200	100.0

Table 1 showed the distribution of the respondents for the study. It revealed that, 92.5% of the respondents are female while 106.5% were males. This implies that, the respondents were mostly male from upper basic schools in Kwara State.

Research Questions

Research Question One: What community resources available for teaching Civic Education in upper basic schools?

Table 2. Community Resources Available for Teaching Civic Education

Available Community Resources	Available (A)%	Not Available (NA) %
House of Assembly	146 (73)	54 (27)
Court of law	38 (19)	162 (81)
Manufacturing company	68 (34)	132 (66)
Constituted authorities	138 (69)	62 (31)
Legal institutions	158 (79)	42 (21)
Political institutions	154 (77)	46 (23)
Shop/commercial stores	172 (86)	28 (14)
Entrepreneurial/small scale business people	152 (76)	48 (24)
Railway station	72 (36)	128 (64)
Post office	70 (35)	130 (65)
Airport	76 (38)	124 (62)
Ports	88 (44)	112 (56)
Agricultural firms	142 (71)	58 (29)

Table 2 showed the community resources used in teaching Civic Education in upper basic schools in Kwara State. It revealed that, 86% said Shop/commercial stores are available, 77% said Political institutions and 79% said Legal institutions are available. This therefore imply that, the community resources available in Kwara State are Shop/commercial stores, Political institutions, Legal institutions, Entrepreneurial/small scale business people, Agricultural firms and Constituted authorities.

Research Question Two: How often do the teachers use community resources in teaching Civic Education in upper basic schools in Kwara State?

Table 3: Use of Community Resources in teaching Civic Education

Use of Community Resources for Civic Education	Mean	Ranking	Remark
A guidance for selection of resources in the community for teaching Civic Education	1.67	5 th	Not used

Trips to nearby resourceful areas nearby school as part of teaching /learning experience	1.48	6 th	Not used
Trips far from school to resourceful community areas	1.75	4 th	Not used
Exhibitions/international trade fair	2.35	3 rd	Often used
Resources persons	2.63	1 st	Often used
Case study	2.51	2 nd	Often used
Benchmark = 2.07			

Table 3 showed how often community resources are used in teaching Civic Education in upper basic schools in Kwara State. The extent of use of the resources was determined at a benchmark of 2.07 below which the community resource is adjudged not used. It showed that, resources persons with highest mean of 2.63 is the most often used community resource in Kwara State followed by case study and then exhibitions/international trade fair. Trips far from school, guidance for selection of resources in the community and trips to nearby resourceful areas were not used in the local government. Therefore, resources persons, case study and exhibitions/international trade fair are community resources that are often used in Kwara State.

Research Question Three: What factors inhibit the use of community resources in teaching Civic Education in upper basic schools in Kwara State?

Table 4: Factor inhibiting use of Community Resources in teaching Civic Education

Factor inhibiting use of community resources	Mean	Ranking	Remark
There are inadequate community resources around my school.	3.44	1 st	Inhibiting
There is lack of time to use community resources.	3.24	3 rd	Inhibiting
In my opinion, students lack interest when community resources are used.	2.89	6 th	Not Inhibiting
There is over enrolment of students in my school.	3.18	4 th	Not Inhibiting
There is lack of support from the school authorities in funding community resources.	3.41	2 nd	Inhibiting
Parents do not like seeing students of our school outside the school.	3.08	5 th	Not Inhibiting
Benchmark = 3.21			

Table 4 showed the factor inhibiting use of community resources in teaching Civic Education in Kwara State. The factors inhibiting use of the resources were determined at a benchmark of 3.21 below which the community resource is adjudged not used. It showed that, inadequacies of community resources around schools with the mean of 3.44 inhibits use of community resources, lack of support from the school authorities in funding with a mean of 3.41 inhibits use of community resources and lack of time to use community resources with a mean of 3.24 also inhibits use of community resources. Therefore, the factors that inhibits the use of community resources in Kwara State are; inadequacies of community resources around schools, lack of funding support from school and lack of time to use community resources.

Research Question Four: What intervention measures towards improving the use of community resources in teaching Civic Education effectively in upper basic schools?

Table 5: Intervention measures towards improving the use of community resources in teaching Civic Education

Intervention measures	Mean	Ranking	Remark
Provision of funds for Civic Education projects	3.64	1 st	Accepted
Positive attitude from Civic Education teachers towards their profession	3.53	2 nd	Accepted
Development of a criteria for selection of suitable community resources for Civic Education teaching activities in upper basic school.	3.41	6 th	Not Accepted
Appointment of teacher panel for the selection of the criteria.	3.31	5 th	Not Accepted
Inviting resource persons to the school with the support of the school administration	3.52	3 rd	Accepted
Cooperation of PTA in the provision of the needs for the availability and use of community resources in teaching Civic Education in upper basic schools Benchmark = 3.49	3.50	4 th	Accepted

Table 5 showed intervention measures towards improving the use of community resources in teaching Civic Education in Kwara State. The intervention measures towards improving the use of community resources in teaching Civic Education were determined at a benchmark of 3.49 below which intervention was not considered. It showed that, provision of funds for Civic Education projects with a mean of 3.64 is an intervention measures towards improving the use of community resources in teaching Civic Education in Kwara State followed by positive attitude from Civic Education teachers towards their profession with a mean of 3.53 and then, inviting resource persons to the school with the support of the school administration with a mean of 3.52. Therefore, provision of fund, positive attitude from Civic Education teachers, inviting resource persons to the school with the support of the school administration and Cooperation of PTA are the intervention measures towards improving the use of community resources in teaching Civic Education in Kwara State.

Discussions

The finding of the study revealed that the community resources available in Kwara State are Shop/commercial stores, Political institutions, Legal institutions, Entrepreneurial/small scale business people, Agricultural firms and Constituted authorities. These were some of the community resources that can be found in every corner of Kwara State. This is in line with Wanza (2018) when it was found that, community resources are inexpensive materials which can be found within the schools.

The outcome of the study also showed that resources persons, case study and exhibitions/international trade fair are community resources that are often used in Kwara State. The resource persons are people found within the school or the school community not from far. Bola (2025) made an investigated into the use of resource persons found that, female teachers are less inclined to attend workshops and conferences where resource persons are known to present papers.

In the study, the finding revealed that the factors that inhibits the use of community resources in Kwara State are; inadequacies of community resources around schools, lack of funding support from school

and lack of time to use community resources. This finding could possibly explain why female teachers are less inclined to attend workshops and conferences where resource persons are known to present papers as observed by Bola (2025). Perhaps the authorities do not support such endeavour.

The finding of the study also showed that provision of fund, positive attitude from Civic Education teachers, inviting resource persons to the school with the support of the school administration and Cooperation of PTA are the intervention measures towards improving the use of community resources in teaching Civic Education in Kwara State. It is hoped that, when all of this intervention was put in place, learners will teachers will be able to put the community resources near and far from their school to proper use. This finding is consistent with the finding of Ajibade (2021) who discovered that adequate fund and resources were key in improving the effective use of community resources in school.

Conclusion

Community resources are not limited to those found within the school premises or the immediate community were the school's found. They are resources that could be a little further away from the actual location of the school. Putting them to use would go a long way in helping learners learn effectively and teachers too will be more efficient.

Recommendations

1. Teachers of Civic Education should take advantage of other community resources within their community ensure effective teaching.
2. Civic Education teachers should put other available community resources within their community to good use.
3. Educational stakeholders should address factors inhibiting the use of community resources such as inadequacies of community resources around schools, lack of funding support from school and lack of time to use community resources.
4. The teachers should always improve the knowledge on the use of community resources in teaching Civic Education.

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