THE PROCESS OF MOBILIZATION AND UTILIZATION OF RESOURCES FOR EFFECTIVE IMPLEMENTATION OF PRIMARY EDUCATION CURRICULUM IN NIGERIA

By

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Abstract
This paper examined the process of mobilization and utilization of resources for effective implementation of primary education curriculum in Nigeria. Objectives of primary education as indicated in National Policy on Education were enumerated. Concepts of mobilization and utilization were described. Classes of resources were treated as human and non-human resources. Importance of mobilization and utilization of resources were discussed. Problems militating against effective mobilization and utilization of resources were identified by the researcher to include: lack of expertise knowledge on the resources existing in the environment and the skills for utilizing them, lack of the knowledge of what improvisation can do, and non-recognition of environmental resources found within the school. Recommendations were made such as governments should organize seminars, conferences and workshops periodically to teach teachers about resources existing in their environment and how to utilize resources for effectives teaching and learning. Teachers and pupils should develop the habit of producing local resource materials instead of waiting for the government. Creative and innovative teachers should be rewarded. Fund meant for education should not be diverted to other sectors of the economy.
No matter how well the curriculum of any subject is designed, there must be resources for its effective implementation. Onyejemezi (1981) remarked that any established school curriculum calls for ways and means of implementing it in order to reach the objectives. No discussion of the curriculum is complete without suggestion about methods and means of effective implementation. Curriculum implementation is important because as Babalola (2004) and Onyeachu (2008) observed, it is at the implementation stage that many excellent curriculum plans are marred.

This paper is therefore looking into the process of mobilization and utilization of resources for effective implementation of primary education curriculum in Nigeria. This will be treated under the following sub-headings:

2. Concept of mobilization and utilization of resources
3. Classification of resources
4. Importance of mobilization and utilization of resources
5. Problems militating against effective mobilization and utilization of resources in Nigeria
6. Recommendations and conclusion

**Objectives of Primary Education as Indicated in National Policy on Education (2004)**

The National Policy on Education (FRN, 2004: 14) identified objectives of primary education as to

a) Inculcate permanent literacy and numeracy and ability to communicate effectively;
b) Lay a sound basis for scientific and reflective thinking;
c) Give citizenship education as a basis for effective participation in and contribution to the life of the society;
d) Mould the character and develop sound attitude and morals in the child;
e) Develop in the child the ability to adapt to the child’s changing environment;
f) Give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child’s capacity;
g) Provide the child with basic tools for further educational advancement, including preparation for trades and crafts for the locality.

The well articulated objectives of primary education cannot be achieved if resources are not mobilized for effective implementation of primary education
curriculum. This underscores the need for effective utilization of physical resources such as real objects, pictures, diagrams, models, mock up, charts and community resources for effective teaching and learning in primary school.

Concept of Mobilization and Utilization of Resources

The term mobilization and utilization have been defined by different people. Hornby (2000) defined the word ‘mobilize’ first as: “to work together in order to achieve a particular aim” and secondly “to find and start to use something that is needed for a particular purpose.” (p. 754). Mobilization can be viewed as coming together of people to work as a team in order to achieve a particular aim. It can also be seen as finding something and bringing them together and start using them for a particular identified purpose. Dike (1987) defined utilization as being able to employ appropriate instructional material(s) expertly and at the right time in order to attain instructional objectives (p. 26). To Hornby (2000) utilization means “to use something especially for a practical purpose.” (p. 1322).

From all the definitions above, one can rightly define mobilization and utilization of resources as the bringing of human beings and materials together to use them in achieving instructional objectives.

Classification of Resources

Resources can be classified into two namely:
1. Human resources
2. Non-human resources

Human Resources: Human resources refer to human beings. In education, human resources comprise learners, teachers, non-tutorial staff, educational administrators such as principals and head teachers, members of the school committee and parents with relevant skills or knowledge. Onyejemezi (1991) described human resources as, the people with different specialties, capabilities and roles, who are part of the organization. They may be direct employees, clients or customers served, temporary employees or consultants or part-time persons. To Ndu (1991), human resources include all the knowledges, skills and expertise in technical, mechanical, managerial, social and other areas potentially available for utilization in various ways in operating social and economic institutions and enterprises. Ndu further observed that human resources do not come by chance, they are created and developed in order to achieve the overall goals of the various sectors of the ever expanding national economy. This means that these human resources need to be mobilized and utilized in order to achieve the national educational goals and specifically the objectives of primary education.
Non-Human Resources
Non-human resources are made of physical resources and financial resources.

i) Physical Resources
Physical resources are those materials resources which exist in human environment. Onyejemezi (1991) viewed physical resources as material things such as buildings, items of equipment, software, raw materials or natural resources which the organization controls. In some cases, physical resources exist before the organization and are then brought on the control of the organization. In education, physical resources are buildings, spaces, real objects, pictures, diagrams, models, mock-ups, audio-recordings and community resources. All these resources are needed for effective implementation of primary education curriculum.

ii) Financial Resources
Financial resources refer to money. For any organization to achieve its objectives, money allotted for its implementation has to be well utilized. This is very important because as Onyeachu (2006) observed that no organization functions effectively without fund. This means that primary education requires fund for provision and utilization of resources.

Importance of Mobilization and Utilization of Resources
Whether resources are human or materials they need to be mobilized and utilized for effective achievement of organization goals. Onyejemezi emphatically remarked that resources enhance the achievement of organization or institutional objectives and as such, leaders in the organization must make some decisions about how to meaningfully use the resources available to them. Supporting Onyejemezi (1991), Maduewesi (2006) and Abdulkareem (2001), noted that, a nation’s growth and development is determine by its human resources (human capital). Non-human resources such as (physical materials and finance) are to be mobilized by the available human resources to accomplish the set goals. Resources are indispensable for teaching. Appreciating this, Ughamadu (1992) asserted that, media are indispensable in the teaching learning process if there is to be effective and efficiency in the process.

Abdulkareem (2001) further recognized the fact, that people set objectives, determine the resources for use, marshal the resources appropriately, and co-ordinate the activities of an organization to achieve the goals. These observation show that if human and material resources are not well mobilized and utilized, organizational goals cannot be achieved.

Dike (1987) described instructional materials as alternative channels of communication which a classroom teacher can use to make information vivid to the learners. Dike’s description shows that teachers as human resources should make
appropriate use of information more clearly and meaningfully to the learners. This is because instructional materials can serve as alternative channels of communication if they are mobilized and utilized for effective teaching and learning in the classroom. But if on the other hand, resources are not mobilized they cannot answer or act as alternative channel of communication. For instance, if mango trees and flowers found in the school compound are not used by the teacher while teaching about trees and flowers during primary science lessons, these environmental resources will remain in the school just as trees and flowers. If bottle tops are not picked by mathematics teachers as resource materials for teaching counting, they will be thrown away in the dust bin as waste.

Therefore, it is necessary to mobilize human resources who will then utilize these material resources for effective instruction in the classroom especially at primary school level.

Observing this, Mkpa (2005) noted that teachers need to be reminded that the creative teacher could do a lot to reduce dependence on government for the provision of needed instructional materials, lots of materials exist in the environment that can be effectively utilized for teaching aspect of English language. Varieties of shapes are available in our homes to facilitate the teaching of mathematics. Pictures and diagrams are here and there for teaching social studies and other related subjects. Old calendars and similar items that are often discarded in homes could be useful as instructional materials in the hand of creative teachers. Mkpa (2005) further suggested that we can exploit the talents of students to produce materials that we may not easily find around our homes. The children when guided especially if we assign such task to them as projects can produce more sophisticated instructional materials. Effective utilization of community resources could also be useful to provide first hand experience to learners. Mkpa’s observation shows that even the pupils’ talent can be utilized for effective production of resource materials.

Apart from pupil’s talents being utilized in the production of resource materials, these pupils can be mobilized as resource persons in the classroom to facilitate learning by teaching other pupils. That is why it is important to mobilize and utilize the teachers and pupils for effective instruction.

Apart from teachers and pupils, other resource persons for mobilization and utilization abounds such as geologist to teacher about weather, climate and rocks in the school, medical doctors can be call upon to talk about the evils of drug abuse, HIV/AIDS, pastors and evangelists can be called upon to talk on morals especially during periods for moral instructions in our schools. Lectures and researchers from different universities can be mobilized to discuss innovations in teaching and learning. If those resource persons are not assembled together, such important issues might not have been discussed better. This is because human beings are created with different
potentials. If they are not mobilized, those potentials cannot be utilized for effective instruction in the classroom. Resources be they human beings, physical or financial should be employed when needed.

On the importance of making appropriate use of resource materials for effective instruction, Babalola (2004) noted that learning has been found to be optimally enhanced by adequate and appropriate selection and use of materials. Babalola further noted that resource materials are not designed to promote and encourage effective teaching-learning experiences. They are ways and means of making the teaching and learning process easy, more meaningful and understandable. Resource materials when provided in varied form make lessons very interesting. Concluding this, Babalola (2004) asserted that, availability of suitable resource materials in good supply and in rich variety and range is therefore essential in education and especially crucial for achievement of curriculum objectives.

Problems Militating Against Effective Mobilization and Utilization of Resources in Nigeria

There are so many problems militating against effective mobilization and utilization of resources in Nigeria. These include:

1. Lack of Expertise Knowledge and Skill:
   When teachers do not have full knowledge of resources existing in their environment they cannot utilize such resources. For example, a teacher who does not know that community resources within the school environment are resource materials cannot utilize them. Lack of skills on the use of materials militates against its use also.

2. Nigerian Syndrome of the Government has not Provided
   Most Nigerian teachers do not use resource materials for instruction. When asked, they always say that the government has not provided. On this, Mkpa (2005) noted that, teachers often complain and blame government for not providing all the materials they need for the production of instructional resources for teaching and learning. These teachers complain that their salaries are too meager to be invested in purchasing instructional materials.

3. Lack of the Knowledge of what Improvisation Can Do
   Lack of knowledge of what improvisation can do is one of the problems militating against effective mobilization and utilization of resources. In some cases, most resource persons do not know that they can improvise the needed resources for teaching. These resource persons forgot that they can improvise the materials by
themselves and equally have their students produce these materials. These teachers forgot that improvisation of resources makes resources available all the time, and its utilization easier.

4. **Laziness**  
Laziness on the part of teachers militates against effective utilization of resources. Many teacher feel too lazy to select materials for their teaching. When ask, they usually say that they are not on teaching practice. These teachers forgot that a resourceful and hardworking teacher is always on teaching practice and that the job of a teacher is demanding.

5. **Non-Recognition of Environmental Resources**  
In most cases environmental resources are not recognized by the teacher. This non-recognition leads to such resources not being mobilized for utilization in implementation of primary education curriculum.

6. **Lack of Spirit of Creativity and Innovation Among Teachers**  
Some teachers lack the spirit of creativity and innovation. This affects their use of resources. A teacher who is not creative and innovative may not know what resources to use in teaching at any point in time. Such a teacher always prefer to teach without using any resource materials.

7. **Inadequate Training**  
Inadequate training of human resources militates against effective utilization of resources. In cases where teachers are not adequately trained on the use of resources, they cannot employ them appropriately. The negative effect is that such resources whether locally made or imported will not be used.

8. **Poor Working Environment**  
When the environment of a teacher is poor, that worker will be unhappy, and will not think of using any resource materials while imparting knowledge to the learners. Ipaye (2002) noted that poor, uninviting, demoralizing, shabby, putrefying, not-work oriented, debarring, measeating and un-encouraging environment will make the job of the teacher uninteresting. When the teacher’s job is not interesting to him, he will not think of utilizing resources for effective instruction.

9. **Poor Maintenance Culture**  
There is no policy guiding maintenance of material resources in our country. Ehiametolar (2001) complained that in Nigeria, there has not been clearly defined policy on maintenance culture either in educational infrastructural facilities or
instructional materials. Where there is no policy on maintenance, administrators will act without a guide.

10. Hoarding
Some school administrators hoard instructional materials sent to schools. When this happens utilization of such materials will be difficult. This is a cog in the wheel of effective implementation of primary education curriculum in Nigeria.

11. Inadequate Instructional Materials
Inadequate instructional materials militate against its effective use. Ipaye (2002:191) noted that “a teacher would continue to show lukewarmness to teaching as long as he has no access to instructional tools.” To that end, Gwany (2006) complained bitterly that it is only in Nigeria that the magic of teaching without resources is reflected by government and some citizens so much that it has almost become institutionalized. Onyeachu (2006) therefore concluded that when instructional materials like good libraries with books, visual and audio-visual materials are lacking, learners cannot do well. These affect effective implementation of primary education curriculum.

12. Diversion of Funds
When funds meant for education sector are diverted to other sectors of the economy, it will affect their use in the procurement of educational resources. Ezeocha (1997) observed that most state government and their agencies divert funds meant for education to industrial, economic, communication or health sectors with the result that many educational programmes already initiated by the government become unimplemented.

Conclusion
It is expected that when human and non-human resources are employed and utilized appropriately the right type of values, attitudes and skills for the survival of the individual and the Nigerian society will be inculcated in the Nigerian citizens, and moreover, primary education objectives will be achieved.

Recommendations
For effective mobilization and utilization of resources in Nigeria, the following recommendations are made:

- Government should organize seminars, conferences and workshops periodically to teach teachers about resources existing in the environment and how to utilize them for effective teaching and learning.
- Teacher trainees should be taught the strategies, skills and techniques for improvisation of resources.
Students at all levels of education should be encouraged to produce resource materials. This should be given to them as projects. These students if encouraged are capable of producing resource materials for the nation.

Teachers should avoid laziness on the selection and use of resources. This is because some of the qualities of a teacher include dedication, innovativeness, resourcefulness and creativity. Resource persons should look around their environment for effective use of the resources.

Teachers should come together from time to time to exchange ideas among themselves either within or outside their place of work on issues concerning mobilization and utilization of resources. Doing this will help to improve their knowledge and skill.

Creative and innovative teachers should be rewarded by the school administrators and the government. Doing this will inculcate the spirit of creativity and innovation into the teachers. Government should employ adequate number of manpower. Teachers working environment should be conducive so that teachers will do their job with enthusiasm, dedication and happiness.

Funds meant for education should not be diverted to other sectors of the economy. There should be a team that monitors the use of the monies allotted to primary education.

References


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