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AVAILABILITY AND UTILIZATION OF NCCE TEACHING RESOURCES FOR INTEGRATED SCIENCE IN DELTA STATE

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Abstract

The study sought to determine the level of availability and utilization of NCCE teaching resources for Integrated Science in Delta State. The design was a survey with a sample size of Eighteen (18) Lecturers and three(3) laboratory assistance from the three state Colleges of Education. Lecturers Personal data Availability and Utilization of Resources (LPAUR) $r = 0.79$ was used for data collection. Data analysis involved t-test. The findings revealed that there is no significant difference colleges that have available and non-available resources. Moreso, there is inadequate comfortably furnished offices and enough support staff. The available resources are under utilized with the absence of zoological and botanical garden. Discussion and Recommendations were made.

Introduction

Resources play an indispensable role in boosting of science teaching and learning as they serve to stimulate thinking, understanding and concretize students learning.

Integrated Science teaching and learning has a lot to do with resources. Agabi (2003) defined resources as any available material, which can be used for the purpose of increasing productivity. Resources can be classified into two categories, namely:

- (i) Physical Resources, which are made up of the laboratory, facilities and equipment.
- (ii) Human Resources, Academic and Support staff.

The importance of human resources in education is vividly summarized by Ebong and Agabi (1999) who stated that, they are indispensable tool in any production process. The more resources the better the chances of attaining quality Integrated Science Education. The Colleges of Education are charged with Teachers adequate preparation. This should be followed with sufficient resources to enable them guide the learner and provide quality instructions that will lead teaching-learning effectiveness. According to Ivowi (2000) A well-trained teacher without the resources to demonstrate his/her skills may soon become frustrated and consequently loose the zeal of teaching.

As stated in N.C.C.E. minimum standard 3rd edition the most basic and fundamental approach to teaching Integrated Science at the NCCE level is that it must be activity-based at all point. Practical work is also regarded to form an integral part of the teaching programme.