

**SOCIAL STUDIES TEACHERS PERCEPTION IN THE USE OF
COMMUNITY RESOURCES IN THE TEACHING AND
LEARNING OF SOCIAL STUDIES IN SOME SELECTED
JUNIOR SECONDARY SCHOOLS IN EGOR LOCAL
GOVERNMENT AREA OF EDO STATE**

BY

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**FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY.**

DECEMBER, 2014.

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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY AND CURRICULUM STUDIES
(E.P.C.S) (SOCIAL STUDIES), FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY.**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE AWARD OF BACHELOR B.SC (ED) DEGREE IN SOCIAL
STUDIES**

DECEMBER, 2014.

CERTIFICATION

I certify that this project was carried out by Ezenagu Nkechi Priscillia, in the department of Educational Psychology and Curriculum Studies University of Benin, Benin City, under my supervisors.

Dr John Egharevba
(project supervisor)

Date

DEDICATION

This project work is entirely dedicated to my creator, the almighty God. To whom I owe my life and my hope of salvation.

Also, to my mother and to all those who wished me success and always spend hours on their knees interceding for me.

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First and foremost, I must say a very big thank you to almighty God who in his infinite mercy, love and kindness spared my life to make this project work come to reality. I owe you Lord, a great depth of gratitude for making my “dark night” a thing of the past and for making this write up see the light of day.

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ABSTRACT

The purpose of this study was to investigate social studies teachers' perception on the use of community resources in the teaching and learning of social studies in some selected junior secondary schools in Egor Local Government Area of Edo State. The sample of the study was made up of 100 social studies teachers in 20 junior secondary schools. three research questions were raised in the study to find out the teachers' perception on the use of community resources.

The research instrument used for this study was a modified 4-point Likert type scale questionnaire consisting of twenty items. The instrument used was validated by the supervisor and two other experts in the department of educational psychology and curriculum studies. Data were collected and simple percentage and t-test of independent sample was used to analyze the data collected.

The finding of this study revealed that the perception of professional and non-professional teachers was not significant in their use of community resources. However, it was recommended among others, that there should be full scale implementation of community resources in the teaching/ learning social studies in junior secondary schools.

CHAPTER ONE

INTRODUCTION

Background to the Study

The introduction of social studies into the Nigeria School System was based on certain philosophical considerations. One of them is to address social issues and man's problem of life in their interrelatedness, as they appear in real life situations instead of addressing them in an uninterrelated manner as those learnt through separate disciplines like Geography, Religion, Sociology and Anthropology. The accomplishment of the purposes for which social studies was introduced in schools would depend to a large extent, not only on the availability of the right caliber of professionally trained social studies teaching personnel but also of the material resources available in schools for its teaching. Of the personnel involved in the development, implementation and evaluation of a curriculum, the teacher is the most important. In attempt to dispel the use of community or instructional resources are paramount. Instructional materials otherwise known as community resources are educational inputs; and they are of vital importance in the

successful implementation of any curriculum. Relevant and appropriate textbooks, visual and audio-visual materials like globes, charts, slides, maps, tapes etc are of paramount necessities in the teaching and learning process of social studies. Audio-visual materials supplement and consolidate what is read in textbooks and journals. An essential, but often – neglected source of instructional material for effective teaching and learning of social studies is the community. No matter the nature, size and location of the community, there are various resources both human and non human which enhance the teaching and learning of social studies within and outside the classroom. Social studies as a broad discipline deals with the study of the activities of man in his physical and social environment (i.e how man influences the environment in which he lives and in turn examines the environmental effect on man). Consequently, the community becomes the laboratory for social studies teachers. (Agun and Imogie, 2013).

A careful examination of the Nigeria junior secondary school social studies curriculum would show that they are heavily loaded with topics and issues that are common in our communities. These could be

historical, geographical, economic, social and cultural issues. There is no better place than the local community for effective teaching and learning of social studies bearing in mind the nature and scope of the subject. The students can see at first hand the social processes and interactions. Social studies is about home, school, community functioning, work and government at the local level and about the explanation of these things at the national levels. Members of the students' families can often be used as a resource. A parent may be able to describe his or her job when the class is studying community workers or the job market. There may be artifacts from different nations in the homes of the students that would be of interest to the class. Many teachers have found that these add sparkle to the class. Students are to be prepared to think constructively, to make judgment and decision, to analyze and criticize what they have learned and to affiliate themselves with these things when they become adult citizens of the community. (Magimu & Nakabugo, 2009).

The peculiar nature of social studies makes it possible for great variety of resource materials to be employed in its teaching and learning. The ultimate goal of any teaching – learning activity is to bring about

desirable behavioural changes in the learner (Broun, 2008). Effective interactive process demands appropriate utilization or commitment of instructional materials and resources. According to Fadeiye (1992) resources could be a stimulus, an object, a person, etc which helps the learners in their pursuit of knowledge in social studies. Similarly the community is the neighbourhood beyond just family. Community resources are materials both natural and man-made found within the community that could enhance teaching and learning in and outside the classroom. According to Mezieobi (1992) community resources are those persons, places and institutions which desirably enrich the horizon of the student teaching and learning, deepen the social studies content and widen the horizon of the students in social studies teaching and learning.

Despite the wide variety of instructional materials which are utilized in teaching – learning activities in general, community resources are most appropriate for effective social studies instruction in Nigeria given the social relevance of social studies, coupled with low level of technology development of the Nigeria society, the growing emphasis on

community based education and the dwindling economic circumstance which has occasioned the inadequate supply of instructional materials and facilities to our schools. Against this back drop, this study social studies teachers perception in the teaching/learning of social studies in some selected junior secondary school in Egor Local Government Area of Edo State.

Statement of the Problem

The child is the product of his community, consequently the issue of community resources in the teaching and learning of social studies becomes a means of promoting socio-ecological equilibrium and learners' understanding of their environment. Researchers in community resources like Mezieobi (1991), Jarolimeto (2011) pointed out that the dependence on high level technology materials such as radio and television for social studies instructional effectiveness in Nigeria at this level of our development is not only unrealistic; it will impede the proper institutionalization of social studies education.

The scarcity and at time non-availability of the imported high level technology materials such as cine projector, slide projector,

overhead projector, impede effective teaching in schools. Furthermore, the inability of most social studies teachers to effectively operate the instructional materials poses problems. Unfortunately where some of the materials are available the schools lack electricity to energize them. These problems have being manifested in the manner in which students find difficulty in concretizing abstract concepts taught. In the light of the above, the following research questions are raised in order to give the study a direction.

Research Questions

- Are social studies teachers in schools aware of available community resources for the teaching of social studies?
- Are social studies teachers aware of the value of community resources in the teaching of social studies?
- Do social studies teachers differ significantly in their perception of the constraints in the use of community resources?

Purpose of Study

- To determine if social studies teachers are aware of the value of community resources available for teaching the subject.
- To determine if social studies teachers are aware in schools of the value of community resources in the teaching of social studies.
- To determine if social studies teachers differ significantly in their perception of constraints to the use of community resources.

Significance of the Study

The outcome of this study will encourage social studies teachers to use materials within the school local communities to facilitate teaching and learning. The findings of this study will hopefully strengthen the school - community relation. Finally it is also hoped that findings will stimulate school authorities and Parents Teachers Association (P.T.A.) to support teachers' effort to make use of community human and non human resources because of their potency to contribute to effective schooling. Curriculum designers will place emphasis on the need to use community resources. It will also serve as a base for future research into the use of community resources.

Scope/Delimitation of the Study

This study focuses on social studies teachers' perception of the constraints to the use of community resources for teaching and it is limited to social studies teachers in some selected junior secondary schools in some selected Junior Secondary in Egor Local Government Area as a geographic spread. Structured questionnaire shall be used to elicit responses from the respondents social studies (teachers) as regard how often they use community resources in the teaching of social studies, the availability of it and its effectiveness, with a view to establishing some patinment findings and drawing conclusion at the end of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The review of related literature is carried out under the following headings:

- Concept of Social Studies
- Concept of Community Resources
- Concept of Teaching
- Learning
- Learning through Community Resources
- Type of Community Resources
- Reasons for using Community Resources
- Merits of using Community Resources in the Learning Process
- Further Relevance of using Community Resources in Teaching and Learning Social Studies in Schools
- Constraints to the use of Community Resources in Teaching and Further Constraints of using Community Resources

It is well known among educators that the educational experiences involving the learner actively participating in concrete examples are retained longer than abstract experiences. Instructional materials add elements of reality by providing concrete examples to learning. Many prior researchers have written on the use of instructional materials both in teaching social studies and other related subjects in order to enhance teaching for desired social and behavioural change (Bozimo, 2002), Nnanna-Nzemwumna (2003) and Adekeye (2008). More specifically, it was emphasized that the use of community resources is a *since qua non* in affecting behaviour of learners in every field, especially social studies and that these materials are important catalysts for social re-engineering and change. It is obvious that social studies teaching and learning cannot be well accomplished without the use of community resources.

Concept of Social Studies

The concept of Social Studies is defined in different ways by different people. The world book encyclopedia (1992) defines as a discipline subject that enables students to understand others and become good citizens. However this definition is not comprehensive enough.

Matovu and Mutebi (1993), agree with the world book encyclopedia on the question of definition and emphasize the need to study citizenship education. In line with this definition, the subject focuses on the goal of providing the knowledge of the world and its people. The students of Social Studies should acquire and study intellectual, social and group work skills. All these are achieved through proper application of integrated techniques of teaching and learning. Chamberlain (1992) describes Social Studies as a subject that emphasizes development of responsible citizenship as the ultimate goal and focuses on the understanding of roles, rights, responsibilities, participation and respect of self and others.

Adeyoyin (2012) describes Social Studies as an educational innovation capable of bringing about change in behaviour. He further says that Social Studies is a discipline, which relates to all bodies of knowledge, information and facts essential in making the individual an integral part of the society. In this definition, Social Studies is seen as a subject that integrates man and his environment. This is in line with the National Curriculum Development Center's (NCDC) definition of Social

Studies as the study of people, their environment, and how they interact with each other, in groups, institutions and with their physical environment.

In the foregoing definitions, the central focus of Social Studies is man, his interaction with environment, and citizenship responsibilities. All these emphasize the element of making man an integral aspect of society. More scholars like Kissock (1981), categorize Social Study as a program of study, which a society uses to instill in learners the knowledge, skills, attitudes and actions it considers important concerning the relationships that human beings have with each other, their world and themselves. Commenting on the teaching and learning of Social Studies, Thompson (2009) stresses that; what is important about any subject is the way of thinking it encourages in those who teach and learn it. Social Studies is one such a subject that encourages continuous study and assimilation of current events. Odada (2011) gives a more elaborate definition of social studies. He refers to Social Studies as a composite subject and approaches to teaching and learning it. He also stresses that social studies is a broad name that covers Civics, History

and Geography as core subjects integrated at primary level. Although Odada's view does not fundamentally differ from those given by other authors, his definition gives a broader nature of Social Studies in feed. He states that, as a school subject, it involves many disciplines that are integrated from Social Sciences and humanities to form one body of knowledge. As a study, it generally deals with man and how he interacts with environmental forces in order to survive. As an approach, it deals with methods, techniques and strategies of learning it. All these explain why the use of integrative approach is the central idea in Social Studies in feed teaching and learning. Failure to understand this concept, results in serious problems of Social Studies implementation. In this study, attempt is made to define Social Studies as the integration of Social Sciences and humanities concepts for the purpose of promoting and practicing effective problem solving/ decision making citizenship skills on social, political economic issues and problems. Social Studies is the study of man, the way he behaves when organized in groups and his relation to physical and natural environment.

Concept of Community Resources

Community based instruction is an old idea assuming a new name. Teachers have always used real life situations and settings to enrich their classrooms and curriculum. Community based instruction gives students authentic experience and the ability to apply what they have learned in school to real world tasks; it offers students who enjoy working with people an opportunity to develop those community based instructions. The community is the neighbourhood beyond just the family. Community resources are materials both natural and man-made found within the community that could enhance teaching and learning in and outside the classroom. According to Mezieobi (1992), community resources are those persons, places and institutions, which desirably enrich the horizon of the student teaching and learning, deepen the social studies content and widen the horizon of the student. To ensure students effective functioning later in their lives, they should be exposed to the realities of their community.

The best way of helping students to learn is to bring them face to face with the world which education intends to introduce to them. This

can be done when real objects in real life situations are presented to them for instruction. Mkpa (2009) noted that, where real life situations are not possible, the alternative is for the teacher to use representation of real life situations. These representations, he explained are materials, devices, and techniques that help the teacher to make realistic approach to his job. These materials help the teacher to convey the intended message effectively and meaningfully to the learners, so that the learner receives, understands, retains and applies the experience gained to reach overall educational goals.

Concept of Teaching

Teaching is essentially concerned with how best to bring about desired learning by some educational activity (Kyriacou 1995). The World Book Encyclopedia (2001) explains teaching as “helping other people learn”. This makes teaching one of the most important ways that enable people to relate to one another as far as knowledge and skills acquisition are concerned. Teaching helps people acquire the knowledge they need to become responsible citizens, to earn a living and to lead useful rewarding lives. Teaching is also said to be a vehicle for

transferring knowledge from one generation to next. Teaching is not a monologue but a dialogue in which one partner is vocal, but the other partner may, by simple participation in the form of a query, partake in the dialogue. According to Bruner (1994), teaching is the ability to impart knowledge to a group of people, or it is to show the way to something or a process. Agun and Imogie (1988) also explain teaching as any interpersonal influence which may be exerted by somebody and which is aimed at changing the ways and behaviour of an individual. Teaching therefore concerns the activity of facilitating learning. So far as consideration of knowledge transfer is undoubtedly important, it is valuable in relation to the extent of quality of learning that is triggered.

Learning

Kundu and Tutoo (2004) define learning as experience gained through modification. Learning is considered an active process and not a passive observation. According to Akimpelu (2008), learning is an activity carried out only by the learner; nobody can learn for another person, a person can learn without being taught. Learning, according to Smith (2009) it is the storage of information that can be reproduced. There is a link or an interaction between the learner and the environment during the learning process. During learning, experience is gained. Without learning all effort of learners and teachers are bound to become purposeless. Also Learning can be describe as a change in human disposition or capability that persists over a period of time and is not simply ascribable to the process of growth. The kind of change called “learning” exhibits itself as a change in behaviour, and the inference of learning is made by comparing what behaviour can be exhibited after such treatment. Learning is a process. It involve changes occurring over a relatively shorter period of time which enables the learner to respond more adequately to the situation. Thus, we learn to play the piano, we

learn fractions, we learn to drive. On the other hand, we grow in intelligence and we grow in moral stature. In some cases, the factor of growth and learning will be so inextricably intertwined that either or both words will need to be used.

True learning produces changes in the conduct (behaviour pattern) of the learner. Every experience produces a change in the mental structure of the learner which in turn affects the conduct of the learner. This, in short, is the goal of learning (Kochhar 2005). The ability to learn however differs from age to age and from individual to individual and that ability to learn involves not only intellectual capacity but also social, economic, perceptual, physical and psychological factors. Human beings learn through their senses. The ability to see, feel, hear, smell and taste therefore provides the means by which an interaction between man and his environment takes place.

Lowenfeld and Brittain (2009) also assert that the development of perceptual sensitivity should become a most important part of the education process. In their view, learning does not merely mean the accumulation of knowledge; it also implies an understanding of how the

knowledge can be utilized. It can be deduced that learning is the process whereby new behaviour is acquired, strengthened or weakened as a result of experience gained in the form of either perception or behaviour. This means that learning is an active and not passive activity that depends on the learner. Learning is a personal involvement, meaning the learner should be able and willing to assimilate the material being presented.

According to Kyriacou (1985), there appears to be three central and crucial aspects to any consideration of student engagement in the activity of learning. These are attentiveness, receptiveness and appropriateness, which are explained in the following sections.

- **Attentiveness:** This relates to the ways in which teachers can elicit and maintain a high level of student attention and concentration by varying the learning activities, getting students actively involved, and utilizing students' interests.
- **Receptiveness** depends in part on the ways in which teachers can make use of the different sources of student motivation towards learning.
- **Appropriateness** refers to the ways in which teachers need to match the learning experience to each student's current state of knowledge and understanding, and at the same time ensuring that the learning activities actually foster the desired educational outcomes. This implies monitoring of students' progress, presenting quick corrective feedback, structuring and presenting activities to facilitate meaningful learning, and ensuring that

cognitive processes being fostered and demonstration of learning required are being appropriately assessed through questioning or tests.

Without realizing it, we learn all kinds of things in all kinds of ways. Everybody learns different things in different ways. How one learns depends on what is to be learned. We learn how to ride a bicycle by doing (kinesthetic learning); make bread by kneading dough with the hands (tactile learning); to sing, play a musical instrument, or appreciate music by listening (auditory learning); and, learn about the movement of the stars and planets by observing (visual learning). Our senses bring all kinds of information to us. The fact that people learn in different ways implies that teachers should not expect all their students to be skillful in learning what they teach in the same way and also have the same abilities in all subjects. What needs to be recognized is that the very nature of teaching imbues the teacher with a background of experience that is quite different from that of the pupil. The circumstances make it necessary for the teacher to attempt to provide actual experiences that will make conceptualization and interpretation possible for the pupils.

Where involvement with actual objects is unsafe, inconvenient or impractical, Farrant (1996) recommends instructional media as useful substitutes for the actual experience. Since ability to interpret is crucial to effective communication, anything that helps pupils make meaning of words will create an understanding of the object of the lesson. The idea is that involvement of the learner in relevant experiences which appeal to the senses is a vital part of the communication process that results in greater interest, correct interpretation, clear understanding and retention of what is learned.

Learning through Community Resources

The term “instructional media” according to romiszowski (1988), refers to devices and materials employed in teaching and learning. It includes hardware like blackboards, radio, television, tape recorders, video tapes and recorders and projectors: and software like transparencies, films, slides, teacher-made diagrams, real objects, cartoons, models, maps and photographs (Opoku-Asare, 2004). Similarly, Scanlan (2003) indicates that instructional media encompasses all the materials and physical means an instructor might use to implement

instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing.

Talabi (2001) asserts that instructional media are generally designed to provide realistic images and substitute experience to reach curriculum experiences. The media are considered the most efficient facilitators in the education set up. They are not substitutes for the teacher. Their use however, calls for an imaginative approach by the teacher who needs to constantly be on the alert for new ideas and techniques to make the lessons presented with different instructional media achieve effective outcomes.

Accordingly some devices are designed to present information of a kind that would not be available in an ordinary school experience. Examples include, films, television, sound recordings. Other types of instructional media have the function to help the pupil grasp the underlying structure of a phenomenon. Visual media are primarily for seeing, audio devices for hearing, and multi-sensory materials for use via two or more senses. Nkuuhe (1995) holds the view that instructional media are all devices and materials used in the teaching and learning process. According to Nyame-Kwarteng (2006), instructional media are the various materials that appeal to the five senses- seeing, hearing, touching, feeling and tasting which enhance teaching and learning. Ogunmilade (1984) also identifies instructional media as devices of hardware (equipment) and software (consumables) through which the learning process may be ensured and carried out. In other words, they are the collection of materials and equipment that can be used effectively for communication. These materials are used in the planning process of giving instruction. Instructional media with its various types affect different senses and act as an integral part of teaching and learning process, and thus helping to

bring about meaningful experiences. In this study, instructional media refers to models, real objects and other materials in addition to the chalkboard and textbooks that are brought to the teaching and learning process to induce understanding.

Types of Community Resources

The following sections describe the different types of instructional media outlined by Farrant (1996), Talabi (2001), Nkuuhe et al (1995), Curzon (2001) (Nyame-Kwarteng, 2006), and literature sourced from the internet.

Chalkboards: Types include movable chalkboards, wall chalkboards (fixed), the roller or pulley system and glass boards made of asbestos sheet in different colours. The roller or pulley system could be used without cleaning the previous one. Movable chalkboards consist of punk plywood board to stand on easels which can either be used indoor or outdoor. Wall chalkboards are usually painted walls which are part of the wall facing the class and made with cement. The board should be cleared with renovator at least twice a year.

The blackboard is considered one of the oldest, cheapest and to a great extent the most used of visual aids. It is useful for building up graphs, diagrams, maps, and the scheme of a lesson as it unfolds. A word or sentence recorded on the board helps provide an emphasis which may be lacking in the lesson. It must be noted that, the size of the chalkboard should be large enough for clarity. While some educational institutions use white chalk on black surfaces, others use dark blue chalk on primrose yellow boards which produce high clarity.

Printed Materials: These are the literary forms of information preserved in autograph or transmitted format. They include exercise books, study guides, handouts and other print materials. They are important because they provide common visual imagery for both instructors and students. They also provide realistic details necessary for visual recognition of important subject material. With these materials teachers are able to often refer to the learning objectives, terminologies, learning outcome, exercises on the introductory page in order to have a better picture of what the learner must know. During the lesson, printed materials offer at least one ‘example’ and one ‘try this’ to enable

learners have hands-on experience in the learning process. They also provide reference materials to refer to at anytime.

Graphics/Charts: These are probably much more available and used and could be easily made by teachers things to consider in using charts include:-

- The chart should be simple, accurate and attractive.
- Consider whether chart is needed and would do better than other resources.
- The type of data and the number of learners to benefit from the charts should be considered.

The various charts include bar charts, organizational charts, pie charts, directional charts, pictorial charts, and flip charts. An appropriate chart should have features such as being simple to see, read and understand. It should not include too much text and should contain relevant materials appropriate for the lass. When the charts are available, the teacher can proceed to plan the over-all arrangements. According to [http://: www audio media.edu](http://www.audio.media.edu), charts and diagrams are used to

graphically represent complex ideas among others. They can be designed to clothe abstraction with greater meaning.

Charts present factual comparative information in the form of pie-chart graphs to focus attention on the features of an object. Charts clamped or fixed together at the top and fixed to a chalkboard can be used in a flip sequence to illustrate the structure of a topic. Different colour contrasts should be considered when arranging and using charts. Wall charts are large pictures with a lot of items used for question-and-answer work, and which are used for discussing the relations of objectives and people.

Graphics involve printed paper announcement or advertisement that is shown publicly. It can be exhibited either to promote a product, event, or educate. It should immediately catch the attention of the specific audience.

Models: Models are additional instructional media and copies of real objects. A model can be an enlargement, a reduction, or the size as the original. It represents a replica of the original, while simplified models do not represent reality in all details. Some models are solid and show

only the outline of the object they portray, while others can be manipulated or operated. Still others, called cut-away, are built in sections and can be taken apart to reveal the internal structure. Whenever possible, the various parts should be labeled or coloured to clarify relationships.

Although a model may not be a realistic copy of an actual piece of equipment, it can be used effectively in explaining operating principles of various types of equipment. They are especially adaptable to small group discussions in which learners can ask questions, is more effective if it works like the original and can be taken apart and reassembled.

Felt board: It could be made from cotton, flannel wool or suede, cloth, by covering up a piece of plywood with the materials mentioned above. It is usually fabric made in plain or twill weave with carded yarns. It is also a relatively warm fabric. These are surfaces onto which illustrations, diagrams, can be fixed simply by placing them in position. These are specialized alternatives to the chalkboard. They can be used with very large groups of people. This is because the prepared material can be made suitably large.

Felt boards come in different sizes, large, medium, small. They are invaluable tools mostly mounted on 4mm corrugated plastic to allow for the most durability and allowing for washing without becoming soggy or molding.

Bulletin boards could also be made of cork, chipboards, and beaverboards. Notice boards found in schools are examples of a bulletin board.

Projected Aids: They are devices for transmitting photographic and other images in an enlarged form onto a viewing screen. They employ a light source and a lens system. Traditional aids in this group include motion pictures, filmstrips, and slides of various sizes. The use of motion pictures and filmstrips has probably declined due to more user friendly media such as video. The instructor should adjust the equipment and lighting before hand and then preview the presentation. Therefore, aside from the chalk or marker board, the overhead transparency and projector are one of the most convenient and cost effective instructional materials.

These can be used to display moving or still pictures. Still projectors include filmstrip, micro-projector, overhead projector, cine projector. Its effectiveness depends on the quality of the projected image. Projected aids consist of three types, namely cine projection, opaque projection, transparent projection. A page of a book, maps, charts, leaves, coins, and several appropriate and inexpensive materials can be projected using the opaque projector.

One of the emanating instructional media gaining some popularity is the overhead projector which can project excellent images. The projector may be used as a chalkboard with the teacher writing with a special pen so that the script is projected in a magnified form as it is being written. The roll can be cleared and used again. It must be noted that, the overhead projector like other media, remains an aid to presentation and does not at any stage in its use, take over the lesson. Overhead transparency frames must be arranged in the order in which they will be shown. An effective use is to reveal a portion of the slide as the content is described to the audience for them not to be overwhelmed by too much information. Learners will comprehend better if data is

presented in stages so that they anticipate what is coming next. **Pictorial Illustrations:** The chief value of a pictorial derives from its air of authenticity in the viewer's mind. Curzon (2005) points out that, pictorials should be studied individually and without haste, and learners should also know why they are studying them. In using them, the teacher should either use waiting time or display them in an open place to offer indirect discussion. Illustrations generally carry more information than line drawings, and are probably more suitable for mature learners. Appropriate photographs, enlarged, mounted in a deep frame and changed periodically, never fail to attract intelligent interest.

Broadcasts: Transmission of series of sound programs for broadcasts, produced with insight and skill into the needs of the target population will satisfy its required needs. This medium can be used by large learners. It also requires careful attention and recordings done by broadcasts who are specialist. The broadcast to be used is preceded by an introduction from the teacher which explains its purpose and place within the instructional scheme.

Tape Recordings: This works on the principle of imprinting magnetic variations on tape to assist in producing electric variations which can be amplified and converted into sound relayed through a loudspeaker. The tape can erase, hence used repeatedly at a low cost. Tapes can be edited by cutting splicing and played-back tape recordings have been used successfully in teaching and learning processes but this requires careful planning. Tapes used alongside textbooks have found useful for revision and review.

The Language Laboratory: This medium allows tape recordings to be used so that a student may imitate what he or she hears, listens to a playback of his voice and enters upon a two-way discussion with the tutor. Under the language laboratory, practicing learning and pronunciation is stressed. It should be stressed here that audio and visual resources should not be overused because the lack of visual stimuli can be boring. It is recommended to bring the media out only when the teacher is ready to use and must be put away not in use. The teacher should stand at one side and use a pointer so as not to block or distract the attention of the learners.

Besides the visual and audio instructional resources described above are audio-visual instructional media that work primarily through the senses of seeing and hearing in particular. Audio-visuals provide a rich medium for communicating complex information. It is vital that the material is shown to the learners beforehand to delete unnecessary or unsuitable content. After being viewed by the class, many different tasks may follow - either to begin a discussion or reports may be written from what is watched on video for instance. This type of instructional media includes the following:

Film: The film remains a potent medium capable of bringing into the teaching situation a wide range of stimuli probably in the influencing of attitudes, intensification of interest and, possibly, increase in the retention of learned material, the film may be a highly effective instructional medium. Careful study of the film or film sequences is required. The rearrangement of the teaching and learning environment (where the college has no separate cinema) is a significant part of the planning processes.

Television Broadcast: Probably, the television as an entertainment medium may have dulled the educational impact of a wonderful technological achievement. More often, the television programme is considered as a mere wall paper unrelated to the syllabus. Lack of visual recording facilities makes television an unreliable aid. Television could help in distance education but where its presentation is not allowed to dominate a lesson scheme, the impact can be remarkable. The resource can be a significantly gain and control the learners' attention. Broadcasts can be recorded for later viewing. It is advantageous to break the programmes into sequences.

Any teacher who has ever asked his class what they saw on the television the night before and noted the feedback given will need little persuasion that this is true. Watching the screen induces a passive acceptance to a rate that print, magazine and radio do not. There is however, a lot of controversy surrounding this most powerful method of mass communication (Levine, 1982).

Video Tape: Video tape may be used to introduce a new topic or point of discussion during one's presentation. Appreciating the different kinds

and qualities of effect which aids can have upon learners is the most crucial step to deriving value from them. It is important to decide what a particular stage in a lesson should cause students to do in order to learn most effectively. It is also vital to think in terms of behavioural objectives as well as designing and choosing an aid which is mostly important to do in terms of its effect on learning. With an objective in mind, a teacher will use an instructional media with greater caution, greater force and with more effect.

The Computer: Computer-based multimedia could include several forms of media-audio, text, graphics, and video or film. With computer-based training, the role of both the student and the instructor change. Students become more involved in their own learning, and instructors may no longer occupy a center-stage position in a typical classroom setting.

The Internet: Forsyth (2001) points out that, the technology and methodology to use the internet as a tool for delivering learning materials are evolving. The nature of the internet technology seems to lead to confusion among the education and training community. Some

view the internet as a technology to deliver information. Others also consider the internet as technology and a delivery tool that needs to be looked at after the educational methodology has been satisfied. It is only through analysis of the educational needs that the use of any instructional device as a delivery tool is supportable.

Community Resources: People are generally drawn to recreation or a myriad of other practical factors. Learning activities are nicely capped off by a picnic on a beautiful spring or autumn day. Schools embark on trips to a hiking trail, on estuary to observe aquatic life at low tide or to the banks of a river for an ecology lesson by resource professional (<http://www.communityresources.edu>).

Learning Resources Centre: A learning resources centre is a storehouse of materials from which people can learn what they want to learn. Resources Centre can also be referred to as instructional media.

The variety of materials listed describe the range of resources that individual teachers could adopt to complement the human voice, gesticulations, tests, examinations, assignments and projects to enhance teacher output and induce learner performance. Obviously, these

materials vary from conventional multi-media communication devices that are imported and therefore mostly out of reach of the average school in Nigeria, to those that can be produced by a teacher or upon a teacher's initiative by their pupils. The use of any of these resources would encourage learners to read, write, listen, view and construct meaning from the lessons taught them.

Reasons for using Community Resources

Otherwise refers to at community resources within the concept of this study in the teaching and learning process is undoubtedly essential. Instructional media are used whenever, in the best judgment of the teacher, it can facilitate learning or increase understanding of material being presented. As the University of Saskatchewan Teaching and Learning Centre (n.d.) asserts, communicating to facilitate learning can be a challenging process, often requiring creative efforts to achieve a variety of implicit instructional goals. Instructional media can help achieve the following goals:

- attracting and sustaining attention
- developing interest

- adjusting the learning climate, and
- promotes acceptance (of an idea).

It must be said that different instructional media exist to meet the different capabilities of learners. Whether for the purposes of seeing or hearing and others for seeing and hearing at the same time, instructional media are intended to bring about meaningful understanding and hence learning. There are certain advantages and disadvantages that have to be considered to ensure their proper selection and use.

Merits of Using Community Resource in the Learning Process

Irrespective of a school's location there are variety of community resources (both human and materials) that could enhance teaching and learning of social studies if effectively utilized.

A resource material could be a stimulus, an object, a person etc which helps the learners in their pursuit of knowledge. According to Fadiye (1995) resource materials help the teacher to promote teaching and learning activities in social studies. Social studies is a subject that depends on the use of variety of resources to ensure that its objectives are realized, hence Obemeata (1986), posited that community resources

promote the effectiveness of instruction and make teaching concrete and real. Aina (1982) shared similar view with the assertion that community resources enrich the class programme. It contributes directly to effective teaching and learning because students see, touch and feel what is being taught.

Social studies is a community centered course and derives its necessary resources from the community. The strength of community resources in teaching social studies rest on the opportunities it gives to student to learn through their sense organs as well as the image of the concept learnt. Thus it arrests the attention of the learner leading to high level of comprehension. According to Hoban and Zissman (1988), the level of audiovisual materials is a function of their degree of realism. The authors arranged various teaching method in a hierarchy of greater abstraction beginning with the total situation culminated in words at the top of the hierarchy in the diagram (below) whereas the total situation involves much concreteness of the teaching-learning situation, words only convey little or no concreteness in the teaching and learning process.

Effective utilization of community resources in learning situation involves not only the senses of hearing but also that of sight and touch. Hence Multz (1985) holds the view that for effective and efficient learning to take place the use of community resources is necessary. He stated thus: “community resources properly utilized will enable pupils acquire new skills and improve their former skills for greater height”.

The use of community resources inculcates in the learners that the source of knowledge is wider than that of the teacher and library. It is an opportunity for the teachers and learners to utilize the available local resource in their environment as this increases the stock of instructional materials in schools through improvisation or model. The use of appropriate instructional materials in the teaching and learning of social studies also bring about visual representation of concepts in students’ mind. It makes the subject not only descriptive but also more real by imparting images in their minds and causing them to think and be creative. In the words of Wilson (1979), instructional materials are to the teacher just as weapons are to the soldiers. The overwhelming power of instructional materials provides scientific bases for conceptual thinking.

In social studies it offers experience, which stimulates self activity on the learners. The use of community resource also promotes intellectual growth and vocabulary development.

It could also be said that another merit of using community resources lies in the fact that they help students to transfer knowledge from one situation to another. It provides stimulant for perceptual learning and at the same time, helps to stimulate creativity as well as the spark for creative expression on the part of the learner. Hence

Suchman (1996) contends that instructional aids are not only beneficial to bright students but also to slow and turned off learners. Finally Ogunmolade (2004) asserts, that the use of instructional materials arrest the attention of the learners, motivate learning, makes learning more stimulating and intellectually rewarding.

Further Relevance of using Community Resources in Teaching and Learning Social Studies in Schools

Talabi (2001) and Adeyanju (1999) have outlined important advantages that are associated with instructional media and they are as follows:

- There is standardized information delivery. Each student sees and learns the same message, hence forming the basis for further study, practice and appreciation.
- Attention is ensured through the use of community resource. Members are therefore kept informed. The clarity and coherence of a message, the attractiveness of changing images, the use of certain special effects, as well as the impact of ideas that can create or cause effect, cause an audience to laugh or be thoughtful, contributing to the motivational and interest-calling aspects of media.
- The quality of learning can be improved through careful integration of pictures and words. Community resources can communicate elements of knowledge in a well-organized, specific and clearly defined manner. Through much effort from students, learning can be expected to reach an acceptable competency level.
- Learning can be enhanced since there is reduction of repeated information. This enables important aspects of lessons to be delved into.

- Learning becomes interesting. Thus, alert instructors are continuously searching for refreshing ways of generating and expanding interest. This is because data presented represent situations, and pose questions in exciting ways.
- They extend the scope of experience. For example, by using various media, concepts can be taught through real life demonstrations.
- Instructional media help to supply a concrete basis for conceptual thinking while increasing learner's interest. This means that the media help to stimulate self-activity in learners, making learning more permanent.
- Community resources enhances retention and transfer of knowledge and support learning through examples and visual elaboration.
- New content, experiences and expectations could also be presented through the use of instructional media, leading to efficient preservation of records and documents and experiencing materials that could have looked far-fetched.

- Through the use of media such as LCD projectors, knowledge and information is able to reach a lot of people simultaneously (Ogunmilade, 2012).
- Community resources are capable of focusing attention on whom and what is important and interesting thereby raising aspirations and whetting the appetite of the learners. This is critical in promoting distance education across various disciplines and almost all forms of education and training, be it formal, informal or non-formal.
- Instructional media also serve as the means of expressing the psychological dimension of life, since without using media it would be very difficult to find expression for certain states of matter.

Powell (1978) explains that some ideas cannot be reliably communicated through books. For example, music must be heard, paintings seen, perfumes smelt and wines tasted. Some learners learn things either by reading or hearing and others by combining the senses. Powell notes that experiences such as seeing the way colours change in

bright light cannot be learned by reading a text but by experiencing in a different way. This is why understanding media must be employed in understanding of the concepts of all settings particularly where children are involved. Observing how things grow “smaller” with distance will help learners develop a keener perspective and hence responsiveness to their world.

Harford and Baird (1997) state that instructional media convey information more effectively if time is spent planning their design and explains that what is used in the learning environment should directly be relevant and appropriate to the local community. This means that any media used should reflect what exists in the learner’s immediate environment. The authors also hold the view that instructional media will enhance students’ learning if a well balanced preparation is made for a particular task. This is likened to prescribing the correct medication and dosage to suit a particular medical problem. Agun and Imogie (2013) note that unless the teaching strategy which is appropriate at a given stage requires imparting information or knowledge in a mode beyond the natural capacities of the teacher, instructional media are unlikely to be of

value to the lesson. They indicate that aside the importance associated with the use of instructional media, there are certain things instructional media cannot do either directly or indirectly, even though they can help in a number of ways.

Since effective teaching depends upon the success of communication between teachers and their pupils, it is critical that teachers adopt more creative ways to ensure that all the students in their classrooms understand what is taught them. By inference, learning will be more effective for all pupils if teachers at all levels can make innovative changes in their teaching methods and classroom practice so that they become “helpers” and “supervisors” who creatively manage the learning situation to achieve the aims of their lessons instead of acting in their conventional role as “fountains of knowledge”.

By creatively administering and controlling the type of instructional resources used, the teacher is more likely to achieve the difficult task of combining class control with sustained pupils’ level of concentration to optimize teaching and learning objectives. For this reason, the use of instructional media can aid interpretation by focusing

attention to imagery or objects that represent and explain the words used and thereby creating a firm understanding of the situation and promoting retention of such information.

Constraints to the Use of Community Resources in Teaching

In spite of the numerous resources available in the community, most teachers still ignore the use of community resources. According to Ofeogbu (1992), most community resources are well protected and guided by rule and regulations, these discourage the teachers. Imafidon (2008) shared similar view where he said most community resources such as the village shrine are too ugly for the learners to view. The learners could not focus attention on the particular field to the matter, so its ugly nature of the shrine opined that teachers do not use community resources because mere looking at the shrine sometimes frightens students and coupled with the odour coming from the shrine may lead to having nightmare.

Some teachers do not like to use the community resources because of the inconveniences and expenses attached which many school principals are not prepared to finance. This might have influenced

Akinbode's assertion (1989) that teachers do not use community resources because there is problem of financing when students want to travel to community places of interest on field trip. Ukadike (2003) shared the above view when he observed that money is needed to buy refreshment and gift for resource persons. Similarly this might have stimulated Brown, Levis and Hardcroad (2008) to stress that money is required for purchasing hospitality and transport fare for the resource persons.

The desire to complete the scheme of work for specific examination and time allocated for the teaching of social studies in the school timetable often prevent teachers from making use of community resources in the teaching and learning process. This is in harmony with Uzeozi (1981) that time allocated usually between 40-45 minutes lesson periods, leads to disruption of the school plan. According to Adedoyin, Aina, Obilo Ahmadu (1982), teachers do not use community resources because it interferes with the school timetable and also some amount of money is needed to run it. In supporting the above views, Imogie (2013) opined that the usual 40-45 minute lesson period might be grossly

inadequate and unrealistic for the learners or even the teacher. According to Osakwe and Iteiyere (1993) timetable adjustment may be a problem as this can disrupt the plans for attending a community resource place. This is in harmony with Jarolimek (2011) who asserted that teachers do not use community resources because of the systematic nature of the scheme of work. Furthermore, teachers are constrained from using community resources because it requires a long time planning on the part of the teacher. According to Anikpo (1990), it is at times difficult to get a suitable and willing resource person in the community. This is true to some extent because, lack of incentive from school authorities discourage the resource persons as well as teacher from organizing field trips for students. In view of the aforementioned, Ogunsanya (1984) stated that to look for a suitable and willing resources person is time consuming. Most resource persons might be suitable but they are sometimes unwilling to teach the student, so most social studies teachers see it as time wasted. The failure of a resource person to honour an invitation at the last minute often disrupts an entire school day programme. According to Fadenye (1995) unforeseen disappointment

may rise due to some social or health problems that could surface at the last moment.

An important problem, which is often neglected is the training of the teachers “what we see, we remember”, “what we take part in, we understand”. The use of community resources increase the performance of student in that initial learning process and also information is gained for practice. It is true, that teaching at its best, is the stimulation and direction of learning. The interplay of looking and hearing clearly influence how well people learn. The above is the position of Whiffich and Chuller (2003). Furthermore, Piaget (2004) contends that the true cause of failure is essentially the fact that we begin with language mislead of beginning with material action, with the use of teaching aids, teaching becomes easy and the competence of teacher increases. In supporting the above view, Olusun (1966) opined that it enables the teacher to convey to the class, the degree and depth of comprehension which could have been impossible to achieve through the spoken or printed words alone.

The researcher is of the view that community resources when effectively used in the teaching process makes learning concrete. They therefore serve as laboratories, which have unique features and could promote the teaching and learning of social studies, implant pictures, images very vividly in the minds and memories of students by bringing abstract concepts into concrete concepts. Community resources prevent the classroom from being isolated from the rest of the community. According to Ahamada (2003) and Ukadike (2003), the use of community resource person can help motivate learning and ensure clear understanding of the topic being taught or discussed since the resource person is a specialist in his or her field of specialization.

The use of community places of interest, strengthened the school community relationship since students are made to appreciate the fact that the community plays a vital role in their life and education.

Hence Olesun (1993) opined that the community has brought positive ideas not only to the school children but also to the world in general, in the sense that, the news we hear everyday is the community making us to be aware of what is going on in other communities.

Learners therefore obtain first hand information that is, in most cases, yet to be documented in textbooks from the resource persons. This is in harmony with Washington (1985) assertion that the use of community resources has enabled most student to get more access to their community outside school. He further postulated that it is an important element in the development of good citizens.

Most teachers do not know where to locate community resources and how to use them due to poor training and lack of enthusiasm with the use of community resources, in the sense that, most of them are not committed to the profession. Hence Obemeata (2002) opined that most of our social studies teachers are not well informed about the usefulness of community resources. The changing role of a teacher from that of imparting knowledge, values and skills but allows them to go through the process of constructing knowledge with minimal teacher's interference. Glatter et al (1988) observed that teachers frequently do not see the need for a change that is being advocated, and are not clear about what they ought to do differently in the classroom, and find community resources impractical or unavailable. This is in consonance with Klein

(1970) that resources which are or not practical to use contribute to the reason why majority of the teachers refuse to make use of them.

Further Constraints using Community Resources

In spite of the advantages associated with the use of instructional media, Agun and Imogie (2013) indicate that there are some difficulties associated with their use. These include the following:

- Bureaucracy and delay at the Ministry of Education in providing the needed financial and technical resources to provide media in educational institutions. This leads to lack of sufficient materials to use.
- Not many teachers see the need for community use in the classroom.
- Lack of adequate personnel to train teachers to use community in schools.
- Lack of enough patronage from heads and supervisors of educational institutions for community usage.

- The impression that new technology would replace teachers makes some teachers to see instructional community resources as threats.
- Lack of flexible curricular to incorporate the appropriate teaching and learning materials.
- Inadequate time and laziness on the part of teachers to use community resources. Though they have some weaknesses; the variable benefits the community how ever they it should be overlooked.

It could be deduced from the discussion that though the use of instructional media positively affects teaching and learning, the characteristics of the learner should be looked at so that individual learning differences could be addressed. Although it cannot be said that every school is endowed with every item described earlier, it is possible for teachers at all educational levels and in particular, those who teach young children and adolescents to endeavour to use whatever resource is

available in their classrooms and school environment to give concrete meaning to their lessons.

This however, depends on the schools being adequately stocked with these resources and teachers being trained to acquire the technical skills and knowledge needed for appropriate use of both the low-and high technology media, and also monitored to effectively adapt whatever is available to them to bridge the gap between teaching and learning, and thereby enhance the academic achievement of the young adolescents in Junior High Schools and prepare them for higher education and the job market.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter shows the research method and procedures used in carrying out this research study. The description of the procedure falls under the following subheadings:

1. Research Design
2. Population of the Study.
3. Sample and Sampling Procedure.
4. The Research Instrument.
5. Validity of Instrument.
6. Administration of Questionnaires.
7. Method of Data Analysis.

Research Design

For the purpose of this study, the research design employed includes the survey and descriptive research designs. It is a survey research design in that the employees of bank comprising of managers and their sub-ordinates were surveyed and structured questionnaires

administered to them in order to elicit their opinion on the subject matter being investigated. The outcome of their responses are collated, analyzed and described with a view to making inferences. These designs form the basis upon which the data to be generated shall be analyzed and then generalized in order to arrive at a meaningful finding.

Population of the Study

The population of this study consists of all junior secondary school social studies teachers in Oredo Local Government Area of Edo State. The total number of social studies teachers in the thirty three (33) junior secondary schools in Egor Local Government Area was eighty nine (89) consisting of professional and non professional social studies teachers. (Ministry of Education Official Record, 2013).

Sample and Sampling Technique

For the purpose of this study a total number of eighty (80) teachers were selected from 20 secondary schools, both private and public owned secondary schools in Oredo Local Government Area. The researcher used convenient random sampling techniques in selecting the schools, and four teachers were selected from each school.

Research Instrument

The research instrument for data collection was a questionnaire. The questionnaire consist of two sections, A and B. Section A contains items that could obtain demographic information/personal data of the respondents. While section B contain items on the social studies teachers perception of the constraints to the use of community resources for teaching. The items are Likert in nature with the response options of strongly agree, agree disagree and strong disagree. Teachers will be scored 4 for SA, 3 for A, 2 for D and 1 for SD. Option for positive items when the items are negative, the scores will be in 1, 2, 3, 4, for SA, A, D and SD option respectively.

Reliability of the Instrument

To determine the reliability of the instrument the test – re-test method was used to determine the stability of the instrument and the Combach alpha was used to determine the internal consistency. A coefficient of 0.67 was obtained.

Administration of Research Instrument

The questionnaires were administered to the respondents by the researcher through personal visits to the selected schools where teachers were sampled for the study. The administered questionnaire were completed and returned immediately and others in a later date.

Method of Data Analysis

Data collected for the study were subjected to statistical analysis using simple percentage table to enhance quick and easy understanding the hypotheses raised were tested using chi-square, a component of non-parametric test. In order to assess the level of social studies teacher's perception of the constraint to the use of community resources for teaching, the level of significance will be at 5% (0.05).

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION OF RESULTS

This chapter present the data analysis and discussion of findings in the following way.

Research question 1: are social studies teachers in schools aware of available community research for the teaching of social studies?

In attempt to provide answers to the above research questions, items 1-12 in the questionnaire are used.

Table I:

S/N	Items	SA	A	D	SD
1	Trained and qualified human resources are necessary in the teaching of social studies.	4.6 47.92%	21 21.889	18 18.75%	15 15.63%
2	The community, where the school is situated has enough resources for use in social studies teaching.	31 32.29%	4 4.17%	53 55.21%	8 8.33%
3	Social studies teachers are not often aware of resources centres in teaching and learning of social studies.	22 22.92%	4 4.17%	26 27.08%	44 45.83%
4	Social studies teachers often neglect the use of pictorial illustrations in the teaching and learning of social studies.	29 30.21%	15 15.63%	36 37.50%	16 16.67%
5	Community resources enhance students performance in social studies.	22	39	20	35
6	Community resources are vital in the successful implementation of social studies curriculum.	22.92%	40.63%	20.83%	36.40%
	Average total	28.99%	21.88%	30.90%	22.39%

Source: respondents field survey, 2014.

From the above table, all the responses, respondents put together in attempt to provide answer to the research questions indicates 30.90%

disagreed that social studies teachers in schools are aware of available community resources for the teaching of social studies while 21.88% of them agreed otherwise. Examples of such community resources encompass models,

Tape recording language laboratory film, television broad east, e.t.c

Research question 2: are social studies teachers aware of the value of community resource in the teaching of social studies?

Items 14 in the questionnaire are used to provide answer to the research question raised in the study. The analyses are made in the table below:

Table II:

S/N	ITEMS	SA	A	D	SD
7	Community resources deepen and enhance the social studies content taught to students.	30 31.25%	22 22.92%	19 19.79%	25 26.04%
8	The use of community resources in teaching social studies strengthens the community relationship.	33 34.37%	45 46.87%	6 6.25%	12 12.5%
9	The use of community resources, better understanding of environment by the students using	50 52.08%	12 12.5%	20 20.83%	14 14.58%

	community resources.				
10	Using community resources in classroom broadens teachers and students perception in the teaching and learning processes.	27 28.12%	34 35.41%	19 19.79%	16 16.66%
11	Teachers do not often use community resources to teach social studies because they are not readily available.	40 41.66%	24 25%	26 27.08%	6 6.25%
12	Insufficient community resources affect the teaching of social studies in schools.	37 38.54%	35 36.45%	20 20.83%	4 4.16%
13	The desire to complete the scheme of work for the term prevents teachers from using community resources.	25 26.04%	47 48.96%	20 20.83%	14 4.16%
14	Long term planning for the use of community resources affects teachers use of community resources.	20 20.11%	31 32.55%	18 18.75%	27 28.12%
	TOTAL	34.11%	32.55%	19.2%	14.05%

The above table shows that 34.11% strongly agreed that social studies teachers are aware in schools of the value of community resources in the teaching of social studies, 32.53% agreed, 19.26% disagreed to the question raised.

Research question 3: do social studies teachers differ significantly in their perception of the constraints in the use of community resources?

Using item 15-20

S/N	ITEMS	SA	A	D	SD
15	The distance to the community hinders the use of community resources.	24 25%	29 30.21%	32 33.33%	11 11.46%
16	The rigidity of time-table hinders use of community resources.	12 12.5%	8 8.33%	60 62.5%	16 16.66%
17	The use of community resources is time consuming.	1 1.04%	17 17.71%	21 21.88%	57 59.37%
18	Community resources such as libraries, museums are not easily accessible to social studies teachers.	18 18.75%	20 20.83%	30 31.25%	28 29.16%
19	The use of community resources help to reduce abstract concepts into concrete for students understanding.	32 33.33%	15 15.63%	31 32.29%	18 18.75%
20	The use of community resources breaks the monotony of the teachers as it adds variety to learning during visit to resource places.	64 66.66%	24 25%	6 6.25	2 2.08%
	Total	26.21%	19.62%	31.25%	22.91%

Discussion of Findings

Under this section, the findings made from the analysis of the respondents indicates 30.90% on the average social studies teachers not aware of available community resources for the teaching of social studies in schools. This may be due to non-provision of the community resources and hence the neglect of those resources that could cride the teaching of social studies in schools. This finding is in tandem with that of Agun and Imogie (2009) where they pointed out that where social studies teachers are having adequate knowledge of what it takes to teach the subject, they may not be aware of those resources.

Answer and made from the respondents in table 2 above reveals that 34.11% strength by agreed social studies teachers are aware of the value of community resources in the teaching of social studies.

Community resources deepen and enhance students, performance in social studies, it is vital in the successful implementation of social studies curriculum; and it also enhances the social studies content taught to students. The respondents submitted that the use of community resources help to reduce abstract concepts into concrete for students

understanding. The various findings made that are related to the research questions are quite revealing; and they correlate in one way or the other with that of prior researchers. Aina (1982) shared similar views when he asserted that community resources enrich the class programme, contribute directly to effective teaching and learning because students see, touch and feel what is being taught. The findings made also flow in the direction of Obemena (1986) where he posited that community resources promote the effectiveness of instruction and make teaching concrete and real.

Items 15-20 in the questionnaire were used to answer the resource question 3 in this study. The responses of the respondents are divergent and vary. The maximum average response was 31.25% indicating that the respondents in the secondary schools visited disagreed that social studies teachers differ significantly in their perception of the constraint in the use of community resource. 26.21% strongly agreed, 19.62% agreed to it while 22.91% strongly disagreed; implying that social studies teachers actually do not differ significantly in their perception of the constraint in the use of community resources. The results obtained in this study

are different from that of previous researchers for instance, Adedoyin, Aina, Obilo and Ahmadu (1982) point out that teachers do not use community resources. Because it interferes with the school timetable and also source amount of money is needed to remit. In contradiction to Imogie (2013), it was stated that the usual 40-45 minutes lesson period might be grossly inadequate and unrealistic for the learners or even the teachers.

Osakwe and Iteiyere (1993) stressed that timetable adjustment may be a problem as this can disrupt the plan for attending a community resource place.

This study finding is also in harmony with Yerolimek (2011) who asserted that teachers do not use community resources because of the systematic nature of the scheme of work. The robust findings made in attempt to proffer solution to the research question speak volume of positive affirmation of numerous prior researchers such as Anikpo (1990), Ogun Saaya (1984) and fadenye (1995).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study examined social studies teachers perception in the teaching and learning of social studies in some selected junior secondary schools in Egor Local Government Area of Edo State. Investigation of the research topic began with a background, indepth literature review was made in the chapter two. Method used to undertake the study was emphasized in the chapter three while the detailed analysis made were in chapter four.

The findings made were that

- (a) Social studies teachers are aware of available community resources for the teaching of social studies.
- (b) Majority of the respondents submitted that they much aware of the value of community researcher in the teaching of social studies.
- (c) It was ascertained that social studies teachers to not differ significantly in their perception of the constraint in the use of community resources. The tests of the three hypotheses a much more the very objective identified in the beginning of the study.

Conclusion

Based on the findings of this study, is hereby concluded as follows:

That there is no significant difference between the professional and non-professional teachers on their awareness and value of community resources. This means they have the same perception, awareness and value for community resources. By this it means both the professional and non-professional teachers will not be having problem with the use of community resources in the teaching and learning of social studies in the junior secondary school.

Recommendations

The following recommendations are hereby made for the study:

1. There should be full-scale implementation of the use of community resources in the teaching and learning of social studies in the junior secondary school.
2. Social studies teachers should be encouraged to use community resources as it enhanced the teaching and learning of social studies.
3. However, in-service training should be given to non-professional teachers of social studies on the use of community resources.

4. There should be vehicles and transportation, provided by the school principal to enable students and teachers move around in the community.
5. There should be reputed journal and textbooks devoted to community resources to enable teachers and students learn the skills of community resources.
6. The social studies curriculum should be reviewed in a way that it can accommodate the use of community resources.
7. It should be made compulsory for both professional and non-professional teachers to make use of community resources in the teaching and learning of social studies.

Recommendations for Further Study

1. Similar studies should be carried out elsewhere to prove the genuineness of the study.
2. The attitudinal disposition of other stakeholders in education like policy makers, parents, community leaders, professional associations, should be investigated on the use of community resources.

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QUESTIONNAIRE

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND
CURRICULUM STUDIES, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY**

Dear Sir/Madam,

I am final year student of the above named institution conducting a research on “Social Studies Teachers Perception on the use of Community Resources in the Teachers/Learning of Social Studies in partial fulfillment of the requirement for the award of Bachelor Educational Psychology and Curriculum Studies,

It will be appreciated if you will kindly spare few minutes of your time to complete the questionnaire.

I wish to assure you that your answer will be treated in strict confidence and for the academic purpose.

Yours faithfully,

Ezenagu Nkechi Priscillia

Instruction

Please respond to the following items as accurately as possible by ticking the appropriate column SA for Strongly Agree, A for Agree, U for Undecided D for Disagree and SD for Strongly Disagree.

SECTION A: Teacher’s Personal Data

Name of

School:.....

Class:-J.ss I J.ss 2 J.ss 3

Teaching Experience:- 0-5Yrs 6-10Yrs 11-15yrs
 16yrs and above

Qualifications:- TC II/INCE OND/PGDE HND/B. Ed
 M.ED Others

S/N	ITEM	SA	A	D	SD
1	Trained and qualified human resources are necessary in the teaching of social studies.				
2	The community, where the school is situated has enough resources for use in social studies teaching.				
3	Social studies teachers are not often aware of resources centres in teaching and learning of social studies.				
4	Social studies teachers often neglect the use of pictorial illustrations in the teaching and learning of social studies.				
5	Community resources enhance students performance in social studies.				
6	Community resources are vital in the successful implementation of social studies curriculum.				
7	Community resources deepen and enhance the social studies content taught to students.				
8	The use of community resources in teaching social studies strengthens the community relationship.				
9	The use of community resources, better understanding of environment by the students using community resources.				
10	Using community resources in classroom broadens teachers and students perception in the teaching and learning processes.				
11	Teachers do not often use community resources to teach social studies because they are not readily available.				
12	Insufficient community resources affect the teaching of social studies in schools.				
13	The desire to complete the scheme of work for the term prevents teachers from using community resources.				
14	Long term planning for the use of community resources				

	affects teachers use of community resources.				
15	The distance to the community hinders the use of community resources.				
16	The rigidity of time-table hinders use of community resources.				
17	The use of community resources is time consuming.				
18	Community resources such as libraries, museums are not easily accessible to social studies teachers.				
19	The use of community resources help to reduce abstract concepts into concrete for students understanding.				
20	The use of community resources breaks the monotony of the teachers as it adds variety to learning during visit to resource places.				