

**INFLUENCE OF COMMUNITY RESOURCES ON THE TEACHING OF SOCIAL STUDIES
IN UPPER BASIC SCHOOLS IN ILORIN METROPOLIS**

BY

JOSEPH ESTHER ENIOLA

KWCOED/IL/22/0945

AND

JIMOH AISHAT OMOWUMI

KWCOED/IL/22/0944

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(N.C.E)

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CERTIFICATION

This is to certify that this research work was carried out by Joseph Esther Eniola and Jimoh Aishat Omowumi with Matric Number: KWCOED/IL/22/0945 and KWCOED/IL/22/0944 of the Kwara State College of Education Ilorin. IN PARTIAL FULFILMENT OF PART OF REQUIREMENTS FOR THE AWARD OF NIGERIA CERTIFICATE IN EDUCATION (N.C.E)

Mr. Hammed T. F

Name of Supervisor

Signature

Date

Dr. B.K Saba

Head of Department

Signature

Date

DEDICATION

This project work is dedicated to Almighty God,

ACKNOWLEDGEMENTS

I give thanks to God Almighty for saving me through my three years programme and also for his protection over my life. I say a big thank you Father.

I also give thanks to my Project Supervisor in the person of Mr. HAMEED T.F for his guidance concerning my project and to other lecturer's, I pray you shall all live to eat the fruit of your labour. (Amen).

I also give thanks to my parents Mr. Joseph Abiodun and Mrs. Jimoh for their support both morally and financially throughout my course of study, I pray that May Almighty God bless you abundantly. I will be ungrateful if I didn't acknowledge my siblings contribution for their moral support and financial assistance towards my academic achievements, I pray the lord shall answer all your silent prayers and you shall live to eat the fruits of your labour.

TABLE OF CONTENTS

Title Page	I
Certification	II
Dedication	III
Acknowledgement	IV
Abstract	V
Table of Content	VI
CHAPTER ONE INTRODUCTION	
Background to the Study	1
Statement of the Problem	4
Objective of the Study	4
Research Questions	5
Significant of the Study	5
Scope of the Study	8
Delimitation of the Study	9
Definition of the term	9
CHAPTER TWO REVIEW OF THE RELATED LITERATURE	
Nature of Instructional Materials	11
Important of Instructional Materials	12
Teacher Education and Competence in the use of Instructional Materials	14
Problem Associated with Instructional Materials	19

Appraisal of Literature Reviewed	21
CHAPTER THREE: RESEARCH METHODOLOGY	
Research Design	26
Population	27
Sample and Sampling Techniques	27
Research Instrument	27
Validity of the Instrument	28
Reliability of the Instrument	28
Procedure for Data Collection	29
Data Analysis Technique	30
CHAPTER FOUR RESULTS AND DISCUSSION	
Introduction	31
Method of Data Analysis	31
CHAPTER FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary	39
Conclusion	40
Recommendations	41
REFERENCES	43

ABSTRACT

This study investigated the influence of community resources on the teaching of Social Studies in upper basic schools in Ilorin Metropolis. The study aimed to explore how community resources, such as local experts, cultural institutions, and physical environments, can be leveraged to enhance the teaching and learning of Social Studies. A mixed-methods approach was employed, combining both quantitative and qualitative data collection and analysis methods. The findings revealed that community resources play a significant role in promoting student engagement, motivation, and understanding of Social Studies concepts. The study also identified challenges and limitations in utilizing community resources, including lack of awareness, inadequate infrastructure, and limited collaboration between schools and community stakeholders. The study's findings have implications for educators, policymakers, and community stakeholders, highlighting the need for increased collaboration and innovative approaches to integrating community resources into Social Studies education.

CHAPTER ONE

INTRODUCTION

Background of the Study

Social studies education plays a crucial role in fostering civic awareness, cultural understanding, and critical thinking among students. It encompasses various subjects, including history, geography, economics, and sociology, which collectively aim to prepare students to become informed and active citizens. In upper basic schools, social studies not only enhances students' academic knowledge but also encourages them to engage with their community and the wider world.

Despite the recognized importance of social studies, many teachers face challenges in delivering engaging and effective instruction. One significant factor that can enhance the teaching and learning of social studies is the availability and use of community resources. Community resources refer to the various material and human assets within a local area that can enrich educational experiences. These resources include libraries, museums, historical sites, local organizations, and community events, which can provide

students with real-world contexts and experiences related to their social studies curriculum Ezege (2021).

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. Social Studies according to Ezege (2021), was therefore introduced as an integrated discipline to make education real to life. Social studies was also introduced into the Nigerian School System to achieve one of the philosophies of Nigerian education as indicated in the National Policy on Education (2022) which is "the development of the individual into a sound and effective citizen". The realization of this objective through social studies is possible since the subject is an integrated programme which is taught and learnt. Social studies looks at all aspects of the life of the child in the society.

It is further stated in the National Policy on Education (2022) that the essence of education is to achieve the inculcation of national consciousness

and national unity; the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society. All these, according to Ezegebe (2021) involve the development of modern democratic values which are taught and learnt in social studies because of its broad based scope. 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. Brown (2022) pointed out the vital role of the teacher in the curriculum process when he notes that:

The curriculum can be a great success or a dismal failure, depending on the teachers. They are the key persons who alone can make the curriculum design achieve whatever it was designed to achieve... (pg. 19).

No matter how strongly motivated a nation may be in desiring to provide education for its citizens irrespective of the financial resources and the good will, the effectiveness of the system ultimately depends on the

quality of the teachers that operate it. It is the teacher who translates societal values and aspirations to practical lessons in the class. Several educators amongst who are Coombs (2020), Fafunwa (2022), Fayemi (2021) and Ukeje (2020) have written on the vital role of the teachers as implementers of the curriculum. According to them, whatever abilities are available, whatever content is presented for teaching, whichever kind of environment the school is situated and whatever kind of pupils are given to teach, the important and vital role of the teacher cannot be over-emphasized. Teachers represent a large proportion of the input of an educational system. Instructional materials are also 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. Audio-visual materials supplement and consolidate what is read in textbooks and journals. An important, 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. A careful examination of the Nigeria primary and 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.

The acceptance of the above assertion will lead one to ask whether secondary school students of social studies are expected to sit down in the classroom and listen to the teachers' definition of lake or hill or go out to observe these features and how man's activities shape and reshape them. Effective utilization of community resources in the teaching and learning of social studies is one of the ways through which the objectives of social studies can be achieved.

According to Mezieobi (2021) social studies teachers should move away from reliance on textbook and other reading materials and as an alternative to the textbook disease turn attention to participative approaches in social studies instruction which are inductive and problem-solving oriented and encourage discovery, creativity and reflective inquiry which cannot be

inculcated through sheer reading of social studies textbook and other reading materials. 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. Effective interactive process demands appropriate utilization or commitment of instructional materials and resources. According to Fadeiye (2020) resources could be a stimulus, an object, a person, etc which helps the learners in their pursuit of knowledge in social studies.

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 (2020) 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. To ensure students effective functioning later in their lives they should be exposed to the realities of their communities.

Instructional materials and community resources can be grouped into two categories namely conventional resources and grouped into broad categories, human resources and non human resources. Human resources refer to the use of individuals who serve as resource personnel within urban and rural communities. A resource person is an expert or knowledgeable person in an area of specialization who is invited to or is visited for explanation and dissemination of information. Human resource includes the following: community leaders, farmers, hunters, priests, librarians and postman, police officers, doctors, legislatures, amongst others. The non human resources include: health institutions e.g. hospital, clinics and maternities; museum, amongst others.

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.

Community resources therefore serve as panacea for the inadequate supply of instructional materials. According to Meziobi (2021), they help to expose the students to the realities of their environment or community and make them have direct experiences, which will help to concretize the social studies content that have been taught. It breaks the monotony of the teacher as it adds variety to learning during visit to interest acquaint learners with their social and physical environment, as well as strengthen the school community relationship. In addition, students can serve the community in projects ranging from helping senior citizens to clearing up local parks. Community service provides a bridge between students and the community and can be an important resource in building toward the goal of citizenship. The students are made to appreciate the fact that the community plays vital roles in their lives and education.

Statement of the Problem

While textbooks and classroom instruction remain fundamental to social studies education, relying solely on these methods may not adequately engage all students or cultivate a deeper understanding of the material. Many

educators struggle to find innovative ways to connect theoretical concepts with practical applications. Community resources have the potential to bridge this gap by offering diverse learning experiences that resonate with students' lives. However, there is limited research on how effectively these resources are utilized in upper basic school social studies classes and the impact they have on teaching practices and student learning outcomes.

Objectives of the Study

The primary objectives of this study are to:

- Examine the types of community resources available for teaching social studies in upper basic schools.
- Investigate how teachers incorporate community resources into their social studies instruction.
- Assess the impact of community resources on student engagement and learning outcomes in social studies.

Research Questions

To guide the investigation, the study will seek to answer the following research questions:

1. What community resources are available to teachers for social studies education in upper basic schools?
2. How do teachers perceive the effectiveness of these resources in enhancing their teaching practices?
3. In what ways do community resources influence student engagement and learning in social studies?

Significance of the Study

The study on the influence of community resources on the teaching of social studies in upper basic schools in Ilorin Metropolis is significant for several reasons: Improving Teaching and Learning the study's inform strategies to improve the teaching and learning of social studies by leveraging community resources, making the subject more engaging and relevant to students' lives. Enhancing Community Engagement The study highlight the

importance of community involvement in education, fostering partnerships between schools and community organizations to enhance the learning experience.

Scope and Limitation of the Study

This study will focus on upper basic schools within Ilorin Metropolis. The research will primarily involve teachers of social studies and may include input from students and community resource representatives. While the study seeks to explore various types of community resources, it will not cover all possible resources or educational strategies, as the focus is specifically on social studies instruction.

Definition of Key Terms Used

- **Community Resources:** Local assets that provide support and enrichment for educational activities, such as libraries, museums, historical sites, and local organizations.

- **Social Studies:** An academic discipline that explores human society and social relationships through subjects such as history, geography, and economics.
- **Upper Basic Education:** The stage of education typically covering grades 4 to 9, focusing on foundational knowledge in various subjects, preparing students for secondary education.
- **Teaching and Learning:** Teaching and learning refer to the processes of imparting knowledge, skills, and attitudes to students, and the acquisition of these by students, respectively.
- **Influence:** Influence refers to the impact or effect that community resources have on the teaching of social studies, including the methods, materials, and outcomes of instruction.
- **Utilization:** Utilization refers to the act of using community resources to support teaching and learning, including planning, implementing, and evaluating instructional activities.

CHAPTER TWO

REVIEW LITERATURE

Theoretical Review

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 authors 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. More specifically, it was emphasized on the works of these authors 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. There are many literatures on the utilization of instructional resources for effective teaching and learning.

Eshiet (2019) opined for effective teaching, the four elements viz curriculum, teacher, students and facilities have to be involved. Momoh (2020) carried out a research on the effect of instructional resources on students' performances in WASC examination in Ogun State. He correlated material resources with academic achievements of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in teaching in five schools. The achievement of students in WASC examinations for the past five years were related to the resources available for teaching each of the subjects he concluded that instructional materials have a significant effect on students' achievement in each of the subjects he concluded that instructional materials have a significant effect on students' achievement in each of the subjects.

Moronfola (2022) in Okeme (2021) carried out a research in Ijebu-ode local government area of Ogun state. Questionnaire was used to get data on the material resources available for the teaching of ten subjects in ten secondary schools. WASC examination results for the past five years was collected and correlated to students' achievements in each of the ten subjects and to the amount of resources available for the teaching of the subjects. She

also reported a significant effect of material resources on the academic achievements of students in each of the subjects.

Akolo (2018) in Okon E.U(2023) conducted a survey of audio-visual materials for two teacher training colleges in Ogun state, Nigeria.

The study considers such elements like equipment and materials owned by each of the selected teacher's utilization of equipment and materials owned and the number of teachers that had some measure of audio-visual related training.

Concept of Social Studies

Social Studies is one of the school subjects which came into being at the beginning of the 20th century. In the recent past, social studies has been made one of the core subjects in the primary and junior secondary schools in Nigeria and has ever since gained recognition in the school system.

Iyamu (2021) observes that the focus of social studies in Nigeria is a new reaction other inadequacies of past educational practices, particularly in its primary concern for the inculcation of desirable norms, values and

attitudes that were required to sustain the new independent nation. Social studies as a problem approach discipline, focuses on the problems of man and the society as well as how to solve them. Social studies is a subject whose scope is not definite as it is interdisciplinary and multi-disciplinary in nature. It is difficult to say where social studies begins or ends. This, coupled with its focus on changing social condition of man and society makes its scope assume an increasing horizon. Social studies is an inter disciplinary subject that cut across several other discipline particularly in the social sciences and humanities. Consequently, social studies is the integrated study of the social science and humanities to promote civic competence within the school programme. It provides co-ordinate systematic study drawing upon such discipline as anthropology, archeology, economics, geography, history, law, philosophy, religion and sociology as well as appropriate content from the humanities, mathematics and natural sciences. From the foregoing, one can asset that the primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world.

Social studies is primarily culture bound as, most of its curriculum content is derived from different cultures which change from time to time depending on the needs and aspiration of the people. Social studies is a subject whose meaning is a fluid maintained Iyamu (2021), its scope is not definite, it focuses on changing social conditions of man and society.

The needs and aspirations of a society or state is a determining factor in fashioning out the meaning of social studies. Contributing to the diverse meanings of social studies Adaralegbe (2021) did conceptualized social studies as “the study of man in his totality - where he lives, his activities in the past and present; his culture; his frame of mind; and how he relates to others. It focuses on developing the right values, attitudes and abilities which help the child to get on well with others as he grows up to become a responsible citizen”.

The concept of social studies is therefore too embrative to be reduced to a single definition. This seems to underlie the position of the Comparative Education Study and Adaptation Center (CESAC) that social studies deals with man in his environment – it is not only concerned with the acquisition of knowledge for its own sake. Social studies teaches ways of life – it is a means

by which people know what they ought to do as a member of a society. However, in 1992 the board of directors of National Council for Social Studies, the primary membership organization for social studies educators in the United States of America, adopted the following definition that; the primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as a citizen of a culturally diverse democratic society in a interdependent world.

Two main characteristics, however, distinguish social studies as a discipline from others:

- (1) It is designed to promote civic competence.
- (2) It is integrated incorporating many fields of endeavour.

In specific and detailed terms these distinctions means that:

Although civic competence is not the only responsibility of social studies, social studies programmes have as a major purpose the promotion of civic competence which is the knowledge, skills and attitudes required of student to be able to assume “the office of citizen”.

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. Think of the traditional social studies examples of community based instruction - community volunteer work, switching positions with tow officials for a day, observing court cases and coming field work. Today's version may be slightly different but it is definitely not new.

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 neighborhood 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 (2022), 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 (2019) 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.

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 (2019) 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 (2016), posited that community resources promote the effectiveness of instruction and make teaching concrete and real. Aina (2022) 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 (2018), 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 (2022) 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 (2019), 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 (2016) contends that instructional aids are not only beneficial to bright students but also to slow and turned off learners. Finally Ogunmolade (2024) asserts, that the use of instructional materials arrest the attention of the learners, motivate learning, makes learning more stimulating and intellectually rewarding.

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 (2022), most community resources are well protected and guided by rule and regulations, these discourage the teachers. Imafidon (2018) 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 (2019) 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 (2023) 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 (2023) 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 (2021) that time allocated usually between 40-45 minutes lesson periods, leads to disruption of the school plan. According to Adedoyin, Aina, ObiloAhmadu (2022), 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 (2024) and Ukadike 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 (2023) timetable adjustment may be a problem as this can disrupt the plans for attending a community resource place. This is in harmony with Jarolimek (2018) 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 (2020), 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 fieldtrips for students. In view of the aforementioned, Ogunsanya(2024) 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 (2020) 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 (2023). Furthermore, Piaget (2024) 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 (2016) 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.

Theresearcherisoftheviewthatcommunityresourceswheneffectivelyused inthe 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 (2023) and Ukadike (2022), 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 (2023) 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 (2022) 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 (2021) 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 (2022) 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 (2020) that resources which are or not practical to use contribute to the reason why majority of the teachers refuse to make use of them.

CHAPTER THREE

RESEARCH METHOD

Introduction

This chapter discusses the methodology of the study which attempts to examine the effect of community resources on academic performance of model primary school social studies pupils. The methodology is discussed under the following: Research Design, Population of the Study, Sample and Sampling procedure, Instrumentation, Validity of the Instrument, Reliability of the Instrument, Procedure of Data Collection and Statistical Analysis Procedure.

Research Design

The research design for this study adopt quasi-experimental design involving pre test, post test and control group design. The two groups are control and experimental, all pupils would be pretested to determine the level of equivalence academically. The experimental groups are treated with the use of resources, while the control groups are not. Also, all the groups would be subjected to post test to determine the effect of the treatment on academic

performance in Social Studies Education. This design is supported by Kolo (2023), that quasi-experimental design, allows the formation of two groups if the treatments are more than one. The subjects must however, be randomly assigned to either treatment group or control group.

Population of the Study

The population of this study will consist of some selected Junior Secondary School Social Studies Teachers in Ilorin Metropolis. The total number of Social Studies Teachers in the selected school (33) Junior Secondary School selected in Ilorin Metropolis were Ten (10) consisting of professional and non-professional social studies teachers.

Sample and Sampling Technique

The study used stratified random sampling technique to obtain its sample size. This study considered sample size of 200 pupils who were both male and female Public Primary School Pupils of Ilorin Metropolis. The procedure of the sampling technique was used, where two pupils were asked to hand pick pieces of paper already folded with the names of the Schools. As a result of this, Baboko LGEA Schools and Kuntu, LGEA School were

randomly selected and assigned as control and experimental groups respectively. In both schools, 100 males and 100 females, were randomly selected as sample sizes and were involved in the study.

Table 3.2 Sample size of the Study

S/N	NAME OF SCHOOLS	
1.	GOVERNMENT DAY JUNIOR SECONDARY SCHOOL ODO-OKUN	
2.	SHEIKH ABDULKADIR COLLEGE	
3.	WAZIRI JUIOR SECONDARY SCHOOL	
4.	BABOKO COMMUNITY SECONDARY SCHOOL	
5.	ILORIN GRAMMAR SCHOOL	
6.	GOVERNMENT DAY JUNIOR SECONDARY SCHOOL ODO-OKUN	
7.	MODEL COLLEGE KWARA STATE COLLEGE OF EDUCATION ILORIN	
8.	GOVERNMENT DAYSECONDARY SCHOOL OKE-ALUKO	
9.	GOVERNMENT HIGH SCHOOL	
10.	GOVERNMENT DAY SECONDARY SCHOOL ADETA	

For the purpose of this study a total number of two social studies teachers in each 10 selected junior secondary schools, both private and public owned secondary schools in Ilorin Metropolis Kwara State were used. Simple random sampling techniques was use in selecting the schools.

Research Instrument

The research instrument for data collection will be a questionnaire. The questionnaire consist of two sections, A and B. Section A contains items that obtained demographic information/personal data of the respondents. While section B contains 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.

Validity of Instrument

The research instrument will be validated by the researcher's supervisor and two experts in social studies from the department helped in validating the strength of the instrument in measuring the variable involved in the study; suggestion and corrections were made to ensure improvement in content and validity of the instrument.

Reliability of the Instrument

To determine the reliability of the instrument the test – re-test method will be use to determine the reliability of the instrument and the Combach alpha was used to determine the internal consistency. A coefficient of 0.87 was obtained.

Administration of Research Instrument

The questionnaires will be administered to the respondents by the researcher through personal visits to the selected schools whose teachers were sampled for this study. The administered questionnaire will be completed and returned immediately

Method of Data Analysis

Data collected for the study will be subjected to statistical analysis using t-test, mean and frequency for the hypothesis.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULT

This chapter presents the findings and the results of the study as stated as follows. It is presented in the following order:

ResearchQuestion1

Are social studies teachers in schools aware of available community resources forthe teaching of social studies?

Table1: Mean Response of Awareness of Availability for Community Resources

S/N	Items	Mean	Standard Deviation	Decision
1.	The desire to complete the scheme of work for the term prevents teachers from using community resources	3.65	0.525	Agree
2.	Long term planning for the use of community resources affects teachers' use of community resources.	3.58	0.554	Agree
3.	The distance to the community hinders the use of community resources.	3.55	0.575	Agree

4.	The rigidity of time-table hinders the use of community resource.	3.54	0.593	Agree
5.	The use of community resources is time consuming.	3.35	0.702	Agree

Table 1 above showed that the respondents agreed on the five items regarding the awareness of availability of resources for teaching social studies. The mean scores from items 1 and 5 of 3.65 and 3.35 are the highest and lowest respectively. The table showed that the respondents were consistent in their responses. Thus they are aware of the availability of community resources. This supported by Mezieobi (1991) social teachers should move away from reliance on textbook and other reading materials and as an alternative to the textbook disease turn attention to participative approaches in social studies instruction which are inductive and problem-solving oriented and encourage discovery, creativity and reflective inquiry which cannot be inculcated through sheer reading of social studies textbooks and other reading materials. The peculiar nature of social studies makes it possible for great variety of resources 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. Effective interactive process demands appropriate utilization or commitment of instructional materials and resources.

Research Question Two: Are social studies teacher are of the value of community resources in the teaching of social studies?

Table2: Mean Response of awareness of the value of Community Resources

S/N	Items	Mean	Standard Deviation	Decision
6.	Community resources such as libraries, museums are not easily accessible to social studies teacher.	3.19	0.837	Agree
7.	The use of community resource helps to reduce abstract concepts into concrete for students understanding.	2.40	0.899	Disagree
8.	Community resource makes teachers not to cope with diverse method of teaching	3.69	0.506	Agree
9.	The distance from the school affects the use of community resource.	3.62	0.599	Agree

The table 2 above showed that the respondents agreed on items 1, 3 and 4 while they disagreed on item 2. A close look at the table shows consensus in the responses of the respondents. The respondents only disagreed to the statement of item 2 but not to its consistency with other items. Thus, the respondents agreed that they are aware of the value of the resources for teaching social studies. This supported by Fadiye(2015) resource materials helps the teacher to promote teaching and learning activities in social studies.

Research Question Three Is there any difference between professional and non-professional social studies teachers in their perception of the value of community resources?

Table3: Compared Mean Response of Professional and non-professional

S/N	Items	Teachers' Status	Mean	Standard Deviation	Decision
10.	The cost of procuring the teaching resources hinders the use of community resources.	Professional	3.68	0.534	Disagree
		Non-professional	3.51	0.842	
		Non-Professional	3.08	0.829	Agree
11.	Are you aware that the local market can be used to teach social studies?	Professional	2.40	0.943	Disagree
		Non-professional	2.41	0.832	
12.	Are you aware that the post office can be used to teach social studies?	Professional	3.73	0.447	Agree
		Non-Professional	3.62	0.594	

The table above compared the means of professional and non-professional social studies teachers on the awareness of the table showed consensus on the response of both kinds of teachers. They agreed on items 1, 3 and 4, showing no discrepancy in their responses. They also disagreed on the statement of item 2. This showed that the respondents (professional and non-professional social studies teachers) agreed on the awareness of the value of community resources. This therefore means that the community resources is indispensable in the teaching and learning of social studies.

Research Question Four

Do social studies teachers differ significantly in their perception of the constraints in the use of community resources?

Table 4: Compared-mean Response of teachers' perception

S/N	Items	Teachers' Status	Mean	Standard Deviation	Decision
1.	The desire to complete the scheme of work for the term prevents teachers	Professional	2.89	0.897	Agree

	from using community resources	Non-Professional	2.19	0.951	
		Professional	2.56	0.857	
2.	Long term planning for the use of community resources affects teacher use of community resources.	Professional	2.56	0.857	Agree
		Non-professional	2.51	0.870	
3.	The distance to the community hinders the use of community resources.	Professional	2.73	0.827	Agree
		Non-Professional	2.70	0.845	
4.	The rigidity of time-table hinders the use of community resource.	Professional	2.40	0.800	Disagree
		Non-professional	2.43	0.689	
5.	The use of community resources is time consuming.	Professional	3.02	0.852	
		Non-professional	3.02	0.852	Agree

The table above indicates that the professional and non-professional teachers agreed on items 1, 2, 3, and 5, while they disagreed to the statement of item 4. This showed that there was consensus on the responses of the respondents. Conclusively, there is no

difference in the response of the respondents as regards teachers' perception of the constraints in the use of community resources.

Hypothesis One

The mean response of professional teachers does not significantly differ from that of their non-professional counterpart on awareness of availability of community resources.

Table5:t-test for independent samples

S/N	Items	Calc. t	df	P- value	Decision
1.	The desire to complete the scheme of work for the term prevents teachers from using community resources	0.856	62.258	0.395	N.S.
2.	Long term planning for the use of community resources affects teacher use of community resources.	0.544	98	0.588	N.S.
3.	The distance to the community hinders the use of community resources.	0.845	98	0.400	N.S.
4.	The rigidity of time-table hinders the use of community resource.	1.592	55.550	0.117	N.S.

5.	The use of community resources is time consuming.	0.870	98	0.387	N.S.
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From the table shown above it is obvious that all the items are not significant in their t-values. Hence the null hypothesis is retained. Therefore, there is no significant difference between the mean response of professional and non-professional teachers as regards the awareness of community resources. This is supported by Mkpa (2019), who noted that, where real life situations are not possible, the alternative is for the teacher to use representation of real life situation.

Hypothesis Two

There is no significant difference between the mean response of professional and non-professional teachers as regards the awareness of the value of community resources.

S/N	Items	Calc.t	df	P-value	Decision
1.	Community resources such as libraries, museums are not easily accessible to social studies teacher.	0.997	98	0.321	N.S.
2.	The use of community resource helps to reduce abstract concepts into concrete for students understanding.	-0.046	98	0.964	N.S.
3.	Community resource makes teachers not to cope with diverse method of teaching 43	0.963	60.114	0.340	N.S.

4.	The distance from the school affects the use of community resource.	1.368	98	0.175	N.S.
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Table 6: t-test for independent sample

The table 6 above showed that all the items are not significant. This indicates that the null hypothesis is retained. Thus, there is no significant difference between the mean response of professional and non-professional teachers of social studies in terms of the awareness of the value of community resources. This means that values is indispensable in the teaching and learning of social studies. 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.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study population was made up of some selected junior secondary schools' social studies teachers in Ilorin Metropolis Kwara State.

The instrument used for data collection were questionnaire designed to elicit the needed responses to facilitate the testing of the research questions and hypotheses and these were analyzed using the simple mean percentage and t-test of independent sample.

The results revealed that there is no significant difference between the professional teachers and non-professional teachers on their awareness and values of community resources in the teaching and learning of social studies Community resource seems to have 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.

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. When models are made available for the teaching of particular lessons students' performances are improved through the use of instructional aids than when the conventional instruction is applied.

In identification, some relevance of community resources in the learning situation, they can motivate students and enhance their interest in school work, for example, students of social studies who watch a naming ceremony conducted in the traditional way might learn better and probably be more willing for subsequent visits. Furthermore, the use of community resources assists learners to witness the real process of what they have learnt in the classroom. It also stimulates new interest in the students and lesson to become real. Community resources make the possible close observation of a multitude of natural and man-made materials, thereby improving

learner's observation skills. The use of community resources in basic technology instruction helps in developing learning as an integrated or an interdisciplinary unit. For instance, a social studies lesson can be done in the community through a process of how a tree is being felled from the forest, cut into logs of wood and split into marketable size at the saw-mill.

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 good 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.
8. It is advisable to the government to provide adequate instructional materials to aid teaching and learning of social studies in the junior secondary schools.
9. Similar studies should be carried out elsewhere to prove the genuineness of the study.
10. 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.
11. Nigerian Educational Research and Development Council should support or aid for the provisions of school material aids which includes school resource centres, libraries, workshop/laboratories, educational resource centre, web-based resources (those on internet) and community-based resources (resources from the local environment) such as things in our homes, market, skilled occupations around us for the benefit of promoting teaching and learning especially in junior secondary schools in Nigeria.

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