

**SOCIAL STUDIES TEACHER’S PERCEPTION ON THE USE OF COMMUNITY
RESOURCES IN THE TEACHING AND LEARNING OF SOCIAL STUDIES IN
SOME SELECTED JUNIOR SECONDARY SCHOOLS IN IJEBU-ODE LOCAL
GOVERNMENT AREA OF OGUN STATE, NIGERIA.**

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CERTIFICATION

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DEDICATION

I dedicate this project to the king of kings, Lord of Lords and also to my late
Parents Mr, Kehinde Adigun & Mrs. Foluke Adigun

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CHAPTER ONE: INTRODUCTION

1.1 Background to the study

The place of instructional resources in the well-delivered curriculum cannot be over-emphasized. These resources provide ways by which learning contents messages can be disseminated to learners. Amosa (2013) stated that instructional resources can be grouped into human and material supports or aids that a teacher can use to pass information to the learners in his or her class. Instructional resources, apart from enhancing positive attitude of learners towards learning, also help students in making use of their various functioning sense organs to the maximum.

Resources are those materials used by instructors and learners to concretize instructional contents. Learning and instructional resources abound and they can be categorized into human and material resources such as resource persons, centers, places, television, radio, Computer, printed and non-printed materials. The classification of teaching and learning materials is based to some degree on the five senses and based to some extent on common senses.

According to Abolade (2009), the categorization adopted includes Audio materials, Visual materials, Audio-visual materials and Community resources.

Amosa (2013) describes community resources as all instructional environments whereby teachers and learners get helping hands through real-life experiences with the locally available supports or aids that would make teaching and learning process to be real and meaningful to teachers and learners. Community resources refer to teaching supports or aids sourced from locally available places like production companies, higher institutions workshops, private sawmills, roadside mechanic work and web-based resources. Bakare B. (2011) describes community resources as resource persons and materials resources which are within the geographical area of both the teachers and learners that aids or supports information in the class.

Dada E.O (2013) identified 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 basic technology 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.

Since social studies is concerned with the application of social environment to satisfy human needs, the formal instructional setting is a closed space for instructional delivery. Therefore, teaching and learning must further away to the locally available supports or aids. There are several resources both human and non-human within the community that can be used in several ways to enhance teaching and learning

Yusuf (2004). Abolade (2009) also explained that there are several resource persons within the community, these resource persons can be used in several ways. They can be used as the guest speaker within the school to provide new information and experience for the students. Social Studies is a major subject at junior secondary school level. This is clearly shown with its inclusion in Nigerian education curriculum (6-3-3-4) in 1982 as an outcome of the National curriculum conference of September, 1969 held in Lagos which aimed to review old and identify new national goals for Nigerian education at all levels with priority to the needs of individual youth and adult in the task of nation-building and the social and economic needs, aspiration and well-being of our society.

The new 9-3-4 system of education (Universal Basic Education) which took off in 2006 has the first nine years of basic and compulsory education up to the grade 9 level, three

years at the senior secondary school, and four years at the tertiary institution levels respectively. It was designed to streamline the over-crowded nature of subjects offered at the basic educational level. The new curriculum is expected to be re-aligned to meet the Millennium Development Goals (MDGs), education for all goals and the National Economic Enhancement Development. (NEEDS).

There are a lot of stakeholders who have an interest in the effective integration of practical experiences especially the use of immediate environments in the pedagogical system where teachers play key roles. Appropriate use of locally available supports could be a model to transits from the conventional method of instructional delivery to an experiential learning experience. Empowering of instructors including, the administrators and managers would play a major role in enabling, Perception is a word which has its origin from the Latin word "Percipio" which means "taking, accepting, possessing, and apprehending with senses" (Yusuf 2016). It may be described as the means by which living organisms organize, interpret and consciously comprehend what is happening around them.

The study by Naisiyaki, confirmed that teachers have the negative perception of the adequacy of some selected instructional materials. Let us see the perception of the instructors on the utilization of locally available supports in classroom situations for Social Studies instruction. The National Policy on Education (FRN, 2004) stipulated in Social Studies to be included in Junior Secondary Schools' curriculum. This would incorporate every individual to become the reputable and effectual citizen. The newly introduced educational system (9-3-4) in which the subject became necessary to enhance technological development so as to fulfil the dictate of the National Policy that is aimed at bringing the Nation to the world globalization standard in Education. The contents under each are made to reflect the basic nature of technology that is Knowledge, skill, creativity and attitude.

The word 'use' entails setting a thing into action or service in order to achieve end results or a purpose. Utilization of community – based service is the actual act of practically

using the valuable content of the services to achieve some purpose/specific goal. To this end, using community – based supports varies with the task. Nigerian Educational Research and Development Council (2013) suggested utilization of supports or 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.

Teaching is a profession, and all who desire to belong to the profession should be well grounded in the art of teaching, they need to be conversant with the philosophy guiding the educational enterprise of all countries in which they intend to practice, they need to have mastery of the subjects in which they specialized, or for which they are trained. A teacher is expected to plan his lesson(s) ahead of class time; it is during the planning stage that he will take care of the type of behaviors relevant to his teaching task, in view of his instructional objectives.

Bidwell (1973) in Uche and Enukoha (2005) defined teaching as a series of interactions between someone in the role of a teacher and someone in a role of a learner, with the explicit goal of changing one or more of the learner's cognitive states (what he knows or believes or his skills in performing or affective state (his attitudes, values or motives).

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-learning process. Audio-visual materials supplement and consolidate what is read in the textbooks and journals. Instructional materials are the relevant materials utilized by a teacher during social studies instructional process to facilitate teaching and learning and for the purpose of making the contents of the instructions more practical and less vague. It therefore follows that such resources may be both human and non-human provided they facilitate the acquisition and evaluation of

knowledge, skills, attitude morals and values (Esu & Inyang-Abia, 2004). Ordinary words or verbalization has been found to be inadequate for effective teaching. Instructional materials serve as a channel through which messages, information, ideas and knowledge are disseminated more easily. They can therefore be manipulated, seen, heard, felt or talked about.

Instructional resources are anything or anybody the teacher turns to for help in his learning process. The interactive nature of some of the materials makes the learner part of the learning process. According to different types of instructional materials can be used in teaching any subject effectively.

However, it is not all topics in social studies that require the same type and quantity of instructional materials. It is opined that as far as teaching of social studies is concerned, both textual and non-textual materials can be utilized effectively.

Textual materials and non-textual materials refer respectively to all the print and non-print materials that are used by the teachers and learners for instructional processes. The print materials are the textbooks, magazines, periodicals, journals and newspapers, among others while the non-print materials include: charts, chalkboard, radio, television, pictures, films, videotapes, audiotapes, regalia, festivals and games, among others. Together, they assist the students in acquiring clear concepts of the subject matter of social studies. One of the biggest setbacks in the use of instructional materials is inadequate supply of instructional materials. The teachers and learners could improvise these materials especially when commercially-produced ones are not available.

However, the use of instructional materials in the teaching and learning of social studies is not only the issue, but also the appropriateness of the selected materials by the teacher to the topic at hand, which sometimes make the lesson lose effectiveness, thereby rendering the materials useless. These instructional materials are lacking in our secondary schools as a result, teachers take to chalk and talk as they have no visual or audiovisual materials which the students can see, touch, smell and hear in the process of teaching and learning. According to Dike M (1989), instructional materials facilitate teaching and learning and

when it is not available, learners cannot do well. This means that the utilization of instructional materials in teaching and learning process is vital to the educational goals and objectiveness.

Present day social studies teachers are encouraged and in fact required to use modern teaching aids to teach social studies in order to make classroom more lively, understandable and comprehensively to all learners. Social Studies has been conceptualized and taught in a variety of ways.

When learners are made to see, hear, feel, smell and even taste, there is a higher degree of getting them and appreciate subject matter taught. The more of the senses of the learners the social studies teacher is able to stimulate and bring to bear on issues taught, the greater would be the attainment of stated objectives in the learning domains. Materials and resources can effectively be utilized to accomplish this purpose. Too often social studies lessons have been described as boring, uninteresting and unchallenging. This negative and uninspiring state can be turned around through the identification, collection, preparation and utilization of instructional materials and resources.

Therefore it is important for modern day Social Studies teachers to teach Social Studies with careful selection and use of instructional materials that can be suitably employed by the teacher at all levels to promote effective teaching and learning resources which enhances effective learning should include the resources that are able to make permanent impressions on the minds of the learners.

Social studies is an integrated field of study which focuses on man in his environments with a view to sensitizing man with the symbiotic with a view to sensitizing man with the symbiotic relationships or interactions between him and his environments and equipping him with the intellectual reflective or contemplative skills to identify and conquer his life and environmental problems and make his social living worth the bother. Furthermore, social studies inculcates in its clients societal socially approved and desirable value systems and attitudes. Social studies as an integrated discipline brings the social sciences together especially at basic education level. At primary school level social studies lay

emphasis on local community and the family, after primary school, the subject integrate social science and humanities in order to enhance knowledge of civic. At tertiary level, social studies borrowed from sociology and political science extensive, but its curriculum is not limited to either sociology or political science as it borrows concepts religion and humanities because social studies draws concept from many other disciplines and synchronize them together, it is considered to be interdisciplinary, (Antigha, 2015).

Social studies instructional materials and resources in critical perception seems to portray those educationally relevant and irrelevant human, non-human materials, places and events and experiences that the learner are exposed to teaching- learning situation and interaction with the larger society. For instance the use of field trips or visitation of historical sites may expose the learner to acquisition of unintended behavior. Also the mixture of complex social attitude and conflicting values in the modern society, calls for teachers use of value clarification in the application of social studies instructional material and resources. The proper use of instructional resources, requires teacher appropriate guide of instruction. Mezieobi, Fubara and Mezieobi (2013.159). Opined that professionally trained social studies teachers with professionally exposure and orientation in the demands of social studies instructions in the demands of social studies instructional materials usage and development are instructive in the effective implementation of social studies curriculum.

1.2 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 (1971) 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.

1.3 Purpose of the Study

1. To determine if social studies teachers are aware of the value of community resources available for teaching the subject.
2. To determine if social studies teachers are aware in schools of the value of community resources in the teaching of social studies.
3. To determine if professional and non professional social studies teachers differ in their perception of community resources.
4. To determine if social studies teachers differ significantly in their perception of constraints to the use of community resources.

1.4 Research Questions

To give the study a direction, the following research questions are raised.

1. Are social studies teachers in schools aware of available community resources for the teaching of social studies?
2. Are social studies teachers aware of the value of community resources in the teaching of social studies?
3. Is there any difference between professional and non professional social studies teachers in their perception of the value of community resources?

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

1.5 Research Hypotheses

The following hypotheses are put forward to guide the study:

1. The awareness of social studies teachers of available community resources will not be significantly less than the acceptable level.
2. The awareness of social studies teachers value of community resources will not be significantly less than the acceptable level.
3. Professional and non professional social studies teachers will not differ significantly in their perception of community resources.
4. Social studies teachers do not differ significantly in their perception of the constraints to the use of community resources.

1.6 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.

1.7 The scope of the Study

This study was focused 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 school in Ijebu-ode local government area of Ogun state.

1.8 Definition of Special Terms

- 1 Social Studies:** Social Studies is concerned with the application of social environment to satisfy human needs, the formal instructional setting is a closed space for instructional delivery
- 2 Teacher:** These are regarded as the body or someone who impart knowledge to engage people from known to unknown.
- 3 Perception:** This is regarded as a way of conceiving something or peoples view and knowledge gained by perceiving what is to be learnt with senses.
- 4 Community:** This is a group of people living together in a particular local area with common interests.
- 5 Resources:** Resources are those materials used by instructors and learners to concretize instructional contents. This is said to be an available source or aids or support that may be drawn upon when needed.. It deals with the way of assisting a particular problem to find a solution.

CHAPTER TWO: LITERATURE REVIEW

This chapter reviews literatures that are related to the study. Emphasis was on: Theoretical Review, Conceptual Background, Empirical Review and Appraisal of Literature.

2.1 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 (1995) opined for effective teaching, the four elements viz curriculum, teacher, students and facilities have to be involved. Momoh (1980) 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.

Moronfola (1982) in Okeme (2002) 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 (1978) in Okon E.U (2004) 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.

2.2 CONCEPTUAL BACKGROUND

2.2.1 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 (1991) observes that the focus of social studies in Nigeria is a new reaction to the 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 interdisciplinary 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 (1991), 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 (1981) 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 embracive 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”.

2.2.2 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 (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 (1989) 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.

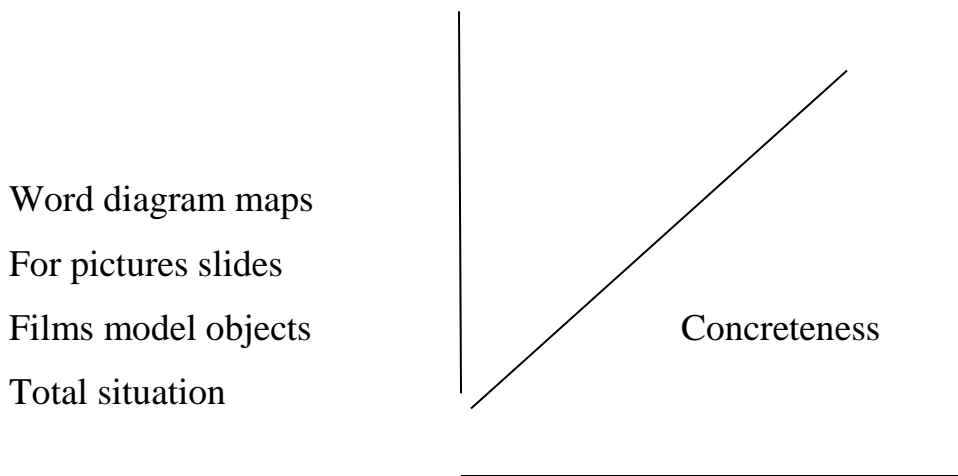
2.2.3 Merits of Using Community Resource in the Learning Process

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.

2.2.4 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 (1978) 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(1973) 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, ObiloAhmadu (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 (1984) 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 (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 (1996) 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 (1973). Furthermore, Piaget (1954) 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.

2.3 EMPIRICAL REVIEW

Amusa (2013) describes community resources as all instructional environments whereby teachers and learners get helping hands through real-life experiences with the locally available supports or aids that would make teaching and learning process to be real and

meaningful to teachers and learners. Community resources refer to teaching supports or aids sourced from locally available places like production companies, higher institutions workshops, private sawmills, roadside mechanic work and web-based resources. Bakare (2011) describes community resources as resource persons and materials resources which are within the geographical area of both the teachers and learners that aids or supports information in the class.

Dada (2013) identified 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.

Yusuf (2004). Abolade (2009) also explained that there are several resource persons within the community, these resource persons can be used in several ways. They can be used as the guest speaker within the school to provide new information and experience for the students.

Social Studies is a major subject at junior secondary school level. This is clearly shown with its inclusion in Nigerian education curriculum (6-3-3-4) in 1982 as an outcome of the National curriculum conference of September, 1969 held in Lagos which aimed to review old and identify new national goals for Nigerian education at all levels with priority to the

needs of individual youth and adult in the task of nation-building and the social and economic needs, aspiration and well-being of our society.

The new 9-3-4 system of education (Universal Basic Education) which took off in 2006 has the first nine years of basic and compulsory education up to the grade 9 level, three years at the senior secondary school, and four years at the tertiary institution levels respectively. It was designed to streamline the over-crowded nature of subjects offered at the basic educational level. The new curriculum is expected to be re-aligned to meet the Millennium Development Goals (MDGs), education for all goals and the National Economic Enhancement Development Strategies (NEEDS). There are a lot of stakeholders who have an interest in the effective integration of practical experiences especially the use of immediate environments in the pedagogical system where teachers play key roles. Appropriate use of locally available supports could be a model to transit from the conventional method of instructional delivery to an experiential learning experience. Empowering of instructors including, the administrators and managers would play a major role in enabling this (Ndirika, 2011). Perception is a word which has its origin from the Latin word "Percipio" which means "taking, accepting, possessing, and apprehending with senses" (Yusuf and Falade, 2016). It may be described as the means by which living organisms organize, interpret and consciously comprehend what is happening around them.

2.4 APPRAISAL OF LITERATURE

Community resources go a long way to improve students' performance because of the fact that greater information is received through sight and the actual presentation of the concrete materials to the learner. On this note, Peterson (1962) through his study indicates that 83% of the information is received through sight and only 50% is received through hearing in the teaching of mathematics. 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. Again Piaget (1969) justifies the

use of teaching aids in secondary schools by saying that not all students in the secondary school attain formal operational stage of intellectual development; that a child in concrete operational stage requires concrete materials to clarify and cement their formal operations.

In a rather Pessimistic View Merrill (1972) observed that whatever the instructional materials a teacher uses in his or her class, much of the subject matter considered important by the teacher will not be prescribed adequately enough for many students to understand mathematics or any other subjects in the manner desired. What actually matter, he said, is the training of the teachers in the use of instructional quality profiles as a valuable and indispensable tool for the teaching of social studies. From the information above, the researcher is of the view that the teacher must develop both adaptive and creative skills in utilizing the physical environment and resources for the teaching subjects. He must be able to make use of whatever is available, seek to make use of all possible resources from within and outside the school. This can only be achieved if the teacher is professionally trained.

CHAPTER THREE: METHODOLOGY

This chapter deals with the research method and procedures used in carrying out this research study.

3.1 Research Design

This study was a descriptive survey. The timetable, fund, parent's attitude and teachers desire to complete the scheme of work.

3.2 Population of the Study

The population of this study will consist of all Junior Secondary School Social Studies Teachers in Ijebu-ode Local Government Area of Ogun State. The total number of Social Studies Teachers in the thirty three (33) Junior Secondary School in Ijebu-ode Local Government Area of Ogun State were eighty nine (89) consisting of professional and non-professional social studies teachers.

3.3 Sample and Sampling Technique

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 Ijebu-ode Local Government Area of Ogun State were used. Simple random sampling techniques was use in selecting the schools.

SOME SELECTED JUNIOR SECONDARY SCHOOLS

S/N	NAME OF SCHOOLS	
1.	IJEBU-ODE GRAMMAR SCHOOL	
2.	ADEOLA ODUTOLA COLLEGE	
3.	IJEBU MUSLIM COLLEGE	
4.	MUSLIM GIRLS HIGH SCHOOL	
5.	LUBA COMPREHENSIVE HIGH SCHOOL	
6.	ANGLICAN GIRLS GRAMMAR SCHOOL	
7.	MOSLEM COMPREHENSIVE HIGH SCHOOL	

8.	AN-SARU-DEEN GRAMMAR SCHOOL	
9.	OUR LADY OF APOSTLE SECONDARY SCHL	
10.	MOLIPA HIGH SCHOOL	

3.4 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.

3.5 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.

3.6 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.

3.7 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.

3.8 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:

4.1 Research Question 1

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

Table 1: 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.

4.2 Research Question Two

Are social studies teacher are of the value of community resources in the teaching of social studies?

Table 2: 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 (1995)

resource materials helps the teacher to promote teaching and learning activities in social studies.

4.3 Research Question Three

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

Table 3: 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	3.25	0.842	Agree
		Non-Professional	3.08	0.829	
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	

13.	Are you aware that prison can be used to teach social studies?	Professional	3.68	0.534	Disagree
		Non-professional	3.51	0.692	

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.

4.4 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	Professional	3.02	0.852	

	consuming.	Non-professional	3.02	0.852	Agree
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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.

4.5 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.

Table 5: 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.

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 (1989), who noted that, where real life situations are not possible, the alternative is for the teacher to use representation of real life situation.

4.6 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.

Table 6: t-test for independent sample

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	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.

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

5.1 Summary

The study population was made up of some selected junior secondary schools' social studies teachers in Ijebu-ode Local Government Area of Ogun 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.

5.3 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.

5.4 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 aids 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 provision 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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APPENDIX

**DEPARTMENT OF SOCIAL STUDIES, TAI SOLARIN COLLEGE OF
EDUCATION, OMU-IJEBU, OFUN STATE, NUGERIA.**

QUESTIONNAIRE FOR SOCIAL STUDIES TEACHERS

Dear Respondents,

Teachers questionnaire is meant to elicit relevant data for the completion of the Award of Nigeria Certificate in Education, (NCE) in social studies. Your assistance and cooperation will be highly appreciated, as this will be part of your contribution to the development of education in Nigeria.

Thanks.

Yours faithfully,

.....

Adigun Alice Yetunde

Instruction

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

SECTION A: Teacher's Personal Data

Name of School:.....

Class:.....

Years of Teaching Experience:.....

Qualifications:.....

Area of Specialization:.....

SECTION B

S/N	ITEM	SA	A	D	SD
1	The desire to complete the scheme of work for the term prevents teachers from using community				

	resources				
2	Long term planning for the use of community resources affects teachers use of community resources				
3	The distance to the community hinders the use of community resources				
4	The rigidity of time-table hinder the use of community resource				
5	The use of community resources is time consuming				
6	Community resources such as libraries, museums are not easily accessible to social studies teacher				
7	The use of community resource help to reduce abstract concepts into concrete for students understanding				
8	Community resource makes teachers not to cope with diverse method of teaching				
9	The distance from the school affect the use of community resource				
10	The cost of procuring the teaching resources hinders the use of community resources				
11	Are you are aware that the local market can be used to teach social studies				
12	Are you aware that the post office can be used to				

	teach social studies				
13	Are you aware that prison can be used to teach social studies				
14	Are you aware that the hospital can be used to teach social studies				
15	Are you aware that persons can be invited to teach social studies				
16	Community resources such as libraries, museums provide the historical event in the community to learner to be informed of currents				
17	The use of community resources breaks the monotony of the teacher as it adds variety to learning during visit to resource places				
18	Knowledge of social studies makes students to perform very well with the aids of adequate resources				
19	Community resources should be provided by the government for easy leaning				
20	Social studies tends to direct learners to love and respect Nigerians symbols.				