

Perception of Teachers towards the Use of Community Resources in the Teaching and Learning of Social Studies in Osun State, Nigeria

¹Prof. Babatunde Adeniyi ADEYEMI, ²Shamshudeen Ayotunde OGUNLEYE

¹*Institute of Education Faculty of Education Obafemi Awolowo University, Ile-Ife, Nigeria*

²*School of General Studies Education Department of Humanities and Social Sciences Education Federal College of Education (Special) Oyo, Oyo State, Nigeria.*

ABSTRACT

In the junior secondary school setting in Ife North Local Government Area, Osun State, the study evaluated the level of community resources available for the teaching-learning process of social studies. It also determined the extent to which community resources were used for the teaching-learning process of social studies in junior secondary schools in the study area. Finally, it determined teachers' perceptions of the use of community resources. These were conducted with the intention of examining teachers' attitudes toward using local resources to teach social studies in junior high and high schools in Osun State. A descriptive survey research design was used for the investigation. All of the Osun State's Social Studies teachers made up the study's population. Fifty (50) Social Studies teachers in Ife North Local Government Area, Osun State were chosen for the study's sample through a multistage sampling technique. Data for the study were gathered using a tool called the Social Studies Teachers' Perception on the Usage of Community Resources Questionnaire (SSTPCRQ). The instrument was verified, and the reliability of the instrument was determined using the Cronbach Alpha Coefficient, which produced a coefficient of 0.76. According to study results, teachers in the study area had a positive opinion of using local resources to teach and learn social studies in junior high and secondary schools, with a usage rate of 50.0 percent. According to the study's findings, junior secondary schools in Ife North Local Government Area, Osun State, have a modest level of access to and use of community resources for the teaching and learning of social studies.

KEYWORDS: Perception, Teacher, Community resources, Social Studies, Teaching and learning

1. INTRODUCTION

Social Studies is a discipline that places a strong emphasis on the total human development. It is based mostly on its perceived ability to advance an accurate understanding of man and his environment, environmental problems, and solutions to those problems. According to Nwaubani (2010), social studies is a discipline that emphasizes values. It is a program of study that gives a person the relevant knowledge, values, abilities, and attitudes necessary for a significant civic role. Consequently, the subject aids students in understanding issues related to daily life that they are likely to experience in their own communities (Mezieobi & Onyeausi, 2012). With a focus on tackling social concerns and problems, particularly from multidisciplinary and integrated viewpoints, social studies was first introduced into the Nigerian educational system. The definition of social studies by Esu and Inyang (2012) as an integrated study of man and the results of his interactions with the environment stems from this.

At the junior secondary school level, the Social Studies curriculum contains contents that require the use of cutting-edge teaching techniques. According to Ogunyemi (2009), curriculum refers to all the planned and unplanned experiences that the students have while undergoing formal or semi-formal education in order to develop into well-rounded individuals who can contribute significantly to their society and the global community. However, since instructors are so important to the teaching and learning of social studies, the likelihood of accomplishing its objectives largely depends on their attitudes. This necessitates the perceived employment of highly inventive and successful instructional strategies by teachers. The organization and delivery of content and learning resources to students is referred to as the teaching technique (Orisa, 2011). Innovative teaching strategies and materials, which are still relatively new, can improve social studies education

and student learning in classrooms. These cutting-edge teaching strategies and materials, as opposed to traditional ones, simplify instruction and speed up learning.

In order to make the classroom more engaging, intelligible, and comprehensive for all students, modern teaching aids are encouraged—indeed, required—of Social Studies instructors today. Numerous approaches have been used to conceptualize and teach social studies. There is a greater chance that students will understand the material being taught when they are made to see, hear, smell, and even taste it. The greater the degree of achievement of specified objectives in the learning domains, the more senses of the learners the Social Studies instructor is able to excite and bring to bear on subjects presented. Resources and materials can be used in an efficient manner to achieve this goal. Lessons in social studies are frequently criticized for being dull, uninteresting, and unchallenging. By identifying, gathering, creating, and utilizing instructional materials and resources, this depressing and uninspiring situation can be changed (Ololobou, 2010).

Community resources are a collection of programs and/or services offered to community members either for free or at a reasonable cost. To assist community members in achieving self-sufficiency and preserving their human rights and wellbeing, each resource is made available to them. People that live in the same city or neighborhood, people who share a shared interest or background, or even groups or communities that share a common goal can all be considered members of a community. Resources, both material and intangible, help the community by offering support, suggestions, and solutions. Depending on the community, whether it be a region or a collection of people that share objectives or traits. Resources can provide a limited amount of specialist support or a vast range of services. Community resources are those people, places, and organizations that enhance social studies teaching and learning, deepen the subject matter, and broaden students' horizons (Mezieobi, 2013). Both human and non-human resources are available in the community.

The human resources are people who have a wealth of information and skills that can be used to enhance the learning opportunities in the classroom both professionals and laypeople, such as Chiefs, lawyers, professors, and Obas. The careful selection and utilization of instructional resources that may be effectively used by the instructor at all levels to facilitate effective teaching and learning is crucial for modern social studies teachers. Resources that can leave a lasting imprint on the learners' thoughts should be included in resources that support good learning. In light of this, the study examines how instructors in junior secondary schools view the utilization of community resources in the teaching and learning of Social Studies in Ife North Local Government, Osun State.

2. STATEMENT OF THE PROBLEM

The issue of community resources in the teaching and learning of social studies becomes a means of creating socio-ecological balance and learners' comprehension of their surroundings because the child is the product of his community. According to studies conducted using community resources, relying on high-tech tools like radio and television to effectively teach social studies in Nigeria at this stage of our development is not only unrealistic, but it would also prevent the subject's institutionalization. Effective teaching in schools is hampered by the limited supply and occasionally non-availability of imported high level technological items like cine projectors, slide projectors, and overhead projectors. Moreover, there are issues with the majority of Social Studies teachers' incapacity to use the instructional resources efficiently. Unfortunately, the schools lack electricity to power the materials where they are available. These issues have shown themselves in the way that pupils struggle to put the abstract ideas they are taught into concrete form. People frequently wonder how teachers might encourage the use of local resources to effectively teach social studies concepts to students. In order to better teach and understand social studies in junior secondary schools, it is necessary to look into how teachers feel about using community resources.

3. PURPOSE OF THE STUDY

The primary goal of the study is to examine how teachers in Ife North Local Government, Osun State, feel about using local resources to teach and learn social studies in the classroom. The study's particular goals are to:

1. assess the level of community resources available for teaching-learning process of Social Studies in junior secondary school in Ife North Local Government Area, Osun State;
2. ascertain the extent to which community resources are used to teach and learn social studies in junior secondary school in the study area; and
3. determine teachers' view of the usage of community resources available for Social Studies' teaching-learning process in junior secondary school in the study area.

4. RESEARCH QUESTIONS

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

1. What degree of community resources is accessible for the junior high and secondary social studies curriculum in Ife North Local Government Area, Osun State?
2. What percentage of the community resources in the research area are used to teach and learn social studies in junior secondary schools?
3. What is the perception of the use of community resources available for teaching-learning process of Social Studies in junior secondary school in the study area?

5. METHODOLOGY

The study adopted the descriptive survey research design since the intention was to determine the perception of secondary school teachers towards the use of community resources in teaching Social Studies. The population for the study comprised of all Social Studies teachers in junior secondary school in Ife North Local Government Area, Osun State. The sample for the study comprised of fifty (50) Social Studies teachers in Ife North Local Government Area, Osun State. Twenty-five secondary schools were selected for the study using simple random sampling technique. In each school, two Social Studies teachers were selected using simple random sampling technique, totaling fifty teachers that constituted the sample for the study.

A self-designed instrument tagged “Social Studies Teachers’ Perception on the use of Community Resources Questionnaire” (SSTPCRQ) was used for the study. The SSTPCRQ has four sections: Section A consisted socio-demographic information of the respondent; Section B consisted of 20 items on availability of community resources for teaching/learning process of Social Studies; Section C consisted 20 items on utilization of community resources for teaching learning process of Social Studies and Section D consisted 10 items on the information of teachers’ perception of community resources for teaching learning process of Social Studies. The instrument was given to the expert in Tests and Measurement for face and Content validity and the reliability of the instrument was established by administering it to ten (10) respondents outside the scope of the study. A stronger Alpha value of 0.76 obtained, indicated that the instrument was good enough for the study. Data collected were analyzed using frequency counts and simple percentages and the results presented in tables.

Results

Table 4.1: Descriptive statistics of socio-demographic information of the respondents in Ife North Local Government Area of Osun State

S/N	Variables	Frequency (f)	Percentage (%)	
1.	Gender	Male	19	38.0
		Female	31	62.0
2.	Age	Less than 30 years	18	36.0
		30-40 years	28	56.0
		41 years and above	4	8.0
3.	Educational Qualification	NCE/OND	24	48.0
		BEd./B.A./BSc./HND	23	46.0
		Others	3	6.0

N = 50

Results in Table 1 showed the descriptive analysis of socio-demographic information of Social Studies teachers in Ife North Local Government Area of Osun State. It can be gathered that 38.0% are males while 62.0% are females even as 36.0%, 56.0% and 8.0% of the teachers are in the age bracket of less than 30 years, 30-40 years and 41 years and above respectively in the study area.

Research Question 1: What degree of community resources is accessible for the junior high and secondary social studies curriculum in Ife North Local Government Area, Osun State?

Data collected on the 20 items of community resources were allotted scores such that Available (A) was allotted ‘1’ scores and Not Available (NA) was allotted ‘0’ score so as to provide answer to this research question,. The maximum score was 20 while the minimum score was 0. The scores of 0-9 = Low Level; 10-13 = Moderate Level; and 14-20 = High Level and the results are presented in Table 2.

Table 2: Level of the availability of community resources for teaching and learning of Social Studies

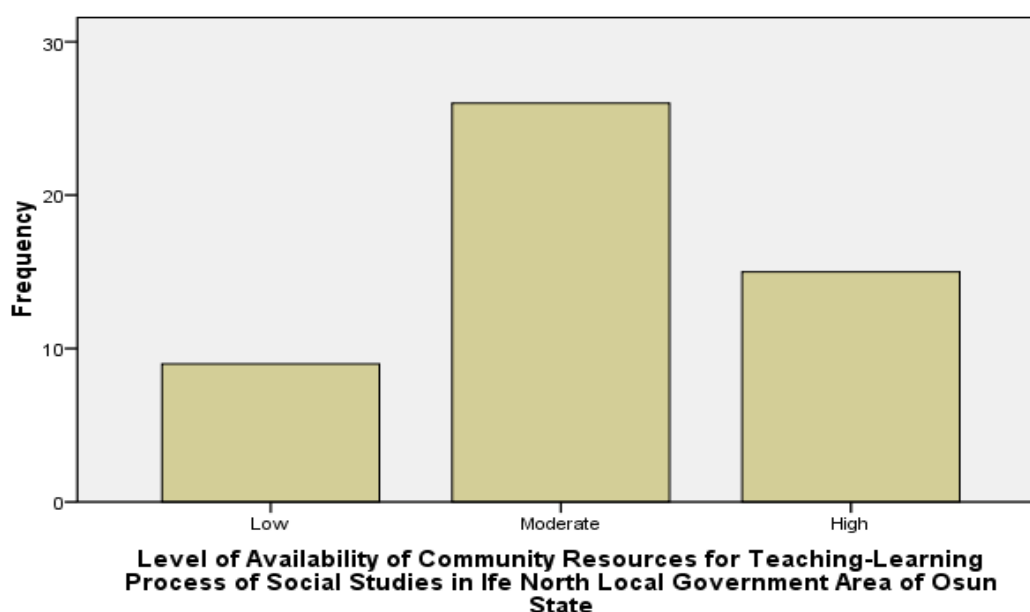
S/N	Level of Availability	Frequency (f)	Percentage (%)
1.	Low	9	18.0
2.	Moderate	26	52.0
3.	High	15	30.0
Total		50	100.0

N = 50

Results from Table 2 showed the descriptive analysis of the level of availability of community resources for Social Studies' teaching-learning process in junior secondary schools in Ife North Local Government Area of Osun State. The Table indicated that, at 52.0 percent in the study area, the level of availability of community resources for the teaching-learning process of Social Studies in junior secondary schools is moderate.

Figure 1: Bar chart showing the level of availability of community resources for the teaching-learning process of Social Studies in junior secondary schools in Ife North Local Government Area of Osun State

Level of Availability of Community Resources for Teaching-Learning Process of Social Studies in Ife North Local Government Area of Osun State



Research Question 2: What percentage of the community resources in the research area are used to teach and learn social studies in junior secondary schools?

In order to answer this research question, data collected on the 20 items of community resources were allotted scores such that Available (A) was allotted '1' scores and Not Available (NA) was allotted '0' score. The maximum score was 20 while the minimum score was 0. The scores of 0-9 = Low Level; 10-13 = Moderate Level; and 14-20 = High Level and the results are presented in Table 3.

Table 3: Descriptive analysis of the level of utilization of community resources for the teaching-learning process of Social Studies in junior secondary schools in Ife North Local Government Area of Osun State

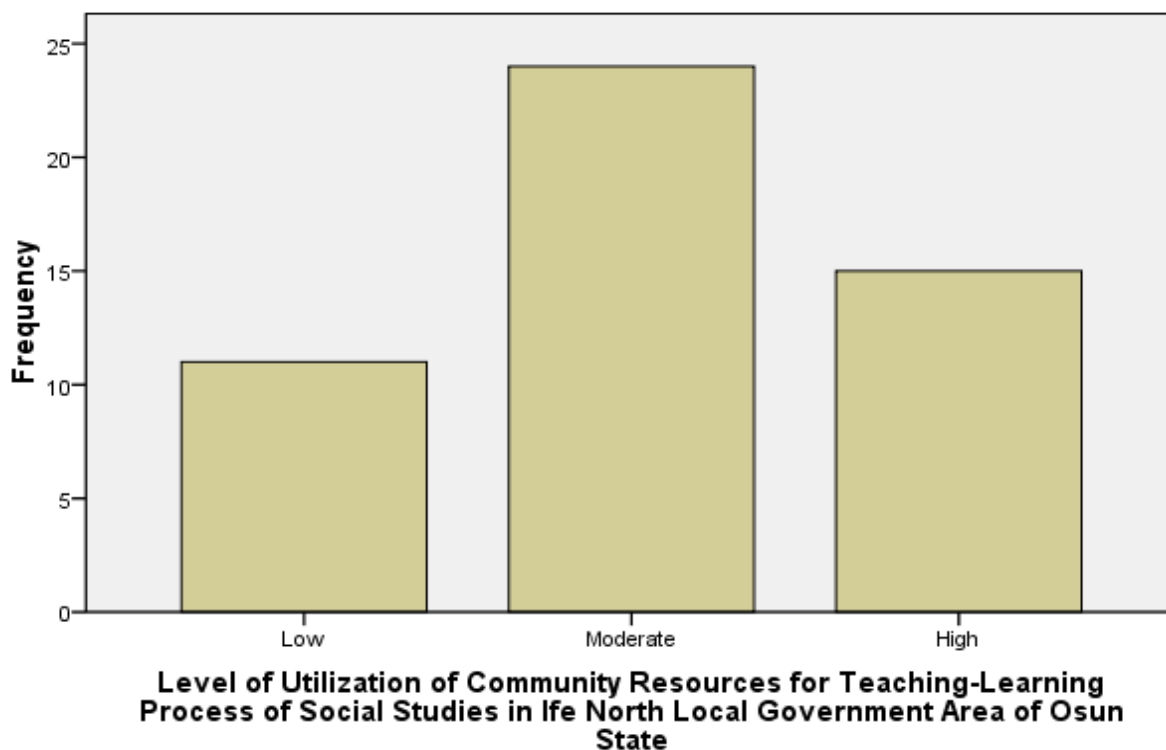
S/N	Level of Utilization	Frequency (f)	Percentage (%)
1.	Low	11	22.0
2.	Moderate	24	48.0
3.	High	15	30.0
Total		50	100.0

N = 50

Results in Table 3 showed the descriptive analysis of the level of utilization of community resources for the teaching-learning process of Social Studies in junior secondary schools in Ife North Local Government Area of Osun State. It can be observed from the Table that the level of utilization of community resources for the teaching-learning process of Social Studies in junior secondary schools is moderate at 48.0% in the study area.

Figure 2: Bar chart showing the level of utilization of community resources for the teaching-learning process of Social Studies in junior secondary schools in Ife North Local Government Area of Osun State

Level of Utilization of Community Resources for Teaching-Learning Process of Social Studies in Ife North Local Government Area of Osun State



Research Question 3: What is the perception of the use of community resources available for teaching-learning process of Social Studies in junior secondary school in the study area?

Data was gathered on the 10 questions regarding teachers' perceptions of the utilization of community resources for the Social Studies teaching-learning process, and scores were assigned in order to address this research question. Such that response of teachers on Strongly Agree (SA) was allotted '4' scores, Agree (A) was allotted '3' scores, Disagree (D) was allotted '2' scores and Strongly Disagree (SD) was allotted '1' score. The maximum score was 40 while the minimum score was 10. The scores of 10-19 = Poor Perception; 20-27 = Average Perception; and 28-40 = Good Perception and the results are presented in Table 4.

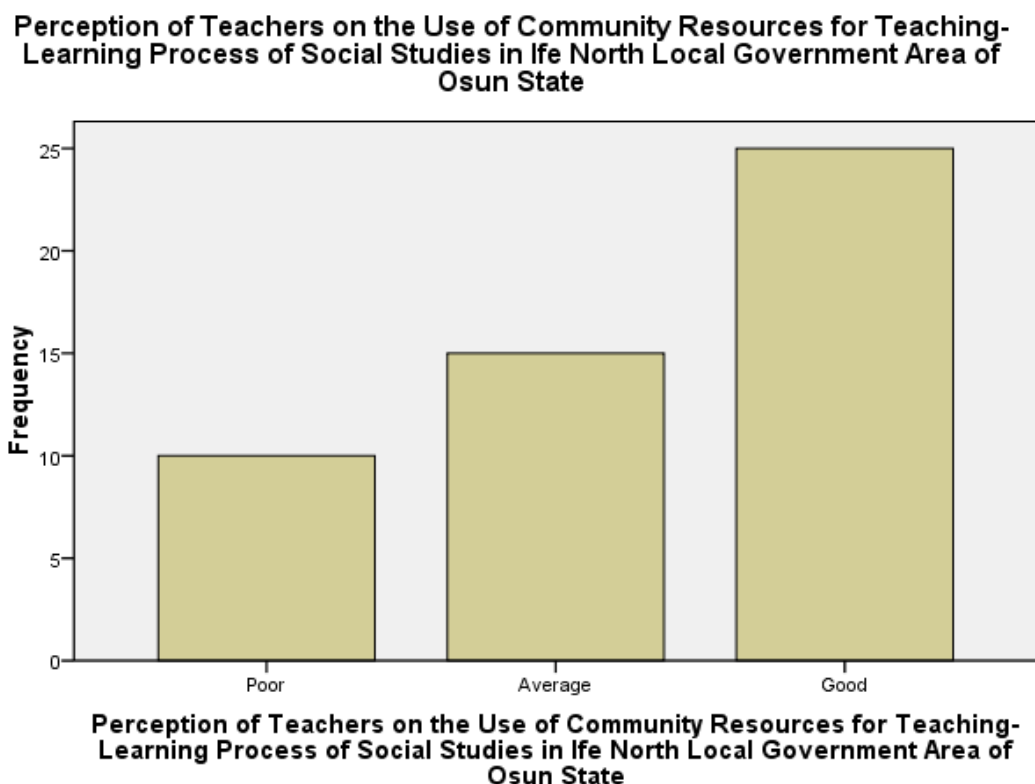
Table 4: Descriptive analysis of the level of utilization of community resources for the teaching-learning process of Social Studies in junior secondary schools in Ife North Local Government Area of Osun State

S/N	Teachers' Perception	Frequency (f)	Percentage (%)
1.	Poor	10	20.0
2.	Average	15	30.0
3.	Good	25	50.0
Total		50	100.0

N = 50

Results in Table 4 showed the descriptive analysis of teacher perceptions on the use of community resources for Social Studies teaching and learning in junior secondary schools in Ife North Local Government Area of Osun State. The Table showed that, in the study area, 50.0 percent of teachers believed that using community resources effectively for the teaching and learning of social studies in junior secondary schools is a good idea.

Figure 3: Bar chart representing the teachers’ perception on the use of community resources for the teaching-learning process of Social Studies in junior secondary schools



6. DISCUSSION OF FINDINGS

Findings of the study showed that the level of availability of community resources for the teaching-learning process of Social Studies in junior secondary schools in Ife North Local Government Area of Osun State is moderate. The outcome backs up Wanza's (2008) research, which looked at how the Business Studies curriculum was being implemented in public secondary schools in Machakos Central Division. According to her findings, 75% of the respondents said that the resources were available despite being insufficient. Resources from the community are accessible at the classrooms and cost little money.

The results further revealed that the level of community resources utilization for Social Studies’ teaching and learning process in junior secondary schools is moderate in junior secondary schools in the study area. The result supports the findings of Ogbaji (2017) who carried out a research on teachers’ perception of the utilisation of community resources in Social Studies in Calabar municipality. Teachers largely agreed that instructional content is essential to the success of the instructional environment and, in fact, the entire teaching and learning environment after the analysis of the data gathered using mean and standard deviation.

The study demonstrates that community resources and other resources are infrequently available, even when teachers are reluctant to use instructional materials for their courses. The survey also revealed that the lack of or improper use of social studies instructional resources is the bane of achieving social studies objectives in the field of study. In the metropolitan area of Ilorin, Taiwo (2007) carried out a research on the effects of teachers' factors on the utilization of community resources for social instruction. She made the following observations based on the study's findings. The majority of social studies educators used local resources sparingly or not at all to improve their instruction.

The teachers identified a number of barriers to the efficient use of community resources, including lack of experience with community-oriented pedagogy, insufficient time to integrate community resources, administrators' lack of support, a lack of funding, inadequate pre-service training, low teacher morale, the school schedule, and the distance of necessary resources from the schools. Finally, the study showed that teachers in the Ife North Local Government Area of Osun State have a positive impression of the usage of community resources for the teaching-learning process of social studies in junior secondary schools. As against the findings of Naisiyaki and Jackson (2017) confirmed that teachers have the negative perception of the adequacy of some selected community resources. This result was established by carrying out a research work in Kenya using 100 secondary school teachers that were randomly selected from 50 schools using simple random sampling technique.

The results of the study showed that the teachers' perception on the use of available community resources is negative. This could be traced to the fact that community resources were not really available let alone of making use of it to carryout effective teaching-learning process in the study area. Furthermore, Ojo and Adu (2018) argued that, in light of their replies to the items supplied, teachers' perceptions of the use of community resources on the teaching and learning of business studies in junior secondary schools were unfavorable. The implication of this ugly phenomenon on students' academic achievement perhaps is that, it has negative influence.

7. CONCLUSION

Based on the results from the study, junior secondary schools in Ife North Local Government Area, Osun State, have a modest level of access to and use of community resources for the teaching and learning of social studies. The study also came to the conclusion that instructors in the research region had a positive opinion of the utilization of local resources in junior high and secondary schools for the teaching and learning of social studies.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. School management should ensure the employment of qualified and experienced teachers in Social Studies. Since qualification and experience play important role in the ability of the teacher to harness community resources, it becomes pertinent to employ qualified and experienced teachers who will have the capacity of harnessing the community resources to enhance effectiveness in instructional functions.
2. In order to improve the teaching-learning process of social studies, particularly in junior secondary schools, philanthropists and non-governmental organizations should work with the government to provide community resources.
3. Teachers of social studies should also receive workshops and seminars that will teach them how to use community resources effectively and efficiently.

REFERENCES

1. Esu, A. & Inyang, C. (2012). An Investigation into Effective Utilization of Instructional Resources Available in Social Studies Secondary Schools in Oyo State with Particular Reference to Ogbomoso Local Government Area. *Published M.E.D. Thesis* university of Ibadan, Ibadan.
2. Mezieobi, B. (2013). An investigation Into the Use of Resource Persons for quality control of Science Instruction in Kwara State Secondary Schools. *Unpublished Thesis* University of Ilorin, Nigeria. Bradley, R.V.
3. Mezieobi, A & Onyeansi, S. (2012). Inquiry into the Use of Resources in Teaching of Secondary schools Biologyin North Kisii District, Kenya. *Unpublished M.E.D Thesis* Kenyatta University, Kenya. Adam.S. Powell. M. "Using Community Resources".Classroom Compass 1996 vol 3 No.1. <http://www.sed.org.scimath/compass/vo3no1/usingcom.html>.
4. Naisiyaki, D. & Jackson, H. (2017), Perception and Utilization of Community Resources
a. for Sustainability of Basic Technology instructions in South-West Nigeria.
5. Nwaubani, T. (2010). "The Tale of Instructional Media use in Primary Schools of Gedeo Zone, Southern Ethiopia" *Australian journal of education*, Vol. (35)78-89.
6. Ogbaji, T. (2017). Teachers' Perception of the Utilization of Community Resources in Teaching Social Studies in Junior Secondary Schools in Calabar. *Global Journal of Educational Research*. 16, 95-100.
7. Ogunyemi, (2009). *The Living Classroom*. London George Allen and Urwin Ltd.
8. Ojo, O. & Adu, O (2018). South African Journal of Education - *ajol.info The effectiveness of the use of information and communication technologies (ICTs) in teaching and learning is germane to the recent educational innovations in South Africa.*

9. Ololobou, (2010). An Investigation of Utilization of Community Resources in Elementary Schools in Ethiopia to Provide Relevant Education. Unpublished Dissertation, Ohio, university.
10. Orisa, O. (2011). A Survey of Resources Used in Teaching Social Studies in Nairobi Primary Schools. *Unpublished M. E. D. Thesis* Kenyatta University.
11. Taiwo, H. Y. (2007). Influence of Teachers' Variables on the Use of Community Resources for Social Studies Instructions in Ilorin Metropolitan Environment. *Ilorin Journal of Education*, 26 (1), 11-19.