

Community Resources Utilization and Teaching – Learning Activities of Social Studies in Junior Secondary Schools in Ede South Local Government, Osun State, Nigeria

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Abstract

The study examined the Community Resources Utilization and Teaching-learning Activities of Social Studies in Junior Secondary Schools in Ede South Local Government, Osun State, Nigeria. The research work covered both the public and private secondary schools in Ede South Local Government Area of Osun State. Two hundred and Fifty (250) Social Studies teachers participated in the study. Self-structured questionnaire titled Community Resources Utilization and Teaching-learning Activities of Social Studies Questionnaire (CRUTLASQ) was used to elicit information from the respondents. The respondents were drawn from Ten (10) Middle Schools, Five (5) Private Schools and Ten (10) Junior Secondary Schools using Purposive Sampling Technique. Ten teachers were selected from each school for the study. Three research questions were formulated. The result revealed that most of the teachers made use of instructional materials available (91.2%) and the usage has influenced students' learning of social studies (87.6%). It was concluded that the teaching ability of the teachers and the learning ability of the students were enhanced with the use of community resources. Based on the findings, it was then recommended that the teachers should ensure that Social Studies as a subject is taught using the community resources available to simplify teaching and aid learning of the subject by teachers and students. Teachers should encourage tours to landmark places and excursions of different kinds to further enhance students' learning.

Keywords: Teacher's perception, Community resources, Utilization, Teaching-learning, Social Studies

Introduction

Social Studies as a subject was introduced into the Nigerian educational curriculum based on certain philosophies. One of them is to address social issues and man's problem, due to their interrelation as they appear in real life situations. Nigeria seeks to be one unified nation, with a single purpose and a people who share common goals. Since Nigeria achieved independence in 1960, successive governments have sought to foster this single identity through education, specifically through Social Studies education. Social Studies, with its integral approach to learning, was seen as being capable of cutting across artificial subject divisions and presenting knowledge as an integrated whole. Nigeria as a nation, comprises of diverse socio-cultural entities (Akamere, 2001; Falola & Heaton, 2008; Mbeke-Ekanem, 2000; Williams, 2008) and as a result of our differences, there is a great need for sense of common unity to foster national development. Therefore, to achieve this aim, education became bedrock on which national unity was to be established, hence, the introduction of Social Studies into the school curriculum in Nigeria. Social Studies, as a subject, is made compulsory for Primary School Pupils and Junior Secondary Students.

Social Studies is therefore the integrated study of the Social Sciences and humanities to promote civic competence. Within the school program, Social Studies provides coordinate, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council for the Social Studies, 1994) Nnamani and Oyibe (2015) argue that existing Social Studies curriculum, unfortunately, has separated schools from the realities of their own communities. For example, political process in most schools focus on state and national institutions without providing students with opportunities to examine the political processes of their own communities. Social Studies is a formalized, correlated or integrated study of man and his environment which involves the learner with the cognition,

skills, values, attitudes and competencies that will enable him become an informed, rational, analytical, participative and functional citizen. Therefore, community is a place where the child will function after schooling and it is imperative to base the instruction of social studies on community resources (Nnamani and Oyibe, 2015).

Community resources are to enhance learning and academic success by providing activities and programs for students using resource persons from the community to share their skills and knowledge. Community resources, such as places of worship (churches, mosques, etc.), museums, zoological gardens, parks, cinemas, community hall, rivers, waterfalls, mountains, television and radio stations, secretariats, human capital in the society among many others, if well utilized, will further enhance teaching and learning effectiveness and efficacy. Efficacy entails how judicious the instructional materials are utilized to obtain optimum achievement of instructional goals and objectives. Poor performance of students can be worked on with the use of community resources in the teaching and learning of Social Studies. Nigeria Educational Research and Development Council (NERDC, 2007) note that the use of real life experience, through an industrial visit (community resources) is the best way to facilitate the teaching and learning of Social Studies. Many researchers agree that the use of community resources in teaching and learning can improve students' learning, and create robust method of content delivery for teachers (O' Bannon & Judge, 2004)

Kochlar (2012) opines that the importance of community resources to the development of Social Studies education cannot be over emphasized. Community resources can be grouped into two 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. Non-human resources include factories, health institutions, culture infrastructure, business offices, community halls, museum, parks, etc. which are of veritable source of course content and experiences. Examples of Community Resources include; Teleconferencing and email connecting students to human resources in the community and expand the students' access to the world. More people may be willing to act as a resource to a student if they can do so from the office. Students could have e-mail mentors or interviews via

chat. In telementoring, students are connected to experts or role models in various fields or areas to serve as resources. Mentors can be found in local and global communities from websites such as this one: www.telementor.org. You can also create a telegram social media to teach if the class is large. Ask-An-Expert database is a database of human resources who are experts in various areas of the curriculum and have volunteered to answer student questions via e-mail or telephone.

Local artists, actors, business leaders, researchers, professors, doctors, attorneys, veterinarians, community activists, reporters, athletes, etc. can all serve as helpful resources for interviews, field trips, projects, etc. Local sites and organizations (museums, theatres, hospitals, universities, corporations, factories, etc.) can also be catalogued as resources for field trips, projects, and information resources. A unique suggestion from Van Orden is for the librarian to videotape a field trip to a local resource to share with students. It is not as effective as an actual field trip, but in this era of limited field trips, it is a feasible compromise. Community agencies resource directory (a list can be obtained from a local United Way office), a database of job or volunteer opportunities for students, a database of summer learning opportunities and activities are all community resources which would be valuable for students to access. Materials or equipment available for lending from various community organizations: zoos, museum exhibits, photographs, theatre costume and prop departments, university laboratories, hospitals, historical societies, etc. Other schools, teachers, or classes in the city who would like to collaborate on a project.

This is by no means a complete list. The possibilities are endless (depending on how innovative or creative the teacher is), but these are examples of useful, easily accessed community resources. It is well known among educators that the educational experiences involving the learner actively participating in concrete examples are retained longer than abstract experiences. Instructional materials add elements of reality by providing concrete examples to learning.

However, one possible reason for lack of enthusiasm towards the use of these community resources, to enhance student-centered pedagogy could be due to teachers' disposition (Neiderhauser & Stoddart, 2001). Also, Chen (2008) states that teachers refer to the

pre-existing beliefs, and experiences, when trying to integrate educational technology into their instructional practices. These pre-existing beliefs can influence the development of additional beliefs regarding the use of community resources in teaching and by extension to the students which influence learning among the students. Furthermore, their disposition towards the utilization of these community resources, available in teaching the student cannot be glossed over, most especially, when it is taking them out of their comfort zone or domain.

Statement of the Problem

The availability or unavailability of community resources, insufficiency and bad conditions of the available ones, influence the achievement of Junior Secondary School Students' performance both in internal and external examinations. Available research evidences have shown, that the learning program is being jeopardized by these phenomenon, which subsequently tends to yearly declining in the students' final examination performance, especially in Social Studies. Compounding to this problem, could also be teachers' disposition to the utilization of these community resources available in teaching.

Research Questions

The following research questions were set to guide the study:

1. What are the teachers' dispositions to community resources utilization in the teaching of Social Studies in junior secondary school in Ede South Local Government?
2. What are the teachers' dispositions to community resources utilization in the learning of Social Studies in junior secondary schools in Ede South Local Government?
3. What are the perceived problems faced by teachers in using community resources in teaching of Social Studies in junior secondary schools in Ede South Local Government?

Methodology

Design

The study adopted descriptive survey research where no variable were manipulated because their manifestation had already occurred.

Population and Sample

The target population for the study consisted of all the teachers (both in public and private schools). The respondents were selected from Ten (10) Middle Schools, five (5) Private Schools and Ten (10) Junior Secondary Schools. Ten (10) Teachers were selected from each school, making a total of Two hundred and Fifty respondents (250) using Purposive Sampling Technique.

Instrumentation

A Self-structured questionnaire titled Community Resources Utilization and Teaching-learning Activities of Social Studies Questionnaire (CRUTLASQ) with a Four-point likert rating were used for data collection. The reliability of the instrument using Cronbach-Alpha Coefficient was $r = 0.81$. This showed that the instrument was reliable to measure the perception of teachers towards the Utilization of Community Resources in Teaching-learning of Social Studies.

Method of Data Analysis

Data collected were analyzed using descriptive statistics such as simple percentages, frequency counts and standard deviation with tables.

Results**Research Question I**

What are the teachers' dispositions to the use of community resources in teaching of Social Studies in junior secondary schools in Ede-South Local Government Area of Osun State?

Table 1: Teachers' Disposition to the Use of Community Resources in Teaching Social Studies

Teachers' Disposition	SA	A	D	SD	Mean	Std. Dev.
Making use of community hall has helped my teaching of Social Studies	94 37.6%	105 42.0%	38 15.2%	13 5.2	3.12	0.85
Museum in the community has aided teaching of Social Studies	29 11.6%	194 77.6%	25 10.0%	2 0.8%	3.00	0.49
Parks in the community has positively contributed to my teaching of Social Studies	20 8.0%	162 64.8%	53 21.2%	15 6.0%	2.75	0.68
I have used interesting sites like water falls, mountains, rivers in the community to teach some topics in Social Studies	37 14.8%	191 76.4%	21 8.4%	1 0.4%	3.05	0.49

Source: Oyetade. & Moshood, 2018

Table 1: presents the result of the teachers' disposition to the use of community resources in teaching of Social Studies in their respective schools. The result reveals that 79.0% of the teachers sampled making use of community hall has helped my teaching of social studies while 21.0% do not (mean=3.12, SD=0.85). Again, 89.2% of the teachers agreed that Museum in their community has aided teaching of social studies while 10.8% disagreed (mean=3.00, SD=0.49). In the same vein, 72.8% of the sampled teachers agreed that parks in their community has positively contributed to their teaching of social studies while 27.2% disagreed (mean=2.75, SD=0.68). Lastly, 91.2% of the sampled respondents agreed that they have used interesting sites like water falls, mountains, rivers in the community to teach some topics in social studies while 8.8% disagreed (mean=3.05, SD=0.49). From the result, inference could be made that majority of the respondents agreed, that they made use of community resources available for teaching in the schools and community.

Research Question 2

What are the teachers' dispositions on the use of community resources in learning Social Studies in junior secondary schools in Ede-South Local Government?

Table 2: Teachers' Disposition to the Use of Community Resources in Learning Social Studies in Junior Secondary Schools in Ede South Local Government

Usage of Community Resources	SA	A	D	SD	Mean	Std. Dev.
Making use of community hall to teach has helped my students to learn Social Studies effectively	46 18.4%	142 56.8%	50 20.0%	12 4.8%	2.88	0.75
Making use of Museums in the community has aided my students to learn Social Studies effectively	36 14.4%	178 71.2%	33 13.2%	3 1.2%	2.98	0.57
Taking my students to visit parks in the community has positively contributed to their learning of Social Studies	27 10.8%	175 70.0%	42 16.8%	6 2.6%	2.89	0.60
Interesting sites like water falls, mountains, and rivers in the community have helped in the learning of Social Studies.	27 10.8%	192 76.8%	22 8.8%	9 3.6%	2.82	0.89

Source: Oyetade & Moshood, 2018

Table 2 presents the result of teachers' perception on the usage of community resources in the learning of Social Studies in the sampled schools. The result reveals that 75.2% of the teachers agreed that making use of community hall to teach has helped their students to learn social studies effectively while 24.8% disagreed (mean=2.88, SD=0.75). Also,

85.6% of the teachers agreed that making use of Museums in the community has aided their students to learn social studies effectively while 14.4% disagreed (mean=2.98, SD=0.57). Furthermore, 80.8% of the teacher agreed that taking their students to visit parks in the community has positively contributed to their learning of Social Studies while 19.2% disagreed (mean=2.89, SD=0.60). Lastly, 87.6% of the sampled teachers agreed that interesting sites like water falls, mountains, rivers in the community have helped in the learning of social studies while 12.4% disagreed (mean=2.82, SD=0.89). Thus, inference could be made that most teachers used instructional materials available and the usage influenced students in the learning of social studies.

Research Question 3

What are the perceived problems faced by the teachers using community resources in teaching Social Studies in junior secondary schools in Ede-South Local Government?

Table 1.3: Perceived Problems Faced by the Teachers in the Use of Community Resources

Perceived Problems	SA	A	D	SD	Mean	Std. Dev.
Community elders do not allow teachers to use the available resources	18 7.2%	105 42.0%	96 38.4%	31 12.4%	2.44	0.80
Most available resources in the community are outdated	11 4.4%	182 72.8%	50 20.0%	7 2.8%	2.78	0.55
Most available resources in the community are not properly maintained	12 4.8%	178 71.2%	55 22.0%	5 2.0%	2.78	0.55
Most resources in the community are not relevant for teaching social studies.	14 5.6%	155 62.4%	66 26.4%	15 6.0%	2.67	0.67

Oyetade & Moshood, 2018

Table 3 presents the result on the perceived problems faced by the teachers in the usage of community resources in the sampled schools. The result reveals that 49.2% agreed that community elders do not allow teachers to use the available resources while 50.8% disagreed (mean=2.44, SD=0.80). Also, 77.2% of the teachers agreed that most

of the available resources in the community are outdated while 22.8% disagreed (mean=2.78, SD=0.55). In addition, 76.0% of the respondents agreed that most available resources in the community are not properly maintained while 24.0% disagreed (mean=2.78, SD=0.55). Lastly, 68.0% of the teachers agreed that most resources in the community are not relevant for teaching Social Studies while 32.0% disagreed (mean=2.67, SD=0.67). Generally, it could be observed that most teachers agreed that they are facing problems with regard to the usage of instructional materials in their schools.

Discussion of Findings

This research work examines community resources utilization and teaching-learning activities of Social Studies in junior secondary schools in Ede-South local government area of Osun state, Nigeria. The study revealed that when community resources (community hall, museum, parks, waterfalls, rivers, mountains, etc.) are put into use, it helps the teachers in teaching Social Studies effectively and efficiently. This finding corroborates the study carried out by (O'Bannon & Judge, 2004) that the use of community resources in teaching and learning can improve students' learning, and create robust method of content delivery for teachers. It also helps in solving complex topics and makes learners understand abstract ideas. Community resources have bridged the gap between "what is in the books and what is available". Thus, the teaching ability of the teachers and the learning ability of the students are better reinforced with the use of community resources.

The delivery of quality instruction in the classroom of any education system depends largely on the quality and competence of the teachers. This is because the teachers are expected to perform the important function of guiding, directing, evaluating, imparting, asking and answering questions among others for maximum benefits of the learners. Nigeria Educational Research and Development Council (NERDC, 2007) notes that the use of real life experience, through an industrial visit (community resources) is the best way to facilitate the teaching and learning of Social Studies. The implication is that the teacher is the stronghold on which the business of educators rests over the world.

Conclusion

It is therefore concluded that the teaching ability of the teachers and the learning ability of the students are better reinforced with the use of community resources. Also, the delivery of quality instruction in the classroom of any education system depends largely on the quality and competence of the teachers.

Recommendations

The recommendations of this research work include:

1. Teachers should ensure that Social Studies as a subject is taught using the community resources available to simplify teaching and aid learning of the subject by teachers and students.
2. Communities should make their resources available for learning by the students and teaching of Social Studies in their domain.
3. Governments and individuals should make available resources that can aid learning and teaching in every community.
4. Stakeholders in the education sector should ensure that using community resources as a means of teaching and learning is infused into the curriculum and is made compulsory.
5. Teachers should encourage tours to landmark places and excursions of different kinds to help the students understand that “what is being taught can also be seen and practiced”.
6. Parents should ensure that they cooperate with the school authorities by ensuring that everything needed by their children is provided timely for the purpose of learning.

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