

Introduction

Social studies deals with the complexity of human relationship. It deals with the relationship between human and human, human to natural environment, human to value system, and human to institution. It is an eclectic subject that sees knowledge about man and his environment as an organic whole. Furthermore, components of this organic whole must be well understood with their interrelationship.

The goal of social studies as noted by Jarolimek and Walsh (1965) is "the development of desirable social-civic and personal behaviour" (p.5). It is an appropriate subject towards the achievement of the goals of education. These goals include the development of critical thinking, self realization through provision of experiences that foster maximum growth of each individual potentialities, understanding human relationship, provision of experiences and information that develop concepts, skills and attitude related to man's exploitation of limited resources, economic efficiency, civic responsibilities, and learning how to learn (Akanbi, Imogie, & Yusuf, 1993; Jarolimek & Walsh, 1965, Yusuf, 1991).

The nature of social studies, however, offers unique opportunities for resources within the school environment to be utilized to enrich students' learning. It is a subject that is also concerned about the immediate and the larger environment. There is an increasing need for the use of resources at all levels of Nigerian educational system. This is because adequate teaching and learning resources will be needed to meet demand for quality education. Such education shall provide an understanding of the behavioural pattern of the

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learner, the motivation factors in the process of education and implications of the recent social, political, psychological, and economic changes within the immediate and larger society. Resources based education will contribute to the efficiency of teachers in planning, in organizing and in operating the instructional system, as part of the psycho/pedagogical principles underlining the understanding of subject matter content. Students will also be able to develop required behavioural pattern to achieve intended educational outcomes (Iyewarun, 1984; Jekayinfa, 1993; Ogunsanya, 1984).

There are several commercially produced instructional materials, which can be used in the classroom. Teachers can also improvise others. However, the state of Nigerian economy has made it impossible for the needed teaching and learning materials to be provided in schools. The paucity of instructional materials in most schools in Nigeria has made it imperative for teachers to use the local community as a source of resources outside the classroom. These resources can ensure students' involvement in learning events and in building their understanding of the environment, the nature of the world, and also increase their ability in observing and interpreting their environment. When students use community resources, they develop skills working in groups, forming questions, collecting data and observing the environment, which are inherent skills in social

studies. Thus, through the use of community resources the experience of the students can be diversified and school lessons can be connected with daily life and real problem (National Academy of Science, 1996). By using local resources students are given the golden opportunities of seeing, in practical terms, what they have heard, read, or imagined. Using community resources students would be able to collect data, observe, record, and extract necessary information from the environment. Community resources provide students with an enduring view of physical, social, and political environment of the learners. Also, community resources open up opportunities for students to be acquainted with real situations, problems, and potentials, and thus bring about critical thinking and inquiry mind. Thereby, social studies lesson moves from mere teacher-centred verbal instruction to student-centred activity. Resources make students to be involved through practical activities (Ogundele, 1978).

Community resources are very useful in social studies instruction. The use of community resources will ensure that teachers, students, parents and community members meet their responsibilities to ensure maximum use of resources. Since the classroom is a limited environment, the teaching and learning of social studies must extend beyond the four walls of the classroom. Content of the social studies curriculum are not only relevant to the environment but are also, derived from the daily experience of any given society. Therefore, the physical environment in and around the vicinity of the school can be used as a living laboratory for the study of natural phenomenon, social-cultural development, and economic activities of any given society. Whether the school is located in a rural or urban area, the resources in the environment can be used as resources for instruction (National Academy of Science, 1996). Thus, there is need to assess the teaching of social studies via the use of community resources for instruction. Purpose of the Study

The main purpose of this study was to examine the extent of teachers' use of community resources for social studies instruction.

Research Questions

The following research questions were addressed by this study:

1. Do social studies teachers use community resources?
2. What type of constraint(s), if any, do social studies teachers encounter in their use of community resources?
3. Does teachers' qualification influence their use of community resources in social studies instruction?
4. Do the experienced social studies teachers differ in their use of community resources from the less experienced ones?

Research Hypotheses

Based on research questions one and two the following hypotheses were tested.

HOI: There is no significant difference between the qualified and the unqualified social studies teachers in their use of community resources in social studies teaching.

1-102: There is no significant difference between the experienced and the less experienced social studies teachers' use of community resources in social studies teaching.

Research Method

Research type: The research method adopted for this study was descriptive survey method which was considered appropriate by the researcher to give systematic description of secondary school teachers' use of community resources in social studies instruction.

Instrument: A researcher-designed instrument titled "Questionnaire on Social Studies Teachers' Use of Community Resources" was used in this study. Items in the questionnaire were developed based on materials derived from the reviewed literature. The questionnaire is made up of two major sections: A and B. Section A of the questionnaire which is composed of 15 major items elicit information on the teachers' use of community resources in instruction. Each of the respondents was required to register his/her level of agreement with each statement. Section B on constraints affecting their use of community resources contains eight items also structured along a 4-point Likert-type scale of; not at all, slightly, and somewhat and a great deals.

Sample and Sampling Technique: The target population of this study consisted of all social studies teachers in government secondary schools, in Ilorin metropolis, Kwara state. Within Ilorin metropolis, there are 53 kwara state government owned secondary schools. All the 128 social studies teachers in the secondary schools were served as research sample using purposive sampling technique.

Procedure for Data Collection: The researcher, accompanied by a research assistant personally administered the questionnaire in all the secondary schools in Ilorin metropolis. The researcher sought for permission from the school principals to administer the questionnaire with the assistance

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of Head of Department of social sciences in each school. Each respondent was given a copy of the questionnaire, and they were given the opportunity to clarify the contents of the questionnaire. Since the items could be responded to between 15 to 25 minutes, the teachers were persuaded to respond immediately and the questionnaire copies were collected immediately. This enabled the researcher to have a high response rate to the administered questionnaire. However, where the researcher was so informed of the absence of some teachers copies were deposited for such teachers who were unavailable at first visit. Consequently, the researcher later retrieved the copies.

Results

The data gathered were analysed using the following procedure: Research question 1 and 2 are addressed using percentage, while research question 3, 4

were addressed through hypotheses 1 to 2 derived from questions 3 and 4 were tested using t-test.

Research Questions 1: Do social studies teachers use community resources?

The results of the analysis related to this research question are as shown in Table 1.

Table 1: Number and percentage of J.S.S teachers' to the use of community resources in social studies

S/N	Items	Weekly	1-3 per month	Sometimes	Not at all
1	Use of invited guest in class	4(3%)	17(13%)	45(35%)	63(49%)
2	Use of resources outside the classroom but within the school compound	11(9%)	14(11%)	52(40%)	52(40%)
3	Organizing a workshop, discussion or debate as social studies topic	7(5%)	29(22%)	44(32%)	52(40%)
4	Visit to historical sites or museum	2(2%)	11(8%)	58(45%)	59(46%)
5	Visit to city streets to examine things or observe events	2(2%)	11(8%)	60(47%)	56(43%)
6	Visit to natural features; rivers, streams, rock areas, land reforms	3(2%)	8(6%)	70(54%)	48(38%)
7	Observational visit to industrial concerns, artisan workplace	1(1%)	9(7%)	67(52%)	53(41%)
8	Educational visit to market and other business concern	3(2%)	9(7%)	67(52%)	52(40%)
9	Visit to resources persons in their places of abode, work or duties	4(3%)	16(8%)	69(53%)	47(36%)
10	Educational visit to religion places	2(2%)	6(5%)	75(58%)	49(38%)
11	Involvement of other teachers from within and outside the school in your class activities	5(4%)	16(12%)	63(49%)	25(19%)
12	Educational observation of legal process, visit to prison, school in your class activities	2(2%)	12(9%)	68(53%)	48(37%)
13	Visit to educational/learning resources centre	2(2%)	12(9%)	68(53%)	48(37%)
14	Visit to community library	3(2%)	15(12%)	27(21%)	61(47%)
15	Use of instructional materials (artefacts, items, realia, etc.) collected from the environment	11(9%)	12(9%)	38(29%)	68(53%)

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From the results in Table 1 it can be deduced that majority of the teachers do not use community resources regularly or do not use them at all. This is because over 50% in all the items indicated that they sometimes or never used the resources,

Research Questions: What type of constraint(s), if any, do social studies teachers encounter in their use of community resources?

Table 2: Number and percentage of teachers' responses on constraints against use of community resources

S/N Items	Not at all	Slightly	Somewhat	A great deal
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1	Lack of experience with community resources oriented pedagogy	13(10%)	23(18%)	35(21%)	57(44%)
2	Too little or inadequate time to integrate community resources	11(9%)	26(20%)	28(21%)	64(50%)
3	Lack of support from school administrator	13(10%)	24(19%)	26(20%)	65(50%)
4	Financial constraints	3(2%)	11(9%)	17(13%)	67(52%)
5	Teacher's low morale with affect innovative approach to teaching.	21(16%)	17(13%)	18(14%)	60(47%)
6	School time table scheduling	29(23%)	16(12%)	22(17%)	63(49%)
7	Inadequacy of pre-service training	31(24%)	35(27%)		
8	Distance of needed resources to the school	31(24%)	13(10%)		

From the result in Table 2, it can be deduced that the most of the itemized constraints were considered by the respondents as militating against the effective use of community resources. For instance, item 1, which deals with lack of experience with community resources oriented pedagogy indicated that 10% felt it does not affect the use of community resources, 18% felt it affected slightly, 26% felt it affected sometime, while the majority in 46% felt it affected them greatly. Item 2. on inadequate time to integrate community resources in their instruction showed 9% indicating not at all, 20% slightly, 31% somewhat, and 44% a great deal. Item 3, on lack of support from school administrator showed responses as 10% not at all, 19% slightly, 21% somewhat, and 50% a great deal. Financial constraints indicated 2% not at all, 9% slightly 40% somewhat and 50% a great deal. Teachers' low morale showed 16% not at all 13% slightly 20% somewhat and 50% a great deal, The same trend could be observed from the remaining 3 items.

Thus, it can be concluded that teachers' lack of experience with community oriented pedagogy, inadequate time to integrate community resources, administrators' non support; financial constraints, teachers' low morale, the school time table, inadequacy of pre-service training, and distances of needed resources to the schools, militate against effective use of community resources by teachers.

Hypotheses Testing

The results related to the hypotheses tested in the study are as shown in Tables 3 to 4

Hypothesis 1: There is

The results related to the hypotheses tested in the study are as shown

Hypothesis 1: There is no significant difference between the qualified and the unqualified social studies teachers' use of community resources in social studies teaching.

Table 3: t-test analysis of the use of community resources by qualified and unqualified social studies teachers

Experience	No	$\bar{x}$	df	t-calculated	Sig. (2-tailed)
Qualified	37	23.24			
Unqualified	87	23.92	124	-.358	.721

From the table qualified teachers had a mean value of 23.24 while the unqualified had a mean value of 23.92. When these values of teachers' use of community resources were compared using t-test, a value of -.358 was got. This value is not significant because the significance of t which is .721 is greater than the alpha value of 0.05. This implies that there is no significance difference in the use of community resources by the experienced or less experienced social studies teachers. Thus, hypothesis 3 is hereby accepted.

Hypothesis 2: There is no significant difference between the experienced and the less experienced social studies teachers' use of community resources in social studies teaching.

Table 4: t-test analysis of the use of community resources by experienced and less experienced social studies teachers

Level of Teachers' Experience	No	$\bar{x}$	df	t-calculated	Sig. (2-tailed)
Experienced	37	23.24			
Less-experienced	87	23.92	124	-.358	.721

From Table 4 the experienced teachers had a mean value of 25 while the less experienced had a mean value of 23.31 in the use of community resource. Result of t-test comparison of this score revealed a value of .856, which is not significant, because the significance of t which is .394 is higher than the alpha value of 0.05. This connotes that there is no significant difference in the use of community resources by experienced and less experienced social studies teachers and thereby an acceptance of stated hypothesis.

Summary of Findings

Based on the analysed data and the results the following represent the summary of the findings.

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- 1) Most of the teachers of social studies do not use community resources to enhance their social studies teaching. In fact, the majority sometimes or never use the resources at all.
- 2) Constraints of lack of necessary pedagogical skills, fund, administrators support, time and so on, militate against the effective use of community resources.
- 3) There was no significant difference in the use of community resources by qualified and unqualified social studies teachers.
- 4) There was no significance difference in the use of community resources by the experienced and less experienced social studies teachers in Ilorin Kwara State.

Discussion

As can be seen in the results of the analysis in Tables 1 and 2 most social studies teachers do not often make use of community resources in their instruction. Although they have positive use of community resources it is an irony that they did not use them. This finding agrees with other findings of Goodlad (1983), Murisel (1982), Popoola (1980), and Taiwo (2000). These findings showed that although community resources are recommended in social studies curriculum and the teachers have positive in their use, however, they are rarely used or never used to enrich social studies teaching which makes social studies lessons to be dull, Hasberry and Moroz (2000) had postulated. The findings related to factors militating against use of community resources as observed in their responses include, lack of fund, low administrative support, low teachers morale, lack of needed pedagogical skills, and time constraints, among others, were identified as factors militating against effective use of community resources. These findings agree with the findings of Hendrickson (1985), Popoola (1980), and Taiwo (2000). They identified mainly these factors as constraints in the use of community resources.

On the influence of teachers' qualification and their use of community resources, the findings indicate that unqualified teachers had higher attitude score than the qualified teachers. This is strange because it was anticipated that based on the training of the teachers they should be better in the use of community resources than the unqualified teachers. It should be stressed that this finding agrees with Boateng (1986) who discovered that training did not reflect in teachers' performance.

On the influence of teachers' qualification and the experience on their use of community resources, findings indicate no significant difference between qualified and unqualified social studies teachers and between the experienced and less experienced social studies teachers in their use of community resources.

Conclusion

From the findings of this study, the following conclusion can be derived. First, majority of social studies teachers made little or no use of community resources in enhancing their teaching of social studies,

Second, the teachers identified such factors as lack of fund, inadequate training, lack of technological skills, low teachers morale as inhibiting factors against the effective use of community resources. Thus, teachers' lack of community resources may be accounted for the constraints, which they face in

using community resources. However, teachers' qualification had no significant influence on their use of community resources.

Recommendations

Based on the research findings the following recommendations are made.

- 1) Social studies teachers should try as much as possible to integrate the use of community resources in teaching social studies contents, this will improve the quality of instruction given in school and also ensure the use of standard student centred approach to teaching as against teachers centred lecture method, which teachers currently employed in teaching social studies contents.
- 2) School authority particularly school administration should encourage teachers to use community resources through financial support, appropriate scheduling of standard time table and organisation of regular staff development programme to promote teachers efficiency.
- 3) Teacher training institution (Colleges, Polytechnic, National Teachers Institute, and Nigerian Universities) should give training teachers appropriate training in the use of community resources, so as to cater for inadequacies observed in the area of lack of pedagogical skills in using community resources which is a constraints social studies teachers admitted in this study.

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