

**AVAILABILITY, ADEQUACY AND UTILISATION OF LEARNING
RESOURCES IN THE TEACHING OF SOCIAL STUDIES IN LOWER BASIC
SCHOOLS IN OSUN STATE, NIGERIA**

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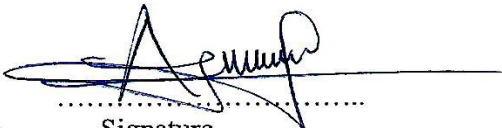
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ABSTRACT

The study identified the available learning resources for teaching Social Studies in lower basic school in Osun State. It examined the adequacy of available learning resources for teaching Social Studies in lower basic schools in the state. It also assessed the extent of utilisation of learning resources for teaching Social Studies in lower basic schools in the state; and investigated the problems hindering effective utilisation of learning resources for teaching Social Studies in lower basic schools in Osun State. These were with a view to providing information on the availability, adequacy and utilisation of learning resources in the teaching of Social Studies in lower basic schools in Osun State.

The study adopted the descriptive survey research design. The study population comprised all Basic III Social Studies teachers and all the head teachers in Osun State. The sample for the study comprised 90 head teachers and 90 basic three Social Studies teachers. Multi-stage sampling procedure was used to select the sample for the study. Three Local Government Areas (LGAs) were selected from each senatorial district using simple random sampling technique. From each LGAs, ten schools were selected using simple random sampling technique and from the selected schools, one head teacher, one basic three Social Studies teacher was purposively selected. Two research instruments were used to collect data for the study namely; Learning Resources Checklist (LRC) and Learning Resources Utilisation Questionnaire (LRUQ). LRC were used to elicit information on Availability of Learning Resources in the teaching of Social Studies in lower basic schools while the LRUQ were used to assess information from the head teachers and basic three Social Studies teachers on the utilisation of learning resource in

the teaching of Social Studies in lower basic schools. Data collected were analysed using appropriate descriptive and relevant inferential statistics.

The result showed that available resources used in teaching Social Studies include pupils textbook (84.4%), teachers reference (92.0%), chalkboard (96.6%), wall maps (65.9%), charts (83.3%), pictures, notice boards, resource persona, local environment and real objects. The result also indicated that learning resources such as teacher made note (96.6%), chalkboard (95.5), teachers reference (90.9%), real objects (88.5%) among others were adequate for teaching and learning of Social Studies. Furthermore, result revealed that among the available materials, teachers reference (94.3%), teachers made notes (94.3%) and pupils textbook (88.6%) are the most utilised learning resources for teaching Social Studies while School radio (23.8%) and audio-tape (23.5%) are the less utilised learning resources. Finally result showed that some of the problems hindering the effective utilisation of learning resources for teaching Social Studies includes: substandard level of available resources as they could not meet up with 21st standard (62.4%); insufficiency of available resources to go round the class (72.1%); inadequacy of required technical know-how needed, among others.

The study concluded based on the findings that learning resources are available and adequately utilised in the teaching of Social Studies in lower basic schools in Osun State, Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Social Studies is a subject that is connected with all aspects of human beings to enable them to live a fulfilled and comfortable life. It studies people in relation to their social, academic, economic, cultural, physical and psychological lives. It has to do with all-round development of human beings to enable them to become useful citizens in society. Kochhar (2012) viewed Social Studies as those portions of the Social Sciences selected for instructional purposes applied to include anything pertinent to the immediate purpose of learning and adapted to the level of comprehension of the learners. Indeed, when this subject is properly handled and taught and introduced to pupils in an interesting manner, it will make the concept of the subject to be well understood by learners, and at the same time, it will bring out a well-cultured pupil who will be holistically developed. All this can be accomplished when the proper and sufficient learning resources are adequately available and effectively utilised

As a result of the importance attached to learning resources in the teaching/learning process, especially in Social Studies, both developed and developing countries give great emphasis to the provision of learning resources. In developed countries, for example, Japan, the Ministry of Education publishes learning materials and bears the cost of distributing them. In both public and private schools, the materials distributed become school property. These materials include textbooks, audio-visual equipment, and any other necessary teaching materials. In addition to broadcast media, schools are also equipped with computers. In developed countries, teachers have ample teaching materials which facilitate the learning process to be successful. Whereas in developing countries, there are inadequate provisions of learning resources as the government does not consider learning

resources as important compared to advanced countries governments. Many teachers in developing countries also lacked the know-how to adequately using these learning resources.

In recent times, one important dimension in teacher education that is getting a lot of attention is related to the use of learning resources. Learning resources are those materials used by a teacher to simplify his/her teaching. Teaching resources include both visual and audio-visual aids and could either be concrete or non-concrete. These learning resources bring life to learning by stimulating students to learn. The use of learning resources in the classroom has the potential to help the teacher explain new concepts clearly, resulting in a better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end (Olelewe & Amaka, 2011).

Teaching at any level requires that the students be exposed to some form of simulation. Ogwo (2005) noted that teaching resources in Social Studies mean anything that can assist the teacher in promoting teaching and learning. When the students are given the chance to learn through video and other real objects, it will make the teaching and learning to be interesting, and at the same time, it will make the work of the teacher to be interesting and easy in conveying the message to the pupils. The use of instructional materials motivates learners to learn more and with fun. Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his/her effective presentation of a given topic. The teacher facilitates the learning by acting as a coach, resource guide and companion in learning. The use of learning resources does not only encourage teachers and students to work collaboratively but also results in more cooperative learning activities among the students (Okori & Jerry, 2017).

Asadi and Berimani (2015) held the view that good teaching resources can never replace the teacher but the teacher uses them to achieve the teaching and learning objectives. Some of the instructional materials necessary for effective teaching and learning of Social Studies include the chalkboard,

models, graphs, charts, maps, pictures, diagrams, textbook, reading materials, equipment, cartoons, slides, filmstrips, radio, and television as well as non-durable supplies used by the pupils and teachers such as exercise books, pencils and chalk. The importance of the use of these materials cannot be underscored. Instructional materials are essential since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. Resources allow learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways. It is widely believed that teaching and learning materials enhance efficient learning, sustain student's attention and remove the monotony of speech (Mersden 2005; Wooting-Pong 2014; Idris 2015). Teaching can only be effective when adequate and relevant instructional materials are used.

Bello and Umar-Goni (2016) posited that pupils learn best if they are allowed to see and to make an observation of what they are taught. Moreover, learning continues even when the teacher is no longer in the classroom. Bello et al (2016) added that good instructional materials might be a substitute for real-life objects in the classroom. Since textbooks and other instructional materials have a direct impact on what is taught in schools and how it is taught, curriculum development and curriculum materials are sensitive matters which are of great political, economic and social importance.

Availability of learning resources refers to services/resources that can be obtained in the discharge of teaching/learning functions Ngonyani (2018) asserted that availability refers to resources ready to be used, able to be used or that can easily be found and used. Tuimur and Chemwei (2015) noted, that availability is a state of making provision for a satisfactory standard requirement in terms of teaching resources to enhance effective instructional activity in a particular subject. The importance of the availability of resources cannot be over-emphasized in the teaching of Social Studies in schools, especially among young learners. Furthermore, the available resources in schools should be utilised in such a way that the utilisation enables the students to acquire desirable learning competencies. But

it is shown in today's Nigerian context that learning resources are not adequately available in today's schools and this warranted this study to assess the availability and utilisation of learning resources in teaching Social Studies in basic Schools in Osun State.

Availability of Teaching and Learning Resources (TLR) enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students. Singh, (2005) opined that all institutions or organizations are made up of human beings (workers) and other non-human resources. He further asserted that when the right quantity and quality of human resources are brought together, it can manipulate other resources towards realizing institutional goals and objectives. Consequently, every school should strive to attract and retain the best human resources. The economic austerity in recent times, coupled with the need for expansion of access to education, have combined to present educational planners worldwide with increasingly difficult choices in the allocation of available resources. According to Ojobor, Babarinde and Fagbemi (2020) evidence confirms that the most consistent characteristics in improving student performance are the availability of textbooks and supplementary Teaching and Learning Materials (TLM); well trained, prepared, supervised and motivated teachers (human resources) and adequate physical facilities.

Utilisation of resources in teaching brings about fruitful learning since it stimulates student's senses and motivates them. Rather (2004) explained utilisation as making use of available services at the individual's disposal. Also, Olagunju and Abiona (2008) opined that the process of managing and organizing resources is resource utilisation and optimum usage. The utilisation of resources in education brings about fruitful learning outcomes since resources stimulate students learning as well as motivating them. A common way to examine the utilisation of educational resources is to analyze school expenditure. This is because school expenditures constitute the bulk of all resources devoted to schooling and they are tractable instruments of education policy (Shabiralyani, Hasan, Hamad & Iqbal, 2015). The survey revealed that few schools provided libraries or reading corners to enable a

literate environment (UNESCO, 2003). A school should adequately utilize the available facilities to advance learning opportunities offered to pupils. It is the responsibility of the head teacher to ensure that there is adequate classroom space to enable teaching-learning process to take place and should ensure that all facilities are efficiently and effectively utilised to achieve educational goals and improve learning outcomes.

Utilisation according to Ngurukwem (2005) is the proportion of the available time a system is operating. In terms of educational resources, it could refer to the extent of available resources that are put to use. It therefore, becomes imperative that availability and adequate utilisation of educational resources such as human, material, physical and financial in some rural and urban communities of Osun State be explored to determine their applications for knowledge delivery as well as its relationships between resources availability and performance towards achieving universal primary education goal no.4 of Sustainable Development Goals (Olelewe & Amaka, 2011). It is also observed that there was underutilisation of some of these educational resources especially in some parts of the country. Hence, the need to investigate if there was adequate utilisation or underutilisation of learning resources in Osun State.

1.2 Statement of the Research Problem

Standard teaching and learning resources are essential prerequisites to good and impressive performance. Abdu-Raheem (2011) observed that the objectives of Social Studies are yet to be achieved as a result of lack or inadequacy of learning resources to motivate students. Olarinde, *et.al.* (2017) also attested to the inadequacy of instructional materials and resources in all the schools sampled in his study. There is no gainsaying in the fact that unavailability and under-utilisation of learning resources hamper teaching and learning of Social Studies in many ways. It might be impossible to achieve satisfactory results from pupils who do not have access to adequate learning resources and whose learning materials are been underutilised to compete with their counterpart that

has full access to adequate and well-utilised learning materials. As it is established that learning resources can enhance effective teaching and learning in our schools, it is therefore, expedient to assess their availability and utilisation in teaching Social Studies in lower basic schools. The availability and utilisation of learning resources in teaching Social Studies in lower basic Schools deserves empirical investigation; hence, this study.

1.3 Purpose of the Study

The study aimed at assessing the availability and utilisation of learning resources in teaching Social Studies in lower basic Schools in Osun State. Therefore, the specific objectives of the study are to:

- i. identify the available learning resources for teaching Social Studies in lower basic schools in Osun State;
- ii. examine the adequacy of available learning resources for teaching Social Studies in lower basic schools in the State;
- iii. assess the extent of utilisation of learning resources for teaching Social Studies in lower basic schools in the State; and
- iv. investigate the problems hindering effective utilisation of learning resources for teaching Social Studies in lower basic schools in Osun State.

1.4 Research Questions

To facilitate investigation of the problem of this study, the following research questions were raised;

- i. What are the available learning resources for teaching Social Studies in lower basic Schools in Osun State?
- ii. How adequate are the available learning resources for teaching Social Studies in lower basic Schools in the state?

- iii. To what extent do learning resources utilised for teaching Social Studies in lower basic Schools in the state?
- iv. What are the problems hindering effective utilisation of learning resources for teaching Social Studies in lower basic Schools in Osun State?

1.5 Significance of the Study

This study would provide empirical information for determining the current situation about the availability and utilisation of instructional materials in our schools. The findings from this study would help stakeholders to know how to come to the aids of schools in providing adequate learning resources, it would also help the policy makers to make policies that would encourage adequate use of learning resources in our schools. Through this study, the educational administrators and school owners would be exposed to reasons if these learning resources are adequately provided and used in the teaching and learning process that it would aid the pupil's academic performance and help the competency of the teachers in course of delivery of their duties. Also, it would encourage educational planners in Osun State and Federal Government at large to improve their service to lower basic schools in providing sufficient learning resources to both public and private schools as it been practised in advanced countries. It would also serve as an eye-opener for Social Studies teachers to value the importance of proper utilisation of learning materials in the teaching of Social Studies concepts.

Furthermore, it would help Social Studies teachers to understand various problems affecting the utilisation of learning materials and make necessary corrections as the future of our young children depends on the background, that is provided for them, as this is what they are going to build on. Finally, it would help future researchers to explore other factors (corruption, nonchalant attitude, over excessive gains/profits) that may be hindering underutilisation or insufficiency of learning resources in our schools especially in others states of the federation.

1.6 Scope of the Study

The study is restricted to learning resources in Social Studies in lower basic schools in Osun State. The study is to assess the availability and utilisation of learning resources in teaching Social Studies in lower basic schools in Osun State. This study is only concerned with the availability and utilisation of learning materials in teaching Social Studies in lower basic schools in Osun State.

1.7 Operational Definition of Terms

The following terms are operationally defined as used in the study:

Accessibility: refers to the ability to access and benefit from some system or entity.

Availability: means having at hand the required or needed material or services

Utilisation: is the act of using something or how something is used.

Instructional: implies intended for the purpose of teaching.

Material: refers to a physical object or as the physical components of something, to relevant facts, jokes or items that are part of a performer's routine or the things required to build something or accomplish a task

Learning resources: otherwise called instructional materials are all the resources a teacher uses to explain the topic contents/subject to the learner so that the learners are able to comprehend the topic fully.

CHAPTER TWO

LITERATURE REVIEW

This chapter contains theories and the review of literature considered relevant to the present study.

2.1 Theoretical Framework

2.1.1 Socio-Cultural Theory of Teaching, Learning and Development

2.1.2 Progressive Utilisation Theory

2.2 Conceptual Review

2.2.1 Learning as a Concept

2.2.2 The Concept of Learning Resources

2.2.3 Classification of Learning Materials

2.2.4 The Community as a Learning Resource

2.2.5 Utilisation of Instructional Materials

2.2.6 The Need for Instructional Resources Utilisation in Social Studies Instruction

2.2.7 Designing Instructional Materials

2.2.8 The Concept of Creativity in Learning Resources

2.2.9 Creativity and Instructional Materials Design

2.2.10 Selection of Instructional Resources

2.2.11 Utilisation of Instructional Resources in Primary School Social Studies Instruction

2.2.12 Problems of the Use of Instructional Materials in Primary Schools

2.3 Empirical Review

2.3.1 Studies on availability of learning resources in teaching of Social Studies

2.3.2 Studies on Adequacy of learning resources in teaching of Social Studies

2.3.3 Studies on Utilization of learning resources in teaching of Social Studies

2.4 Appraisal of Literature

2.1 Theoretical Framework

2.1.1 Socio-cultural theory of teaching, learning, and development

Socio-cultural theory of teaching, learning and development is one of the theories upon which this study is built. Largely inspired by the seminal works of Lev Vygotsky (1896-1934) to see a child development as a kind of social constructivism, in which development is determined by culture. This theory assumes that human minds do not develop by some predetermined cognitive structures that unfold as one matures. Rather, this theory posits that human's minds develop as a result of constant interactions with the social material world (Daniels, 2003). According to Vygotsky, the human mind develops through interaction with materials in the learning process where people learn from each other and use their experiences to successfully make sense of the materials they interact with. These experiences are crystallized in 'cultural tools', and the learners have to master such tools to develop specific knowledge and skills in solving specific problems and, in the process, become competent in a specific profession. In the classroom, these tools can be a picture, a model, or a pattern of solving a problem. Most often, such tools are combinations of elements of different orders, and human language is the multi-level tool par excellence, combining culturally evolved arrangements of meanings, sounds, melody, rules of communication, and so forth (Edwards, 2005).

Bull (2013) noted that learning by using such tools is not something that simply helps the mind to develop. Rather, this kind of learning leads to new, more elaborated forms of mental functioning. For example, when children master such a complex cultural tool as human language, this results not only in their ability to talk but leads to completely new levels of thinking, self-regulation and mentality in general. It is the specific organization of this tool (e.g., the semantic, pragmatic and syntactic structures of language) that calls into being and in effect shapes and forms new facet of the child's mind. Importantly, cultural tools are not merely static 'things' but embodiments of certain ways of acting in human communities. In other words, they represent the functions and meanings of

things, as discovered in cultural practices: they are “objects-that-can-be used- for-certain-purposes” in human societies. As such, they can be appropriated by a child only through acting upon and with them, that is, only in the course of actively reconstructing their meaning and function. And such reconstruction of cultural tools is initially possible only in the process of cooperating and interacting with other people who already possess the knowledge (that is, the meaning) of a given cultural tool (Owuamanam, 2017).

This short account is presented here to illustrate the fact that the sociocultural approach, unlike that of instructional materials by Gagne discussed above, not only allows for a synthesis of teaching, learning, and cognitive development; it actively calls for it. This theory implies that instructional materials lead to cognitive development because they mediate learners’ thinking through the tools, and such mediation constitutes the very cornerstone of mental development (Olawale, 2013).

2.1.2 Progressive utilisation theory

Progressive Utilisation Theory or PROUT is a socio-economic theory first mentioned in 1959 and fully outlined in 1962 by Indian philosopher and spiritual leader Prabhat Ranjan Sarkar (1921-1990). According to Bridge (2000), PROUT is a social system that overcomes the limitations of both capitalism and communism. Among other things, “progressive utilisation” would optimize the use of natural industrial and human resources, based on cooperative coordination on a wide basis, ranging from local communities to larger regions and nations and between the people of diverse geographical areas (Teo & Wong, 2000). PROUT seeks the welfare and happiness of all and is also concerned with physical education. The relevance of the progressive utilisation theory (PROUT) in this study is its encouragement to optimize the use of available natural resources as well as other resources that belong to agencies in the community where the school is located.

2.2 Conceptual Review

2.2.1 Learning as a concept

Learning is a process of transformation or change in the behaviour which is attained through experiences. There are many varied definitions given by different scholars at different times on the concept of learning. Educationalists like Babajide, and Bolaji (2003) defined learning as activities resulting from sensory experiences whether, touch, taste, smell, hearing or seeing. The above definition may be an attempt to reveal that learning process used the sense avenues to reach the mind of the learner and this is possible through the use of instructional materials. Learning is an active process which goes on within the pupil by guiding his activities and experiences through planning pupils learn only when they become deeply interested and involved in the learning situation and this will become possible only when the instructional materials are available and effectively utilised. According to Odumah (2005), there is the necessity for the use of instructional materials in form of visual aids if we are to ensure a real understanding and accurate conception of correct mental images.

On the other hand, teaching encompasses both instruction in procedures, a process to guiding student to the information they will need, and challenging them to engage in thinking about concepts they construct in their mind. In realization of the significant effects of the instructional materials in teaching and learning, the Federal Republic of Nigeria through the National Policy on Education (2004) emphasized the use of instructional materials in the enrichment of learning process.

2.2.2 The Concept of learning resources

According to Talabi (2003) learning resources include a wide range of resource materials and devices designed to enhance realistic imagery and substitute experience to enrich curricular experiences of many kinds. Learning or Instructional resources are materials used to improve learners' knowledge, abilities and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing (Soviet Encyclopedia, 1979). As pointed out

by Tamakloe, Amedale, and Atta (2005) learning resources are any resource which the teacher uses to enhance learning, understanding or the acquisition of concepts, principles and skills by students. Instructional resource is, therefore, any material which is employed in the teaching and learning process, either by the teachers or the students to promote understanding, and the internalization and application of lesson content.

Odumah (2005) described instructional resources in teaching and learning as those various resources available in and outside the school environment which he uses to make the teaching and learning interesting, meaningful and effective for students. Dynneson, and Gross (1999) upheld the view above when they asserted that instructional resources are equipment that may be used to convey meaning without complete dependence on verbal symbols. This view point was corroborated by Awoyemi, (2003) when he said; instructional materials are those materials available to a teacher in educational setting, which he uses to make his teaching very meaningful and effective for students understanding. This was further corroborated by Okunloye (2011) that instructional resources are people, events, places or materials that are used to enhance learning, usually by simplifying a difficult situation or making uninteresting learning attractive for learning. Instructional resources abound in both human and non-human materials for the use of the teacher, and social studies is the subject that has the monopoly of achieving the cognitive, affective and psychomotor domains of knowledge through the reliance of the use of different types of instructional resources. The above definitions imply that, the professional Social Studies teacher can no longer depend on the mere theories and principles of the traditional method of teaching . An up to date teacher, versed in educational conventional resources is needed in this fast growing and technologically advanced society.

Instructional material theorists such as Gagne, Craig, Vygostsky assume that there is a direct link between the materials that the teachers use and the students' learning outcomes. These outcomes

include higher abilities to learn, quality strategies to learn and perform classroom activities and a positive attitude towards learning. Further, these theories assume that instructional materials can develop into students the highest order of intellectual skills as they illustrate clearly, step by step how to follow the rules/principles and elaborate on the concepts, all of which have a positive impact on solving new problems by analyzing the situation and formulating a plan (Gagné, Wager, Golas & Keller 2005). Accordingly instructional material can be used to develop higher learning abilities to the learners through self-teaching or guided learning. This implies that the instructional materials mainly comprise eliciting performance, and providing feedback on performance correctness, in addition to providing learning guidance for guided discovery learning. Many of Gagné's ideas have broad implications for secondary teachers in community secondary schools in Rombo district. Many of these ideas have capacity building undertones with themes of students acquisition of critical thinking and problem-solving skills. However, the theory does not relate to whether or not students can think critically in what aspects or how they can solve a particular problem by themselves. However, the purpose of instructional materials or technology in education is to stretch students' imagination and to encourage them to solve problems in their lives.

Similar ideas are held by Lev Vygotsky, a Russian psychologist who held a view that tools and signs, which are in a form of instructional materials, can develop in students' higher level of thinking, which is important in problem-solving activities. However, since they are considered to be domain-specific, the ways instructional materials can start cognitive development is yet to be studied concerning classroom teaching. Thus, this study stretches these views.

2.2.3 Classification of learning materials

Many educationists agree that learning materials bring about improvement in the teaching learning process as well as permit teachers and students to interact as human beings in a climate where people control their environment for their own best purposes. These learning materials are classified three forms which are;

- a. Audio materials
- b. Visual materials
- c. Audio visual materials

a. Audio materials: This is instructional material that deals with sound only. These include such things as radio, record players' cassettes Recordings, Tele-lecture, Radio, Sound Films, Telephone, etc. These aid teaching through the sense of hearing. Aural (or auditory) learners learn best by hearing information. They tend to get a great deal out of lectures and are good at remembering things they are told. Auditory learners are those who learn through the hearing information presented in the auditory format such as from lectures, group discussion, radio, email, using mobile phones, speaking, web-chat and talking things through (Fleming & Mills, 2011). Auditory learners may even talk to themselves or repeat back directions aloud when doing a task (Russell, 2006). When a lecture is being given, auditory learners would best benefit from recording it and listening to it again and again. Hearing the information repeated over and over makes it better stick in the auditory learner's memory.

b. Visual materials: This category appeals to the pupils through the sense of sight, the saying that seeing is believing applies to some extent in this context. Graphic displays such as charts, diagrams, illustrations, handouts, and videos are all helpful learning tools for visual learners. People who prefer this type of learning would rather see information presented in a visual rather than in written form. Visual learners are those who take in and process information that is in a visual format such as maps,

graphs, charts and diagrams that take the place of the written word (Fleming & Mills, 2011). It is interesting to note that television, movies, photographs or power-point format are not considered tools for teaching visual learners. Visual learners prefer seeing what they are learning (Russell, 2006) Until facts are presented in form of visual aid, pupils may not readily grasp the meaning of ideas, concepts and facts. These consist film steps, specimen, pictures, black board, posters and so on.

c. Audio-Visual materials: According to Bawa and Fakomogbon, (2021), audio-visual materials are instructional materials that present information to students in ways that do not involve the use of paper and pencil. Audio-visual materials are useful in instruction because they take learning away from a textbook-only approach. Audio-visual learning may be used to teach children. Children can play videos, DVDs, games and learn computer, typing functions. Children can learn at an early age, faster than later period of their life. Children find computers as toys and like to play with them. The use of an electronic device can make learning fun and easy for children (Bawa, *et.al.*, 2021). This group consists of a combination of both audio and visual materials. This combined both the sense of hearing and sight together. They are therefore things like, Television films and projector etc. the use of these aids learning greatly. Apart from classifying instructional materials based on the sensory mode as above, there are four other ways in which we can classify instructional materials as in the following:

- i. Printed and non-printed materials
- ii. Hardware/equipment and software materials
- iii. First, second and third generations materials
- iv. High technology/low-cost instructional materials

i. Printed and non-printed materials: Printed materials include books, journals, magazines, charts, graphs, cartoons and newspapers. While non-printed materials include television chalkboard models, specimen, motion picture.

ii. Hardware/Equipment and software materials: Hardware equipment include computer, television, radio, record player, slide projector, video play track. While software equipment includes slides, film strip, maps, transparency posters and cassettes.

iii. First second and third generation materials: First generation include chalkboard, book, journal, magazine, charts, maps, drawing, printing and photographs. Second generation includes television, radio, video system, projector. Third generation include, computer and satellites.

iv. High Technology/Low and Cost Instructional Materials: The high technology cost combines both the second and third generation instructional materials found above while low cost involves items in the first category of sensory made. The list of instructional materials that a teacher can use to improve the quality of instruction is exhaustible. The teacher's level of resource of fullness, creativity and imagination is in fact unlimited. Instructional materials will therefore, include all forms of information carriers that can be used to promote and encourages effective teaching and learning activities. According to Ogbu, (2015) these are textbooks, work books, reference book, newspapers, posters, programmed text, non-printed materials, like films, strips, models, pictures mock-up studies globes chalkboard etc.

2.2.4 The community as a learning resource

The community is the best of learning resource to the Social Studies teacher. Learning experiences take place in the community museums, institutions, and organizations, historical and cultural sites as well as in the natural environment addresses different learning styles of students as well as enhance motivation and connect classroom learning to real world Educational trips beyond the regular classroom are intended to add meaning, vitality and interest to classroom experiences.

They encourage students to become active learners, and provide a way of related theoretical study to practical problems in the real world. This enhances the learning experience. The teaching and learning of social studies should not therefore be confined to the four walls of the classroom because every community, however, small, has resources that can be used to strengthen social studies education (Talabi, 2003). As pointed by Parker (2001) it is in the local community that the teacher sows the seeds of a life-time study of human society. It is in the local community that the children gain the opportunity to observe at first-hand the social processes that function around him. He/she is introduced to the problems of group living, government in operation, the production and distribution of services and to the rich cultural heritage of the people who live in the community. The Social Studies teacher may use community resources in two basic ways. One is to bring some portion of the community into the classroom. For instance, the Social Studies teacher makes use of community resources when he/she asks children to bring materials from home like dyes, paints, clay, empty tins, newspapers, magazines, pieces of clothes, wood, kitchen utensils, bottles, oil among other items for bulletin boards, collage construction, mobile construction, slide construction, chalkboard construction or for the construction of their projects. The personal experiences children have in the community and share with the class are likewise a common use of community resources in teaching and learning. Resource Persons/Guest Speakers could also be invited by the social studies teacher to the classroom.

A vital community resource for effective teaching and learning of social studies is the resource persons or guest speakers. These are usually people in the community with rich experiences and expertise in specialized fields of human endeavour .Such people include; Persons with special skills such as weavers, posters, blacksmiths and drummers, Persons with interesting hobbies--youth organizations, care for flowers, and singing, members of service organizations--the police, military, national fire service, commission on culture, and commission on children's rights, Early inhabitants of the community, Professional persons--doctors, teachers, engineers, imams,

pastors, bankers, and lawyers, government officials--district chief executive, director of education, head of aids commission, legislatures--members of parliament and district assemblies, chiefs. The other is to take the class out of the school to some place or a person of importance in the community as in field trips.

2.2.5 Utilisation of instructional materials

The importance of utilizing instructional materials in enhancing teaching learning process cannot be overemphasized. Ashaver and Igyuve (2013) opined that instructional materials have the potential for enhancing students' learning. Its role in teaching and learning is one of the most important and widely discussed issues in contemporary education policy. Education today has become widespread and as such, exclusively oral teaching cannot be the key to successful pedagogy. In order to make teaching and learning interesting the teacher has to utilize instructional materials. Meanwhile, the utilisation tells of the usage degree of a given material in the execution of a given task. Kadzera, (2006) emphasized that instructional materials are intrinsic part of the teaching and learning process and that achievements of the aims and objectives of education depends primarily on the proper utilisation of instructional materials.

However, Eya, and Ureme (2011) noted that creative uses of such materials or resources that will increase the probability of making the students learn and improve their performance of skills that are to be developed. Ugwuanyi, (2013) defined instructional materials as the resource that the teacher and students use to influence the effectiveness of teaching and learning process. Most primary schools do not have adequate instructional materials. Apart from this state of Affairs, most teachers were not trained in the use of such materials, it is therefore logical to before that even the teacher training colleges the materials do not exist or that the ones they have are outdated and absolute. In a study on effective utilisation of visual aids Bridge (2000) pointed out that teachers need to increase their knowledge in the field of Audio-visual materials and use them to make their lessons attractive

and interesting to students. In a bid to find alternative of making instructional materials available for use, Dike (2002) observed that a creative teacher can construct some of the needed instructional materials and as well teach students how to construct these materials.

2.2.6 The need for instructional resources utilisation in social studies instruction

According to Olawale (2013), if students rely only on what they hear, they will not achieve much as only one quarter (1/4) will be remembered after forty-eight (48) hours has elapsed. This means therefore, that learners should be supplied with sufficient relevant instructional resources to provide good and conducive atmosphere for learning. It is based on this that Karanja, (2015) opined that several reasons call for instructional resource utilisation in educational setting. These include;

- i. Instructional materials aid the teacher's effectiveness in teaching because the materials make his/her lesson interesting and more attractive, students tend to pay attention more to his instructions.
- ii. Instructional materials do help to explain abstract instructions to students.
- iii. Through the use of these materials, learning becomes more meaningful and permanent.
- iv. They develop a continuity of thought and supply a concrete basis for conceptual thinking.
- v. They offer a reality of experience which stimulate self-activities and participation on the part of the learners and develops continuity of thought as events may be produced to reflect performance.

Aggarwal (2001) outlines the essence of resource materials in the teaching and learning of Social Studies education as follows:

- i. They are potent motivators.
- ii. They lend reality to classroom teaching, and link instruction with real life.

- iii. They provide a concrete basis for conceptual thinking and hence, reduce meaningful word responses of students.
- iv. They have a high degree of interest for learners as they are interested in things that they can hear, see, touch, taste, plan, make, do, and try.
- v. They provide the necessary basis for developmental learning, and hence, make learning more permanent.
- vi. They offer reality of experience which stimulates self-activity on the part of learners.
- vii. They develop a continuity of thought; this is especially true with motion pictures.
- viii. They contribute to increase retention as they stimulate the maximum response of learners to the learning situation.
- ix. They help in the right type of images in the minds of learners, which facilitates learning.
- x. They focus attention, arouse interest and motivate learners to action, and stimulate mention and physical activity.
- xi. They save time and make learning concrete, permanent and durable.
- xii. They act as a reservoir for information which can be accessed and used by learners.

The above expositions justify why it is important to use instructional resources during lesson delivery. Most teachers will agree that, instructional resources no matter their nature and composition constitute a very important component of successful teaching and learning, and, go a long way to help in students understanding and remembering of what they have been taught. This therefore, calls for the proper selection of relevant resources to enhance teaching and learning. Mehlinger (1981) for instance observes that while it is possible to teach without instructional materials, it is easier to teach when they are available.

2.2.7 Designing instructional materials

Instructional materials are teaching-learning tools use in facilitating classroom interaction. They are structured in form of plans, blue prints and framework for the objective of making schooling interesting and education significant. The extent at which instructional tools are created on an innovative, inventive and constructive way go a great deal in deciding the attainment of educational goals. Instructional materials design can therefore be regarded as a systematic framework or structured plan in complementing teaching learning process for the acquisition and realization of educational goals and objectives. Instructional materials are any device used to assist the instructor in the preparation of a lesson, teaching of the lesson and facilitate students' learning of the subject matter (Asadi, & Berimani, (2015). They include those objects that are commercially acquired or improvised by the teacher to make conceptual abstraction more concrete and practical to the learner (Okobia, 2011).

According to Ogbu (2015), they are entities or devices which help the tutor to make a lesson much clearer to the learner. Instructional materials are also described as physical or concrete objects which provide sound, visual or both to the sense organs during teaching (Owuamanam, 2017). Instructional materials are in various classes, such as auditory, visual and cinematic. Auditory instructional materials refer to those devices that make use of the sense of hearing only i.e., wireless, audio tape cassette, and boob tube among others. Visual instructional materials on the other hand, are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip. A cinematic instructional material, however, is an amalgamation of devices which appeal to the sense of both audibility and visual such as television, motion picture and the computer amongst others. Instructional tools had been recognized as very vital variables in the tutelage and learning and that operative learning cannot take place without readiness of basic appropriate instructional tools. Instructional materials, agreeing with Kadzera (2006), are the teaching aids that enable quick understanding of the subject matter in the classroom. Instructional materials, including workbooks, instructive media (non-print, library media print and electronic resources), computer software,

videotapes, DVDs, films and instructional television programs characterise essential properties for institutes for improving instruction, broadening the quest of knowledge, and providing experiences of educational significance for class groups or for individual students. It is the joint responsibility of the state and district to provide a sufficient number and array of instructional materials and resources in a variety of formats that are important, appropriate and suitable to the execution of specified educational objectives. It is also the obligation of state and district to provide instructional materials that are free of stereotypes, distortions, bias and prejudices.

The importance of instructional tools cannot be underestimated. Instructional tools are a collection of materials and apparatus which make a filmic impression on the students, assist the tutors in their task, helping them increase efficiency in the classroom. Instructional materials transfer information efficiently, promoting the attainment and permanent retention of knowledge, when they are methodically designed, used, evaluated and reproduced. Kadzera (2006), conditions that lack of instructional materials to serve as teaching aids to ease rapid understanding of the subject matter in the classroom is a great obstruction to conducive learning environment for Science Technology and Mathematics (STM) Education. He further explained that for effective STM learning, relevant materials such as equipment in the laboratories, charts, diagrams, models, specimen, and technological device like computer, tape recorder and video cassette recorder must be made available in the classroom so as to assist students to have a design of what is taught in their mind.

Instructional materials are teaching aids or tools used to simplify the teaching process and make instruction more inclusive to the learner. Instructional tools are pieces of equipment, devices, graphics, sound representation or illustration that helps pupils to learn. Uzuegbu, Mbadiwe, and Anulobi (2013) cited four categories of instructional aids, these are:

1. Visual Aids: - these include chalk board, posters, bulletin board, displayed models, motion pictures, slides, projected transparencies, flip chart and flannel boards. In essence, they

represent all the materials the eyes can focus on and is used by the teacher or instructor in delivering the lesson to the pupils.

2. Auditory Aids: - these include record players, tape recorders and language laboratory and all that appeals to the sense of hearing.
3. Audio-visual Aids: - these include aids that make use of both sight and hearing such as pictures, sound motion, slide on sound and television.
4. Simulation Devices: - these include devices built to arouse the action or function of the real thing. The essence of this type of aid is to enhance feeling sensation and correct habits. Any subject can be taught more efficiently through the meticulous use of teaching materials or aids. These teaching aids according to Uzuegbu, *et. al.*, (2013) possess some good qualities with regard to science teaching: - It appeals to the senses; has ability to attract and hold attention; focuses attention on essential element to be learned at proper time; also fuels interest of learners.

The usage of instructional aid remains imperative where the science perception is non-representational and unacquainted to the cognizance of the students, when the actual object or phenomenon is unseen or highly expensive to be handled by every student. In a circumstance whereby the tangible specimen cannot be seen easily; for illustration studying the skeletal system in a science classroom, the study of a close animal or human model is used to illustrate the position, structure and function of the phenomenon equated to their own body. The teacher has a duty to be careful in selecting or preparing a teaching aid so that it would explain what it is meant for, viz. it should be clear, comprehensive, colourful and simple to understand.

In schooling science more efficiently and evocatively, the use of reserve materials or teaching tools are effective but according to Rather (2004) ordinary use of the material does not promise operative communication or teaching. It is therefore the careful selection, proper use and skilful handling by

the teacher that renders its effectiveness in simplifying learning as shown in the studies of Tuimur, and Chemwei (2015). A teacher can improve his/her class with good methods of delivering instructions and efficient application of teaching materials. The significance of instructional materials in the teaching of sciences in secondary schools is very crucial. WootingPong (2014) cited seven elementary parts of using instructional materials as recognized by Mersden, (2005). These include: Extension of human experience; Stimulation of interest; Grouping of student's interests; Overcoming physical limitations; Stimulating problem Solving and providing diagnostic and remedial tools for the teachers in the teaching process. Specimens are the real objects or things a teacher can use for efficient teaching. For the teacher to make his/her work easier, learning more participatory and more actual he/she should involve the pupils in the collection of specimen or objects for instance plants, insects and other similar equipment which will enable the learners to see, touch, smell and handle things substantially that will give them real natural experience.

Instructional tools have boundless significance in education. In this era of science and technology, the government of Nigeria is promoting the use and easy access for computer instruction (Ministry of Education, 2014). The Instructional Technology Communication training i.e., ITC amid teachers and students is for better expansion in science and technology. The latest instructional aid in this 21st century is the use of instructional technology media such as television, usage of computers and wireless devices amongst others which give access to other work and easy development. Olawale (2013) were of the opinion that the teaching of science, technology and mathematics can be enhanced when suitable teaching aids are aptly made use of. Therefore, every STM teacher should study and organise materials needed for any lesson to be taught to students. The use of New Media makes processing of science, technology and mathematics faster, easier and subsequently makes learning more effective and sufficient (Asadi *et al.*, 2015).

Different researches have revealed that correct use of teaching materials will confidently boost the teaching and learning process in science (olelewa et.al., 2011). Ogwo (2005) also supplemented that, several reasons have been adduced as key reasons among which is lack of necessary teaching materials/aids in schools as responsible for the detected poor movement on students' performances for the SSCE through the period 2001 to 2005. Adakole, Eiriemiokhale, and Nnaji, (2016), cited it that laboratory facilities and instructional performance materials to which students have been open has contributing factors to the students' academic achievement. Agina-Obu, (2005), observed that poor laboratory facilities and lack of relevant textbooks are among factors that are responsible for low performance of students in physics, chemistry and Biology.

2.2.8 The concept of creativity in learning resources

Creativity is defined as the inclination to recognize or generate ideas, alternatives or possibilities that may be expedient in communicating with others, solving complications and engaging ourselves and others (Robert, 2017). According to Robert, there are three reasons why people are motivated to be creative: need for novel, varied and complex stimulation; need to communicate ideas and values; and need to solve problems.

To be creative, one needs to be capable of viewing things in new ways or from a different perception. Amongst other things, one must be able to generate new opportunities or new substitutes. Tests of creativity measure not only the number of possibilities that people can generate but the uniqueness of those alternatives. The capability to generate alternatives or to see things exceptionally does not occur by chance; it is concomitant to additional, fundamental abilities of thinking, such as flexibilities, tolerance of ambiguity or unpredictability and enjoyment of things heretofore unknown. According to Onu, Ugwoke, Agboeze and Ikehi, (2014), creativity is the act of turning new and imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena and to

generate solutions. Creativity involves two processes thinking and producing. It is the process of bringing something new into being. It requires passion and commitment. Creativity brings to our awareness what was previously hidden and points to new life. The experience is one of heightened consciousness and ecstasy. Creativity is aptitude to perceive new relationships and break innovative grounds resulting in invention, construction or production of new things, ideas, approaches or solutions to problems, by original, intellectual or artistic efforts (Onyejemezi, 1992).

Lubart (2017) defined creativity as a discipline; a crucial part of the innovation equation. There is no revolution without creativity. The fundamental metric in both creativity and invention is worth conception. George (2017) saw creativity as skill that can be achieved. Creativity commences with a basis of knowledge; learning a discipline and being skilled in a way of thinking. One could learn to be creative by exploring, questioning, assumptions, experimenting, using imagination and synthesizing information. Learning to be creative is analogous to learning a sport.

Supporting the above assertion, Richard (2017) stated that creativity is a practice. That is, creativity comes from working hard and doing it regularly. He maintained that using the following five skills daily, one will advance expertise in creativity and innovation. Association: depicting connections between questions, problems or ideas from unrelated fields. Questioning: posing enquiries that challenge common wisdom. Observing: analysing the behaviour of customers, contractors and rivals to detect new methods of doing things, networking: meeting people with diverse ideas and viewpoints. experimenting: building communicative experiences and inciting unconventional answers to see what insights develop. Creativity is a phenomenon whereby something novel and by some means prized is formed. Creativity according to Demian (2017), is seeing the interaction of seemingly unrelated topics and combining them into something new, starting with nothing and ending up with something, interpreting something you saw or experienced and processing it so it comes out different than how it went in, seeing something that does not exist and then making it so, the ability to connect the seemingly unconnected and meld existing knowledge into new insight

about some element of how the world works, it is using as many senses as possible to express an idea, it is a zone from which great, useful things are created.

Definitely, when pupils are taught in an inventive manner, they will obtain favourable attitudes concerning such a topic; they will be ready to learn, and they will feel emotionally fond of such teacher who teaches them creatively (Hamdallah, Ozovehe & Dyaji, 2014). Although approving education as instrument per excellence, the Federal Government bequeathed exception on the prominence of science and technology and in line with global perspectives of science for all, made provisions for science and technology education in the National Policy on Education. This, however, demands for the need to advance creativity in our primary schools, as a way of increasing science education at the primary level and refining primary science pupils' knowledge of science. This is because creativity functions as a process of producing ideas that are beneficial, innovative and meets the necessities of the people.

Every system of education in every society of the worlds through systematic organization and adequate construction of specific curricula attempts to transmit diverse kinds of knowledge and skills to learners, prepare and modify them to assume their roles and duties in their real-life situations. It is believed, by scholars, that the play school period is the ideal age of creativity as extant writings displays the intellectual elasticity of children during their pre-school year (Asogwa, Onu, & Egbo, (2013). Training programs on creativity can help children in understanding the world around them and constructing relationship between its constituents increasing children's imagination, flexibility and skills of articulating issues (Bawa & Saidu, 2012). In this regard, the research, shows that creativity begins from the early childhood and becomes stable during adolescence. Fostering it in this period of life one can extend it until the end of life. Some experts, in fact, believe that children are the real quintessence of human creativity (Mohammed, Nura, Nafisa, & Anas, 2015).

Creativity is related closely to productivity like two sides of a coin. Hence, it becomes an indispensable constituent in problem solving. Creativity is inventiveness, which is the ability to create products that are not the same as anything else or have not been created by anyone else (Hamdallah, Ozovehe, & Dyaji, 2014). According to Wagner (2012), there are a number of ways to foster students' creativity, i.e. (1) encourage students to be creative, (2) teach students the methods of being creative, and (3) receive creative ideas produced by students. Encouraging or motivating students to be creative can be done by (1) developing creative solutions to a problem, (2) showing how to solve a problem step by step, (3) making a list of several possible solutions to a problem (Wagner, 2012).

According to Hamdallah et.al. (2014) several methods to teach students the methods of being creative are: encouraging students to develop as many ideas as possible; developing ideas based on the ideas of others; avoiding giving criticism in the development of ideas; evaluating the existing ideas; and deciding the best idea. The next step is welcoming all the ideas produced by students. The most important thing at this stage is to accept all students' ideas and help them develop those ideas to be more brilliant (Ibe, 2011). The steps at this stage are noting the positive aspects of an idea; noting the negative aspects of an idea; and noting the most interesting thing of an idea.

Bull (2013) pointed out that, based on the concept of Constructivism, lecturers should be able to cultivate the productive habits of mind by (1) fostering students' ability to think and autonomous leaning, (2) encouraging critical thinking, and (3) integrating creativity in thinking and learning. Creativity and productivity are closely linked; thus, they should be developed simultaneously in the learning process.

Creativity is the ability to modify Self-imposed constraints (Demian, 2017). This implies that all humans are born with this natural ability to have creative imagination, leading to acquisition of knowledge which may eventually culminate in expertise, if the medium of education is properly

used to help pupils acquire creative ideas and behaviour. Continuity in the production of new ideas, analysis of the ideas and testing the ideas for acceptance or rejection allows for the perfection of creativity (Bukoye, 2019). This however, can be started with children in primary school. Because when activities are deliberately planned to be stimulating; when children are involved from primary school age in research, problem-solving skills, production of new scientific ideas, inventions, critical and creative thinking skills, the resultant effect is the generation of novel product and innovations. The innovation may not work at the onset with the children, but the pupils will ultimately acquire experiences, and they will improve on their knowledge of primary science.

2.2.9 Creativity and instructional materials design

Good quality innovation in education could make learners learn more in a shorter time and could promote learning competence. Therefore, it is crucial and indispensable to create good quality innovation in education. Sharma, (2015) mentioned that creating innovation in education is vital for learning because it helps learners understand content and lesson clearly. Learners develop their learning processes which affect their desirable characteristics. Hence, creating educational innovation needs to be studied in each type of innovation.

Sharma, (2015) suggested that many key components should be taken into consideration when designing courses, including opinion sharing, analytical thinking, expressing rational ideas, critical thinking and open mindedness development. Although varieties of interesting media were used to support instruction and provide opportunities for learners to acquire knowledge and search information from new resources anytime anyway, learners lacked in thinking diversity, versatility of instruction in group procedures was inadequate, and the course assignments in both quantity and quality were unsuitable (Sharma, 2015). Bukoye (2019) emphasized that if lecturers do not understand the topics they would be teaching, it is almost impossible to make others comprehend those topics. Therefore, lecturers need to know the notion of the content they will be teaching,

instructional strategies, as well as pedagogical content knowledge, in order to conduct their instruction effectively and efficiently. With good quality instruction, it could facilitate students' learning abilities, enrich students' experiences, develop critical thinking processes, and endeavour to create innovations in education to achieve their goals. Instructional strategy is an approach, guideline, concept or main line to conduct, measure and evaluate instruction.

Therefore, an instructional strategy needs to take into account many instructional components before it is implemented, such as learners, learning objectives, contents, learning context, overall context, conditions and lecturers' skills in selecting learning principles, techniques to accomplish the learning objectives they specified etc. The principles of designing instructional strategies are aligned with both lecturers' teaching skills and learners' learning styles. In previous studies, Onu et.al. (2014) stated that instructional strategies of creating innovation could change learners to innovators. In order to develop students' characteristics better, Owuamanam, (2017) recommended the Use of Case Study, Problem-based Learning, Project-based Learning, as well as Role model and Service learning in classroom teaching to engage students in active learning. Creativity affects delivery of instruction, which is essential in design courses and innovation creation courses in pre-service preparation. Creativity is a crucial thinking skill to create educational innovation, which is novel, useful and valuable in education. Past research showed that developing a systematic instructional model focusing on enhancing creative thinking could effectively improve students' ability to creativity (Okorie, 2007) and creative problem-solving (Demian, 2017). However, the previous research did not focus on integrating creativity in constructing innovation in education. This research aimed to study the instructional strategies that support creation of creative and innovative education. The results would find the appropriate ways for teaching and be the guideline to support and develop learners' competence to design and create innovation with more creativity and higher quality

The application of Creative and Productive Instructional Method, according to the empirical evidence, can enhance students' creativity and productivity, and ultimately improve their learning achievement (Wagner, 2012). Also, Wagner, (2012) indicated that students' creativity and productivity could be enhanced with positive attitude and some effective strategies. The improvement of students' creativity and productivity will, then, significantly increase their learning achievement. The development of students' creativity and productivity can be achieved by designing appropriate learning materials (Hamdallah, Ozovehe, & Dyaji, 2014) In fact, there are a number of possible remedies to improve students' learning achievement and the use of Creative and Productive instructional method is one of the viable alternatives.

Appropriate and effective materials design may foster students' creativity and enhance their ingenuity development especially at a stage in life when they are slightly introduced to autonomous and independent learning. Classroom teachers especially in science ability to create a scientific instructional materials design inhibits learners' critical thinking, spirit of belongingness, curiosity, inquisitiveness and productivity. Through the use of various organs of senses such as tactile, auditory, visual, and audio among others children tend to be curious, inquisitive and demonstrate high degree of readiness towards learning. Hence, it can be deduced that learners' creativity and ingenuity development are products of teachers' knowledge in harnessing appropriate instructional materials design.

2.2.10 Selection of instructional resources

In selecting and using instructional resources, certain factors according to Ibe (2011) has to be considered: The availability of the relevant resources is of paramount consideration. Generally, teachers and students find it easier and cheaper to select those resources that are readily available in the immediate, and sometimes, distant environment. That is why the school environment is often regarded as a child's laboratory for the extending of frontiers of knowledge. Consideration should be

given to the cost of the resource. The resource selected for use should be within the financial reach of the school. Where the teacher and /or students have to provide these resources, the teacher should ensure that the cost does not bring untold hardship to him/herself, the class or the school, whatever the case may be. Durability is another factor that should be considered in engaging the attention of the class. A material that can easily spoil should be avoided .it is essential to select and use resources that are fairly durable so that they can be re-used when desired. The effectiveness of the resource is another consideration.

Generally, the resource selected for use in a Social Studies lesson should be capable of contributing to students cognitive, affective and psychomotor development, arouse their interest in the topic, and promote critical thinking and problem-solving abilities. The instructional resource should be capable of providing varying points of view on issues, especially on controversial issues. This is essential in promoting divergent rather than convergent thinking in learners. The resources should be current .quite often; teachers select and use out-moded resources in their lesson delivery. This is unacceptable especially in social studies, which deals solving contemporary and societal problems of man's survival. The reality is that the teacher should be abreast of time in the selection and use of resource materials. This does not only call for creativity on the part of the teacher, but also wide and constant reading. The resource selected for use in any Social Studies lesson should help in achieving the objectives of the lesson. Every teacher outlines in advance certain objectives that must be realized at the end of the lesson. Therefore, it is important to select only those materials that are capable of contributing to the attainment of the set objectives of the lesson. Learners' particularly young children are naturally curios. So, it is important to select resources that will satisfy their curiosity so that the desired learning outcomes can be achieved (Garuma, & Tesfaye, 2012).

2.2.11 Utilisation of instructional resources in primary school Social Studies

The need for instructional resource selection, calls for the proper utilisation of instructional resources in order to meet the individual needs of learners in the teaching- learning process. The use of instructional resources in Social Studies is paramount in order to; Solve value and decision problems in Social Studies, information must be collected analyzed, and data evaluated from a wide variety of resources. Information data from any one source are insufficient to help students solve problems that they encounter in Social Studies. Furthermore, students learn in different ways. Textbooks for example are efficient ways to teach facts, but may be deficient in affecting values or developing skills. It must be stressed that all the senses are involved in learning. Students must see, hear, touch taste, smell, if need be. Learning can occur by studying pictures, listening to radio, constructing a project, visiting a museum or helping solve a community problem. Each activity offers students a unique way of learning. Thus, while variety is not in itself a virtue, using a range of instructional media can arouse interest, instruct and reinforce learning previously acquired and provide opportunities to students to apply knowledge and skills they have acquired (Okorie, 2007).

The resource chosen for instruction should be appropriate to the stated objectives, content of the course and learner's developmental level. Whether or not the resources are appropriate depends largely on how they are used. Excellent resource design for one purpose or objective proves wholly ineffective when used to achieve another. For example, dramatization and role play are effective ways to build empathy; but less effective in conveying generalizations. The resource material chosen should also be linked to the subject matter of the lesson. They must also fit the maturity level of learners by way of illustrations, whereas pictures about animals' appeal to younger children, they hold less appeal to older youth. Again, whereas older children are more capable of relying on verbal symbols, younger children need various kinds of pictures, models, drawings and other concrete objects to guide their understanding of the subject matter. The same instructional resources can be used to support different teaching techniques. Instructional resources by themselves do not dictate how they can be used. It is the teacher who decides on the method to be employed. For example,

guest speaker can be invited to the Social Studies classroom to provide current firsthand information about the topic being studied (Ibe, 2011).

Alternatively, the guest speaker can be used as an expert witness who responds to students' questions based on their previous study of the topic. Thus, instructional resources provide the devices for instruction, but ultimately the teacher must select the technique of using them. Instructional resources should be evaluated according to a set of criteria in order to determine their impact and future use. The following questions might be asked when making judgments about instructional resources: is the material consistent with agreed-upon educational goals and instructional objects? Did the materials contribute to students' cognitive growth and effective development? Did the material arouse student interest in the topic? Did it promote the critical thinking and problem-solving abilities of students? Did the material present varying points of view on issues, especially on controversial questions? Is the material appropriate for the age of the students? Is the material accurate, up to date and related to the course content? Is the material easy to obtain? (Demian, 2017)

2.2.12 Problems of the use of instructional materials in primary schools

In spite of the facts that instructional materials have been found to be indispensable in the teaching of most of the subjects in our schools yet some materials or equipment are in short supply while others are non-existence at all. From all indications instructional materials and equipment necessary for teaching and learning that the supply was inadequate and fell short of the expected standards. This can easily be attributed to the lack of sufficient sources of instructional materials that can adequately meet the demand of our schools, through its possible for teachers to create instructional materials locally to correlate the available instructional materials that are from time to time provided to these institution by various education authorities and the unavoidable but seriously needed once. These popular sources of

instructional materials are not adequate enough to cater for effective teaching and learning in our schools. The fact that the primary schools' level is the most important of all levels of educational system, ironically, it is the most neglected. The local authorities which administer it appears to be ill-equipped in money, human and materials resources to run it well (Agina-Obu, 2005). Effective use of teaching aids by teachers has been proved to be of immense value in the promotion of the quality in teaching and learning.

However, studies conducted have shown that in large measure teachers neither produce them nor use them; the most popular aids are chalk, blackboard and the monotonous teacher voice; most schools have no library or store for keeping materials; teachers are not adequately trained in educational technology and No incentive by way of remuneration is given for the time spent and materials purchased or improvised.

2.3 Empirical Review

2.3.1 Studies on availability of learning resources in teaching of Social Studies

Availability and effective utilisation of learning resources are required to improve the internal efficiency of Early Childhood Education (ECE). A good ECE practice supports collaboration with communities and parents. It is against this backdrop that Salami and Edo-Olotu (2012) examined the effect of parent-school partnership on the availability and utilisation of learning resources in early childhood centres. The findings from the study indicated that the extent of parent-school partnership in early childhood centres in the study area is low. Parent-school workshop should be organized to enlighten parents on their roles in their children's schools and also equip teachers with the technical know-how on how to involve parents in activities.

Ong'amo (2017) carried out a study to find out the effects of utilisation of biology teaching and learning resources on students' academic performance in secondary schools in Siaya district-Kenya. The findings of the study established that textbooks were the most widely used teaching and learning

resources while audio visual resources were the least used. The resources were mainly bought by the headteachers and very few improvised by teachers. The textbooks in schools were inadequate and had to be shared by students who could not buy their own or borrow from friends. It was also discovered that schools that were endowed with abundant resources were performing much better than those schools with few resources. The researcher's assessment during live lesson teaching using observation schedule showed that students taught using teaching and learning resources performed better than those taught without the use of resources. The research also established that availability or utilisation of resources was not the only factor determining student's academic performance but other factors like teacher's qualification, pedagogy, attitudes and student's entry behaviour also affect academic performance.

Olarinde (2017) assessed instructional resources for teaching Basic Technology in Junior Secondary Schools in Ogbomoso, Nigeria. Specifically, the study assessed the available non- human resources (workshops, hand tools, machines, audio-visuals and visuals) that are used for teaching Basic Technology. The researchers also made attempt to find out the functionality of the available resources, its frequency of use and their adequacy to the recommendation of Nigeria Educational Research and Development Council NERDC (2007). The result of the analysis was as follows: 39 (52.0%) workshops, 60 (5.3%) machines, 310 (9.8%) audio-visuals, 1,756 (15.6%) hand tools and 1,422 (63.2%) visuals were available in all the sampled schools in Ogbomoso. The data on functionality revealed that 5.2% - 26.7% of the available resources were functioning which means that the practical aspects of the subject were thoroughly taken care of. The findings also showed that only three (3) out of the twenty-six (26) items used, met the recommendation of the NERDC 2007. Finally, the analyzed results showed that from all the available resources; 26.7% of workshops, 32.3% hand tools, 5% machines, 16.8% audio-visuals and 74% visuals were frequently used in the sampled schools.

2.3.2 Studies on adequacy of learning resources in teaching of Social Studies

Karanja (2015) investigated the availability, procurement utilisation and maintenance of Teaching/learning (T-L) resources and their effects on teaching/learning process in public primary schools in Kandara division. The study intended to establish the availability and adequacy of Teaching/learning (T-L) resources in Kandara division, how this resource is procured and also to establish factors which influence the utilisation of Teaching/learning T- L resources in primary schools in the division. The study also intended to assess the maintenance of the teaching and learning resources in Kandara division and also get suggestions from the teachers how T-L resources maintenance may be improved. The study established that in majority of public primary schools there is inadequacy of T-L resource. This affects the teaching/learning process negatively. The study also revealed that, procurement of T-L materials guidelines from the Ministry of Education (MoE) are not followed to the latter. Teachers reported that most of the procurement processes are carried out by the head teachers. This is contrary to the MoE guidelines regarding T-L materials procurement. According to the MoE guidelines, SIMSC is the mandated body to do T-L materials procurement in primary schools. The study also established that there are many challenges facing maintenance of T-L materials in primary schools. The study also revealed some suggestions on improvement of T-L materials maintenance. Teachers suggested that disbursement of T-L materials should be done early enough to allow procurement to be done at the right time. Also, the T-L materials fund need to be increased and also, they suggested that improvisation of T-L materials should be improved to cut the cost of purchasing commercially made resources which can be made using locally available materials.

Okobia (2011) carried out a study on the availability and teachers' use of instructional materials and resources in the implementation of junior secondary school Social Studies curriculum in Edo state. The results showed that instructional materials and resources available were grossly inadequate. It was also observed that there was no difference in the use of instructional materials between specialist Social Studies teachers and non-specialist teachers. It is therefore recommended that

instructional materials and resources be made available for the teaching of Social Studies. Also, Dhakal (2017) examined the availability and utilisation of instructional materials in geography teaching in community secondary schools in Kathmandu district. and revealed that printed and graphic instructional materials for teaching geography in secondary schools were available and highly utilised while audio, visual and audio-visual instructional materials for teaching geography were not sufficiently available and were rarely utilised in the classrooms for teaching geography. The local materials were also rarely utilised in schools by the teachers.

Moreso, Ogbu (2015) investigated the availability and utilisation of instructional facilities and material for the effective teaching of Basic Electricity in Ebonyi State technical colleges. The findings revealed that many vital facilities and materials are not available while some available ones are not even effectively utilised for the teaching of Basic electricity. It was therefore recommended that all stake-holders should contribute financially and materially to enhance the effective teaching of basic electricity. Also, Ogbe and Omenka (2017) examined the importance of improvisation in the teaching and learning of science and mathematics in the senior secondary schools in Cross River State of Nigeria. Human and material resources are inevitable in enhancing the teaching and learning of science and mathematics generally and practically at this level of Education. The instructional materials lend credence and reality to abstract concepts taught at this level. Such instructional materials include charts, computers, and television, audio and visual materials. When these materials are not available or inadequate, the teacher is expected to improvise. Adequate and relevant materials give room for effective and efficient teaching and learning of science and mathematics. It is the lack of such a situation that has resulted into poor performance and low achievement in science and mathematics. Therefore, these papers recommend that the way forward in this issue is for all hand to be on deck. The teachers, government and all stakeholders in Education should provide and supply to all secondary schools in the state adequate and relevant resource materials for the teaching and learning of science and mathematics. Functional centers for the

provision of locally made teaching aids and instructional materials. Teachers should be sponsored by the government to attend workshops and seminars, vocational course and conferences to be enlightened on the latest development in their subject areas.

2.3.3 Studies on utilization of learning resources in teaching of Social Studies

Muhammed (2017) focused on assessment of availability and utilisation of instructional materials for teaching Islamic Studies in junior secondary schools in Kaduna state, Nigeria. It explored, the responses of male and female teachers on relevance of instructional materials; assessed the extent to which urban and rural teachers utilize instructional materials for teaching of Islamic studies and the responses of urban and rural teachers on obstacles to effective utilisation of instructional materials in teaching of Islamic Studies in junior secondary schools in Kaduna State. focused on assessment of availability and utilisation of instructional materials for teaching Islamic Studies in junior secondary schools in Kaduna state, Nigeria. The finding revealed that, Significant difference was found between the responses of male and female teachers on instructional materials available for teaching of Islamic studies in junior secondary schools, Kaduna state; There was no significant difference between the responses of urban and rural teachers on utilisation of instructional materials for teaching Islamic Studies in junior secondary schools, Kaduna state; significant difference did not exist between the responses of urban and rural teachers on relevance of instructional materials in teaching of Islamic Studies in junior secondary schools, Kaduna state; and Significant difference was not found between the responses of male and female teachers on obstacles faced in utilisation of instructional materials for teaching of Islamic Studies in junior secondary schools, Kaduna state.

Eya and Ureme, (2011) carried out a study on the availability and utilisation of instructional materials for Social Studies instruction in junior secondary schools in Enugu State. The studies specifically ascertained the extent to which instructional materials for teaching Social Studies are

available and utilised. The findings reveal among others, that instructional materials for teaching Social Studies in junior secondary schools in Enugu State were available and also utilised to a low extent. The researcher recommended among others that more instructional materials production centres be established. Educational implication of the findings was highlighted and suggestions for further studies made. Based on the results of the study, the researcher concluded that instructional materials for Social Studies instruction were not adequately provided and utilised in junior secondary schools.

Similarly, Ugwuanyi, (2013) ascertain the availability, adequacy and utilisation of physical education teaching resources in public secondary schools in Enugu State. Specifically, the study determined to find out the available physical education teaching resources - facilities, equipment and supplies in secondary schools in Enugu State, the adequacy of the available resources and the utilisation of such resources. The findings of the study indicated that of all the physical education teaching facilities only soccer fields are available in all the schools. However more than half of the schools have volleyball courts, basketball courts and athletic tracks and fields. On physical education equipment and supplies only whistles are available in all the schools studied; other items that are available in most of the schools include soccer balls, hand balls, volley balls, and basket balls. Most of the schools also have relay batons, javelin and shot put. Based on the results, it was recommended that workshops be organized for principals of secondary schools and physical education teachers on the need to construct physical education facilities in the schools and procure the equipment and supplies. Adequate time should also be allotted to physical education instructional programme in the school time table.

Mohammed (2015) carried out a study on the assessment of availability and utilisation of instructional materials in Wamakko Local Government Area in Sokoto State. The study revealed that there were no adequate instructional materials in the schools and the few available ones are not mostly put to use because of teacher's inability to operate them or their ignorance to utilize the

materials. This study found that teaching without instructional materials is ineffective and therefore teachers should try to utilize the available instructional materials for effective teachings and learning. Also, Abdu-Raheem (2016) highlight the contribution of instructional materials to the academic achievement of secondary school students in Social Studies in Ekiti State. The study concluded that students who were taught with instructional materials performed better than those taught without. The study therefore recommended that teachers of Social Studies should employ the use of essential instructional materials for their teaching and also improvise where and when the materials are not available. It therefore becomes imperative to have concerted efforts among parents, school and the government to make available important and necessary instructional materials to teachers of Social Studies for enhanced teaching and consequents improved achievement of students in the subject.

2.4 Appraisal of Literature

The reviewed of this literature underscore the imperativeness of theoretical, conceptual and empirical frame work for the study. specifically, the theoretical framework which adopted the socio-cultural theory as postulated by La Vygotsky and progressive utilisation theory by Ranjam Sarkar justifies the cognitive developmental relevance of learning resources in the teaching and learning process among lower primary school pupils. This is why the reviewed literature revealed the relevance of Instructional Material Theories, Socio-cultural theory of Teaching, Learning, and Development, Progressive Utilisation theory approaches to the study under investigation as appropriate in instilling motivation, curiosity, ingenuity, creativity, in making learning interesting for pupils with the aim of motivating pupils in order to aids academic achievement among learners via the appropriate understanding availability, adequacy and utilisation of learning resources in the teaching of Social Studies in lower basic schools in Osun State, Nigeria. the concept of instructional materials in teaching and learning, instructional resources as a concept, the community as a learning resource, classification of learning materials, utilisation of instructional materials, need for instructional resources utilisation in Social Studies instruction, the concept of instructional materials

design, the concept of creativity, creativity and instructional materials design, selection of instructional resources, utilisation of instructional resources in Social Studies, problems of the use of instructional materials in primary schools. The reviewed literature established the importance of availability, adequacy and utilisation of learning resources in the teaching of Social Studies.

Due to the importance attached to learning resources in teaching/learning process, both developed and developing countries give great emphasis to provision of learning resources. The use of instructional materials motivates learners to learn more. More so, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic. The use of instructional materials does not only encourage teachers and students to work collaboratively but also results in more cooperative learning activities among the students. Studies from the review have shown that the availability and utilisation of learning resources in teaching enhance students' performance. It was observed that schools that were endowed with abundant resources were performing much better than those schools with few resources. Many studies have been carried out in order to assess the availability and utilisation of learning resources in teaching but there are few or no study that carried has been carried out on the availability, adequacy and utilisation of learning resources in teaching Social Studies in lower basic schools in Osun State. This study will therefore give additional valid and reliable results to the literature under investigation.

CHAPTER THREE

METHODOLOGY

This chapter describes the approach adopted in conducting the study. It discusses the research design, population, sample and sampling techniques, the instrument for data collection, validation of research instruments, procedure for data collection and method of data analysis

3.1 Research Design

The study adopted the survey research design which is a scientific method of collecting information about the population and describing the behaviour of a population without manipulation. The design was suitable for the study because it was used in describing the characteristics of the large population in order to draw conclusions and make important decisions. This study gathered information on assessing the availability and utilisation of learning resources in teaching Social Studies in lower basic Schools in Osun State.

3.2 Population of the Study

The study population comprised all Basic III Social Studies teachers and all the head-teachers in Osun State. According to the report of the National Bureau of Statistics on the numbers of nursery and primary schools in Nigeria, Osun State has 1,319 Nursery and Primary Schools that are government-owned across the 3 Senatorial Districts (NBS, 2016)

3.3 Sample and Sampling Techniques

The sample for the study comprised 90 head-teachers and 90 basic three Social Studies teachers, selected from the three senatorial districts in Osun State. Multi-stage sampling procedure was used to select the sample for the study based on the availability of learning resources. The three senatorial districts in Osun State were used. From each of the three senatorial districts, three Local Government Areas (LGAs) were selected using simple random sampling technique. From each LGA, ten schools

were selected using simple random sampling technique and from the selected schools, one head teacher, and one basic three Social Studies teacher were purposively selected based on position and discipline respectively.

3.4 Research Instruments

Two research instruments were used to collect data for the study namely; Learning Resources Checklist (LRC) and Learning Resources Utilisation Questionnaire (LRUQ). The Learning Resources Checklist (LRC) was designed by the researcher and it consisted of two sections which were used to elicit information on Availability of Learning Resources in the teaching of Social Studies in lower basic schools. The LRUQ was used to access information from the head-teachers and basic three Social Studies teachers on the utilisation of learning resource in the teaching of Social Studies in lower basic schools. The instruments for data collection used in this study was designed by the researcher. The instrument had two (2) Sections namely section A and B. Section A contains demographic information of the respondent such as name of School, location of school. Section B contains availability of learning resources. Section C contains adequacy of learning resources. Section D contains Extent of Utilisation of learning resources such as while Section E contains problems hindering effective utilisation of learning resources for teaching Social Studies.

3.5 Validation of the Research Instruments

To determine the face and content validity of the instrument, the research instrument that was used for this study were given to the supervisor and experts in Early Childhood Education Unit in the Institute of Education. Some necessary corrections and adjustments has been made to the instrument in order to ascertain the content validity and face validity of the instrument. The pilot test was carried out to determine the reliability of the instrument.

To determine the reliability of the instrument, a pilot test was conducted outside non-participating school before the main study was carried out to determine the reliability of the instrument. It was

conducted on Social Studies teachers and head-teachers from three schools outside the reliability rate were 0.83%.

3.6 Procedure for Data Collection

The study was carried out within six weeks. Efforts were made to seek the consent of the school administration for approval to use their schools for the research. This was done in order not to disrupt the school programmes which had been planned. The classroom teachers were carried along in order to guide the pupils during the time of the assessment. Thereafter, the researcher items were administered on the respondents during the period designated for the research and responses were collated for data analysis

3.7 Data Analysis

Data collected were analysed using descriptive statistics in form of frequency counts, percentages pie charts and bar charts. Specifically, research question one to four were analysed using frequency counts and percentages.

CHAPTER FOUR

RESULTS AND 1DATA ANALYSIS

This chapter explains the analysis and the interpretations of the data selected to measure the variables needed to answer the research questions. It highlights the findings of the study based on the data collected from respondents. The chapter is organized under sub-sections guided by the research questions. The questionnaire was structured to gather information from Social Studies teachers, while a checklist was structured to gathered information on the availability of some learning facilities from head teacher.

4.1 Demographic Data Analysis

Table 4.1: Demographic Characteristics of Respondents

Age Range	Frequency	Percentage (%)
Below 24	11	12.6
25-30	14	16.1
31-35	16	18.4
36-40	20	23.0
41 above	26	29.9
Total	87	100.0

Source: Author's Fieldwork

From table I, information on the age of respondents shows that 29.9% reported to be of the age range 45 and above, 23% are within 35-40 years old, 18.4% are within 30-35 years old, 16.1% are between 25-30 years, while the remaining 12.6% are below 25 years. This implies that respondents of 45 years and above are more represented in the study than other age ranges.

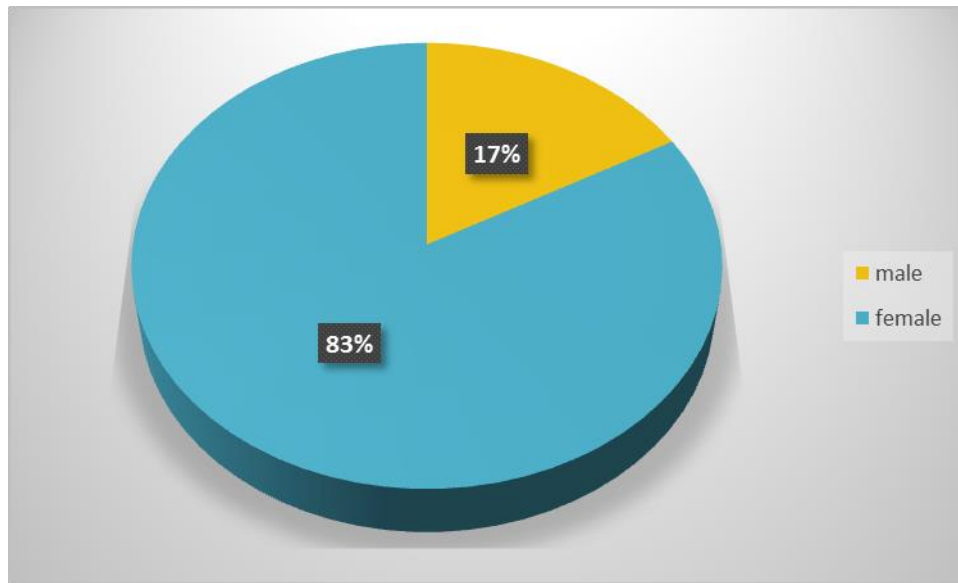


Fig. 4.1: Pie Chart Percentage Distribution on Respondents by Sex

Figure 4.1 shows the percentage distribution of respondents by sex, with majority 83% of the respondents as female while only 17% reported to be male. This implies that female respondents are more represented in the study than their male counterparts.

Table 4.2: Statistical Distribution of Respondents by the Class Taught

Classes	Frequency	Percentage (%)
Crèche	3	3.4
Kindergarten	2	2.3
Nursery	2	2.3
Primary	81	92.0
Total	88	100.0

Source: Author's Fieldwork

Findings on the class taught by the respondents as indicated in table 4.2 shows that majority (92%) of the respondents teach the primary class, 2.3% teach the nursery and kindergarten classes respectively, while 3.4% noted that they teach the crèche class. This implies that respondents handling the primary section are more represented in the study than other categories.

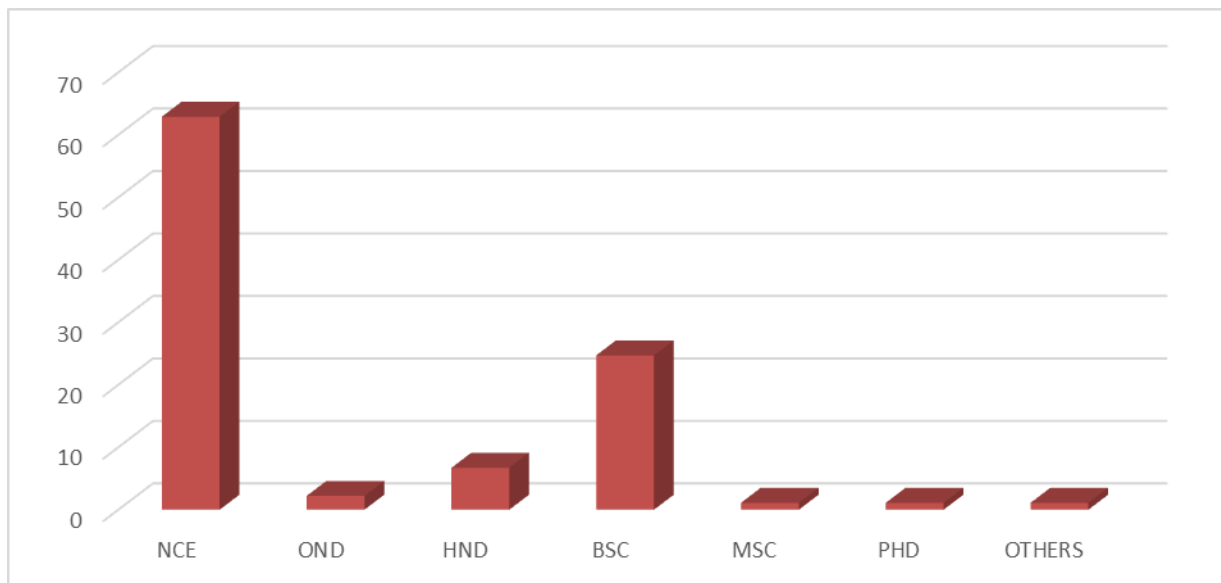


Fig. 4.2: Bar Chart Percentage Distribution of Respondents by Educational Qualification

Fig. 4.2 shows the distribution of respondents by their educational qualification, majority (63%) reported to have a Nigeria Certificate in Education, 1% reported a National Diploma, 7% have a Higher National Diploma qualification while 25% reported having a first degree. Also, those with a Second degree, PhD qualification are 1% of the respondents respectively, and others also represent 1%. This by implication means that NCE holders are more represented in the study than other categories of education qualification.

Table 4.3: Statistical Distribution of Respondents by Length of Service

Length of Service	Frequency	Percentage (%)
1-5	17	19.3
6-10	26	29.5
11-15	14	15.9
16-20	11	12.5
21-25	2	2.3
26-30	11	12.5
31-35	5	5.7
36-40	2	2.2
Total	88	100.0

Source: Author's Fieldwork

From table 4.3, information gathered on the length of years showed that respondents have spent in teaching, about 29.5% reported to have been in the service for 5-10 years, 19.3% reported to have been serving between 1-5 years, 15.9% have served for about 10-15 years, around 12.5% reported to have served 15-20 and 25-30 years respectively, 5.7% have served for 30-35 years, 2.2% indicated to have served for 35-40 years. This implies that respondents with 5-10 years of length of service are more than the other categories in the study.

Table 4.4: Statistical Distribution of Respondents by Work Status

Work Status	Frequency	Percentage (%)
Newly employed	8	9.1
Experienced	79	89.8
Retired	1	1.1
Total	88	100.0

Source: Author's Fieldwork

In terms of the status of the respondents to the field, the result from table 4.4 shows that 89.8% are experienced teachers, 9.1% reported to be newly employed teachers, while a few 1.12% indicated to be retired. This implies that well experienced teachers are more represented in the study than the other categories of teachers.

4.2 Analysis of the Research Questions

4.2.1 Research Question One: What are the available learning resources for teaching Social Studies in lower basic Schools?

Table 4.5: Statistical Percentage Analysis of the Availability of Learning Resources for Teaching Social Studies in Basic Schools

Items	Available		Not available	
	Frequency	Percentage	Frequency	Percentage
Pupil Textbook	76	84.4	14	15.6
Teachers Reference	81	92.0	7	8.0
Chalkboard	86	96.6	3	3.4
Wall Maps	58	65.9	30	34.1
Atlases	30	36.1	53	63.9
Newspapers	21	25.6	61	74.4
Charts	75	83.3	15	16.7
Audio Tapes	20	23.3	66	76.7
School Radio	13	15.1	73	84.9
Pictures	77	85.6	13	14.4
Magazines	24	28.9	59	71.1
Television	28	31.8	60	68.2
Notice Board	59	67.0	29	33.0
Resource Persons	58	69.9	25	30.1
Computer	39	45.3	47	54.7
Local Environment	68	81.9	15	18.1
Real Objects	74	87.1	11	12.9
Teacher Made Notes	85	97.7	2	2.3
Chalkboard	84	95.5	4	4.5
Generator	53	60.2	35	39.8

Source: Author's Fieldwork

Findings from Table 4.5 reveal the availability of learning resources. Information gathered show that 84.4% of the respondents reported that pupils' textbooks are available, while 15.6% indicated that the textbooks are not available. Majority (92%) reported the availability of teachers' reference materials, while 8% noted not available. Chalkboard was indicated available by most of the respondents (96.6%) while only a few (3.4%) reported not available. Also, 65.9% notified the availability of wall maps, while 34.1% indicated its non-availability for teaching Social Studies. For

those that responded to the availability of Atlases, only 36.1% indicated available, while about 63.9% said they are not available.

Availability of newspaper was reported by 25.6% while 74.4% majority do not have them. Alongside, charts were available in major (83.3%) schools, compared to few (16.7%) that indicated not available. Only a few (23.3%) indicated that they have audio tapes, but majority (76.7%) do not have them. Concerning the availability of school radio, only a few (15.1%) have, while 84.9% do not have. Also, 85.6% have pictures available for teaching, while 14.4% do not have them. Magazines, were reported to be available by 28.9%, but to 71.1% of the respondents, it was not available. 31.8% of the respondents reported that television is available, while more than half (68.2%) of the respondents indicated that the television is are not available. Likewise, majority (81.9%) reported the availability of a local environment, while 18.1% noted not available. Notice board was indicated available by 67% while only a few (33%) reported not available. Also, 69.9% notified the availability of resource persons, while 30.1% indicated its non-availability. For those that responded to the availability of real objects for teaching Social Studies, 87.1% indicated available, while about 12.9% said they are not available. Teachers made note were noted to be available by 97.7% of the respondents, while 2.3% reported it's not available. Electricity was reported available by 60.2%, whereas 39.8% respondents had no electricity.

From the findings, it can be concluded that learning resources such as: pupils' textbook, teachers' reference, chalkboard, wall maps, charts, pictures, notice boards, resource personal, local environment, real objects, teacher's made note and electricity are available for teaching Social Studies, as more than half of the respondents indicated its availability.

4.2.2 Research Question Two: How adequate are the available learning resources for teaching Social Studies in lower basic Schools in the state?

Table 4.6: Statistical Percentage Analysis of the Adequacy of Learning Resources for Teaching Social Studies in Basic Schools

Items	Adequate		Not adequate	
	Frequency	Percentage	Frequency	Percentage
Pupils Textbook	69	79.3	18	20.7
Teachers Reference	80	90.9	8	9.1
Chalkboard	84	95.5	4	4.5
Wall Maps	47	54.0	40	46.0
Atlases	28	34.6	53	64.2
Newspapers	24	28.6	60	71.4
Charts	68	76.4	21	23.6
Audio Tapes	16	19.0	68	81.0
School Radio	13	15.3	72	84.7
Pictures	72	80.9	17	19.1
Magazine	32	38.6	51	61.4
Televisions	34	39.5	52	60.5
Notice Board	56	64.4	31	35.6
Resource Persons	64	73.6	23	26.4
Computers	40	47.1	45	52.9
Local Environment	65	77.4	19	22.6
Real Objects	77	88.5	10	11.5
Teachers _Made Notes	84	96.6	3	3.4
Electricity	56	64.4	31	35.6

Source: Author's Fieldwork

Table 4.6 reveals information on the adequacy of the learning resources in the school. From the result above, 79.3% of the respondent indicated that pupil's textbooks are adequate while 20.7% noted that it's not adequate. In terms of teacher's reference, 90.9% reported adequacy of the resources while inadequacy has 9.1% response. Also, 95.5% reported that they have adequate

chalkboard, while 4.5% do not have. For wall paper, adequacy takes 54% while inadequacy amount to 46%. Atlases were reported to be adequate by 34.6%, while 64.2% indicated not adequate. For newspapers as learning resources, only 28.6% showed it's adequate, but 71.4% responded it's not adequate. To majority, (76.4%) of the respondent, charts were adequate, and to 23.6% they were not adequate. 19% reported audio tapes were adequate, while 81% noted they were not adequate. School radio were only adequate by 15.3% of the respondents, while 84.7% do not have it adequate. Pictures were recorded to be adequate by 80.9%, whereas, some 19.1% showed they were not adequate. Also, 38.6% reported that they have adequate magazines, while majority 61.4% do not have. For television, adequacy takes 39.5% while inadequacy amount to 60.5%. Notice board were reported to be adequate by 64.4%, while 35.6% indicated not adequate.

Furthermore, 73.6% of the respondent indicated that resource persons were adequate while 26.4% noted that they were not adequate. Computers were reported adequate by 47.1%, and 52.9% indicated not adequate. Also, 77.4% reported that they have an adequacy of local environment that aids learning, while few 22.6% do not have. Real objects were showed adequate by 88.5%, and 11.5% have it not adequate. In terms of teacher's made note, most of the respondents, 96.6% reported adequacy of the resources while inadequacy has only 3.4% response. For 64.4%, electricity was adequate for learning, while to 35.6%, it was indicated not adequate. From the result, it can be identified that learning resources such as pupil's textbook, teachers' reference, chalkboard, wall maps, charts, pictures, notice board, resource persons, local environment, real objects, teachers' made notes and electricity were adequate as they were indicated by more than 50% of the respondents.

4.2.3 Research Question Three: To what extent do learning resources utilised for teaching Social Studies in lower basic Schools in the state?

Table 4.7: Statistical Percentage Analysis of Utilisation of Learning Resources for Teaching Social Studies in Basic Schools

Items	Adequately Used		Not adequately Used	
	Frequency	Percentage	Frequency	Percentage
Pupil Textbook	78	88.6	10	11.4
Teachers Reference	83	94.3	5	5.7
Chalkboard	77	88.5	10	11.5
Wall Maps	43	50.6	42	49.4
Atlases	25	30.9	56	69.1
Newspaper	26	31.7	56	68.3
Charts	64	75.3	21	24.7
Audio Tapes	19	23.5	62	76.5
School Radio	20	23.8	64	76.2
Pictures	66	76.7	20	23.3
Magazines	26	31.7	56	68.3
Television	32	37.2	54	62.8
Notice Board	53	61.6	33	38.4
Resource Person	55	63.2	32	36.8
Computers	40	46.5	46	53.5
Local Environment	73	83.0	15	17.0
Real Objects	76	84.4	14	15.6
Teachers Made Note	83	94.3	5	5.7
Electricity	51	58.6	36	41.4

Source: Author's Fieldwork

Table 4.7 shows information on how adequately used the learning resources available for Social Studies have been. From the result above, 88.6% of the respondent indicated that pupil's textbooks are adequately used while 11.4% noted that it's not adequately used. In terms of teacher's reference, 94% reported adequacy in usage of the resources while inadequate use has 6% response. Also, 88%

reported that they adequately use chalkboard, while 12% do not use it adequately. For wall paper, adequate use takes 51% while inadequacy amount to 49%. Atlases were reported to be adequately used by 31%, while 69% indicated not adequate used. For newspapers as learning resources, only thirty-two percent showed its adequate use, but sixty-eight percent responded they are not adequately used. To most, (75%) of the respondent, charts were used adequately, and to 25% they were not used adequately. 24% reported audio tapes were adequately used, while 76% noted they were not adequately used. School radio were only adequately use by 24% of the respondents, while 76% do not have it adequate. Pictures were recorded to be used adequately by 77%, whereas, some 23% showed they were not adequately used. Also, thirty-two percent reported that they have adequate magazines, while majority sixty-eight percent do not use adequately. For television, adequate usage took 37% while inadequate usage amount to 63%. Notice board were reported to be used adequately by 62%, while 38% indicated not adequately used.

Furthermore, 63% of the respondent indicated that resource persons were adequately used while 37% noted that they were not used adequately. Computers were reported adequately used by 47%, and 53% indicated not adequately used. Also, 83% reported that they use adequately the local environment that aids learning, while few 17% do not adequately use. Real objects were showed adequate usage by eighty-four percent, and sixteen percent have it not adequately used. In terms of teacher's made note, most of the respondents, 94% reported adequacy in usage of the resources while inadequate use has only 6% response. For 59%, electricity was used adequately for learning, while to 41%, it was indicated not adequately used. From the result, it can be related that learning resources that were reported to have been adequately used in Social Studies include: pupils' textbook, teachers' reference, chalkboard, wall maps, charts, pictures, notice board, resource persons, local environment, real objects, teachers' made notes and electricity were adequate as they were indicated by more than 50% of the respondents.

4.2.4 Research Question Four: What are the problems hindering effective utilisation of learning resources for teaching Social Studies in lower basic Schools in Osun State?

Table 4.8: Statistical Percentage Analysis of the Problems Hindering Effective Utilisation of Learning Resources for Teaching Social Studies in Basic Schools

Items	Strongly Agreed	Agreed	Strongly Disagreed	Disagreed
Available resources for teaching Social Studies are not meeting up with 21st century standard.	27 (31.8)	26 (30.6)	16 (18.8)	16 (18.8)
The available resources are insufficient to go round the classroom.	27 (31.4)	35 (40.7)	13 (15.1)	11 (12.8)
There is less emphasis on Social Studies compare to other subjects, so no need for learning resources.	10 (11.2)	21 (23.6)	29 (32.6)	29 (32.6)
The necessary materials for adequate use of learning resources are not available.	17 (19.3)	31 (35.2)	18 (20.5)	22 (25.0)
The use of learning resources in teaching Social Studies will have nothing to do in improving pupils' performance.	7 (8.0)	10 (11.4)	45 (51.1)	26 (29.5)
The available resource required high technical know-how which is not readily available in my school.	12 (14.3)	35 (41.7)	16 (19.0)	21 (25.0)
The available materials have been stolen and vandalized.	9 (10.5)	19 (22.1)	30 (34.9)	28 (32.6)
Pupils placed less value on Social Studies compare to English and Mathematics	25 (28.4)	28 (31.8)	22 (25.0)	13 (14.8)

Items	Strongly Agreed	Agreed	Strongly Disagreed	Disagreed
Learning resources will not increase the quality of the subject and aids students understanding of the course.	4 (4.5)	18 (20.2)	41 (46.1)	26 (29.2)
Learning resources will distract both the teachers and students, so need for learning resources.	5 (5.6)	24 (27.0)	34 (38.2)	26 (29.2)
Learning resources for teaching Social Studies is costly so no need of wasting money.	3 (3.4)	6 (6.7)	52 (58.4)	28 (31.5)

Source: Author's Fieldwork

Note: Percentages (%) are in parenthesis

Table 4.8 shows information on the on the problems hindering effective utilisation of learning resources for teaching Social Studies. For the information on if available resources for teaching Social Studies are not meeting up with 21st century standard, 62% agreed, while about 37% disagreed. Majority (72%) of the respondents agreed that the available resources are insufficient to go round the classroom while 28% disagreed. Of the respondents, thirty-five percent agree that there is less emphasis on Social Studies compare to other subjects, so no need for learning resources while sixty-five percent disagreed with the statement. Also, 55% of the respondents agreed to the fact that the necessary materials for adequate use of learning resources are not available while 45% disagreed. Likewise, (19%) of the respondents agreed that the use of learning resources in teaching Social Studies will have nothing to do in improving pupils' performance, while majority of the respondents (81%) disagreed. Concerning if available resource required high technical know-how which is not readily available in the school, about 56% of the respondents agreed it to be so, while 44% others disagreed.

As regards if the available materials have been stolen and vandalized, only (33%) agreed while only 67% disagreed. In terms of the perception that Social Studies teachers are not well encouraged despite all their efforts, almost all (60%) of the respondents agreed, while 40% disagreed. Regarding the statement that government downplays the role of Social Studies in our society, so, there is little or no attention, 65% agreed to the statement, but 35% of the remaining respondents disagreed. Similarly, 60% of the respondents agreed to the fact that pupils placed less value on Social Studies compare to English and Mathematics although 40% disagreed. About the point that the school's schedule allows adequate time for teacher preparation and plan learning resources will not increase the quality of the subject and aids students understanding of the course, 25% of the respondents agreed, while 75% disagreed.

Almost all (33%) of the respondents agreed that learning resources will distract both the teachers and students, so need for learning resources while 67% disagreed. Of the respondents, 10% agree that learning resources for teaching Social Studies is costly so no need of wasting money while 90% disagreed with the statement. From the findings, it can be deduced that some of the problems hindering the effective utilisation of learning resources for teaching Social Studies include: substandard level of available resources as they could not meet up with 21st standard; insufficiency of available resources to go round the class; inadequacy of required technical know-how needed; lack of motivation for teachers who take Social Studies, placing less value on it compared to Mathematic and English.

4.3 Discussion of Findings

The finding of research question one examined what the available learning resources were for teaching Social Studies in lower basic Schools. The finding revealed that available resources used in teaching Social Studies include: pupils' textbook, teachers' reference, chalkboard, wall maps, charts, pictures, notice boards, resource persona, local environment, real objects, teacher's made note and electricity. Also, it was further concluded that learning resources such as: pupils' textbook, teachers' reference, chalkboard, wall maps, charts, pictures, notice boards, resource personal, local environment, real objects, teacher's made note and electricity are available for teaching Social Studies, as more than half of the respondents indicated its availability. This corroborated the findings of Andambi and Kariuki (2013) as well as Ediyang and Effiom (2017) who highlighted the availability of similar items such as pupils' textbooks, chalkboard, wall maps and charts as items available as resources for teaching Social Studies. This study however contradicted the finding of Ongamo (2017) who examined effects of utilisation of biology teaching and learning resources on students' academic performance in secondary schools in Siaya district - Kenya. The findings of the study established that textbooks were the most widely used teaching and learning resources while audio visual resources were the least used. The resources were mainly bought by the head teachers

and very few improvised by teachers. The textbooks in schools were inadequate and had to be shared by students who could not buy their own or borrow from friends.

Equally, the research question two answered how adequate are the available learning resources for teaching Social Studies in lower basic Schools in the state. The finding revealed that learning resources were adequate for teaching and learning. The finding of this study contradicts the finding of Mohammed (2015) who carried out a study on the assessment of availability and utilisation of instructional materials in Wamakko Local Government Area in Sokoto State. His study revealed that there were no adequate instructional materials in the schools and the few available ones are not mostly put to use because of teacher's inability to operate them or their ignorance to utilize the materials. One of the probable reasons for this result maybe as a result of low parents' involvement level in assisting the schools in making these learning resources available. For instance, the work of Salami and Edo-Olotu (2012) examined the effect of parent-school partnership on the availability and utilisation of learning resources in early childhood centres. The findings from the study indicated that the extent of parent-school partnership in early childhood centres in the study area is low, some parents feel unconcern especially when it comes to buying learning resources for their children, many of them are just concern with school fees payment. So, Parent-school workshop should be organized to enlighten parents on their roles in their children's schools and also equip teachers with the technical know-how on how to involve parents in activities. Okobia, (2011) also carried out a study on the availability and teachers' use of instructional materials and resources in the implementation of junior secondary school Social Studies curriculum in Edo state. The results showed that instructional materials and resources available were grossly inadequate. Furthermore, the finding of this study corroborated the work of Dhakal (2017) who examined the availability and utilisation of instructional materials in geography teaching in community secondary schools in Kathmandu district. The results reveal that printed and graphic instructional materials for teaching geography in secondary schools are available and adequately put to proper usage.

Similarly, research question three looked for how often are the available instructional materials put to use, that is the adequate usage of learning resources for teaching Social Studies. The result revealed that, among the available materials, pupil's textbook, teachers' reference, chalkboard, wall maps, charts, pictures, notice board, resource persons, local environment, real objects, teachers' made notes and electricity are adequately put to use for teaching Social Studies. This resulted corroborated the finding of a study in Gombe state, assessing the availability and utilisation of learning resources in teaching Social Studies (Ibrahim, Aliyu, Abubakar, & Abubakar, 2019). Some of these resources were also noted in a study in Kenya, revealing similar learning resources were adequately put to use (Okongo, Ngao, Rop, Nyongesa, 2015). Dhakal (2017) also made the finding of this study to find foot hold, his study examined the availability and utilisation of instructional materials in geography teaching in community secondary schools in Kathmandu district. The results reveal that printed and graphic instructional materials for teaching geography in secondary schools are available and their utilisation is of high extent while on the contrary audio, visual and audio-visual instructional materials for teaching geography are not available sufficiently and they are used less often in the classrooms for teaching geography.

Correspondingly, research question four examined the problems that hinder the effective utilisation of the available learning resource. From the findings, it is evident that some of the problems hindering the effective utilisation of learning resources for teaching Social Studies includes: substandard level of available resources as they could not meet up with 21st standard; insufficiency of available resources to go round the class; inadequacy of required technical know-how needed; lack of motivation for teachers who take Social Studies, placing less value on the subject compared to Mathematic and English. This finding corroborates the findings of Kece (2013) that the problems encountered in teaching Social Studies include lack of physical conditions and teaching of knowledge-skill-values. This was however contrary to the report of Muhammed (2017) focused on assessment of availability and utilisation of instructional materials for teaching Islamic Studies in

junior secondary schools in Kaduna state, Nigeria. He affirmed in his study that significant difference was not found between the responses of male and female teachers on obstacles faced in utilisation of instructional materials for teaching of Islamic Studies in junior secondary schools, Kaduna state. Equally corroborating this findings, Mohammed (2015) in a study on the assessment of availability and utilisation of instructional materials in Wamakko Local Government Area in Sokoto State discovered that few available learning resources in teaching Social Studies are not mostly put to use because of teacher's inability to operate them or their ignorance to utilize the materials which also contributed to the problems that hinder the effective utilisation of the available instructional materials. These problems include insufficient finance for acquisition of learning resources, high technical know-how for the usage of learning resource and mismanagement or improper handling of learning resources.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary, conclusion, recommendations, contribution to knowledge, and suggestion for further studies.

5.1 Summary

This study investigated the availability, adequacy and utilisation of learning resources in teaching Social Studies in lower basic Schools in Osun State. However, the objectives of the study were to:

- i. identify the available learning resources for teaching Social Studies in lower basic schools in Osun State;
- ii. examine the adequacy of available learning resources for teaching Social Studies in lower basic schools in the State;
- iii. assess the extent of utilisation of learning resources for teaching Social Studies in lower basic schools in the State; and
- iv. investigate the problems hindering effective utilisation of learning resources for teaching Social Studies in lower basic schools in Osun State.

From the objectives, four research questions were raised and answered. What are the available learning resources for teaching Social Studies in lower basic Schools? Are the available instructional materials adequately used? How often are the available instructional materials put to use? What are the problems that hinder the effective utilisation of the available instructional materials?

The sample for the study comprised 90 head teachers and 90 basic three Social Studies teachers, selected from the three senatorial districts in Osun State. Multi-stage sampling procedure was used to select the sample for the study based on the availability of learning resources. Based on the grouping of the population, the schools selected were, OAU Primary School, Ayo Success School,

Ideal Nursery and Primary School, Divine Group of Schools, Divine Mercy School, Tuns Kiddies International School, St Augustine Elementary School, Josmar Nursery & Primary School, Franciscan Nursery & Primary School, God's Favour Nursery and Primary School among other 90 Schools that were selected. one head teacher and one basic three Social Studies teacher were purposively selected based on position and discipline respectively from each school. A total of 180 copies of the questionnaires were distributed to the respondents and they were retrieved back. However, the researcher was able to retrieve 163 valid copies. The others were not well completed. The questionnaire administration exercise was a success because the study recorded 81.5% return rate. The data for the study was collected with the use of self-structured questionnaire titled Learning Resources Checklist (LRC) and Learning Resources Utilisation Questionnaire (LRUQ). The data generated from the respondents were analysed using descriptive statistics to answer research questions. Specifically, frequency counts were used to answer research question one, three and four. The finding showed that:

1. available resources used in teaching Social Studies include: pupils' textbook, teachers' reference, chalkboard, wall maps, charts, pictures, notice boards, resource persona, local environment, real objects, teacher's made note and electricity.;
2. among the available learning materials, pupil's textbook, teachers' reference, chalkboard, wall maps, charts, pictures, notice board, resource persons, local environment, real objects, teachers' made notes and electricity are adequate for teaching Social Studies as more than 50% of the respondents indicted adequately used;
3. this learning resources were also identified to be adequately used in teaching Social Studies;
4. it can be deduced that some of the problems hindering the effective utilisation of learning resources for teaching Social Studies include: substandard level of available resources as they could not meet up with 21st standard; insufficiency of available resources to go round the class; inadequacy of required technical know-how needed; lack of motivation for

teachers who take Social Studies, placing less value on the subject compared to Mathematic and English;

5.2 Conclusion

The study also concluded that about half of the sampled population of the Basic III Social Studies teachers and head teachers in Osun State ensured the availability, accessibility and adequate utilisation of learning resources in teaching and learning process of Social Studies in their respective schools.

5.3 Contribution to Knowledge

This study provided empirical information on the current situation about the availability and utilisation of learning resources in schools. The stud equally established the level of the availability and adequacy as well as utilisation of learning resource in the teaching of Social Studies in lower basic schools in Osun State. This would help stakeholders to know how to come to the aids of school in providing adequate learning resources. It would also help the policy makers to make policies that would encourage adequate use of learning resources in schools. the study further added to the body of knowledge and contributed to existing knowledge on learning resource in Nigeria. Practically the study is beneficial to Social Studies teachers and pupils, parents, government, curriculum planners and future researchers.

5.4 Recommendations

The following are thoughts of researcher on means by which learning resources can be made available, adequately and maximally used in lower basic Schools in order to positively influence and enhance academic performance of pupils in Social Studies.

- i. The school heads should ensure strict policy of ensuring the minimum provision of learning resources before and during teaching and learning process of the topics in Social Studies.

- ii. There should be PTA meeting and issues of learning resources should be adequately discussed and the need to jointly made these resources available should be discussed and ironed out.
- iii. There should be training from time to time in order for teachers to improvise for different learning resources.
- iv. School heads should cultivate the habit of rewarding activities of Social Studies on learning resources improvisation, the focus should not be on science teachers alone.
- v. Social Studies teachers' knowledge should be broad in terms of technical know-how for the purpose of effective utilisation of learning resources and taking teaching out of four walls of classroom.
- vi. Social Studies teachers should be encouraged and motivated in order for them to give their very best.
- vii. Quality video and up-to-date materials should be constantly sought for and uploaded from time to time by Social Studies teachers.
- viii. Parents should ensure proper monitoring for their children and wards.
- ix. Parents should create quality time for their children and never to discourage their children.
- x. Government should provide incentives for teachers in order for them to go extra mind.
- xi. Government and other education stakeholders should help to provide adequate learning resources in order to provide an enabling environment to aid learning Social Studies concepts.

5.5 Limitations of the Study

The study is limited to learning resources in Social Studies in lower basic schools in Osun State. The study assessed the availability and utilisation of learning resources in teaching Social Studies in lower basic schools in Osun State. This study is only concerned with the availability and utilisation

of learning materials in teaching Social Studies in lower basic schools in Osun State. The limitation of this study is that it was restricted to a particular geographical location while trying to avoid interference; the results may be peculiar to the area, which limits the extent to which the study could be generalized.

5.6 Suggestions for Further Studies

This study indicates the need for further investigation Availability, Adequacy and Utilisation of Learning Resources in the Teaching of Social Studies in Lower Basic Schools in other part of the nation in south east, northern part of the nation and the nation at large so as to make a large generalisation.

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APPENDIX I

OBAFEMI AWOLowo UNIVERSITY, ILE IFE
FACULTY OF EDUCATION
INSTITUTE OF EDUCATION

Questionnaire on Learning Resources in Early Childhood Education (QLRECE)

This questionnaire is designed to collect information on assessment of availability and utilisation of learning resources in teaching Social Studies in Basic Schools in Osun State. Your sincere response is hereby solicited. Kindly indicate your response by ticking appropriate response representing your intent. All information given will be treated confidentially and used exclusively for research purpose. Thank you.

SECTION A (Bio-Data)

Please choose (as appropriate by supplying the information required)

1. Name of School: _____
2. Class Taught: Creche () Kindergarten () Nursery () Primary ()
3. Age range: Below 25 () 25-30 () 30-35 () 35-40 () 45 above ()
4. Sex: Male () Female ()
5. Status: School Head () Class Teacher () Caregiver () Nutritionist () Others (specify)
6. Qualification: NCE () OND () HND () B.SC () M.SC () PhDs () Others (specify)
7. Length of Service: 1-5 () 5-10 () 10-15 () 15-20 () 21-25 () 25-30 () 30-35 () 35-40 ()
8. Work status: Newly employed () Experienced () Retired ()

SECTION B: AVAILABILITY OF LEARNING RESOURCES FOR TEACHING SOCIAL STUDIES (ALRTSS).

Instruction: Please indicate your opinion or response that perfectly matches your view on each of the following statement. Tick (√)

S/N	ITEMS	Availability	
		Available	Not Available
1	Pupils' Textbook		
2	Teachers' reference		

3	Chalkboard		
4	Wall maps		
5	Atlases		
6	Newspapers		
7	Charts		
8	Audio Tapes		
9	School Radio		
10	Pictures		
11	Magazines		
12	Television		
13	Notice board		
14	Resource Persons		
15	Computers		
16	Local environment		
17	Real objects		
18	Teacher-made notes		
19	Chalkboard		
20	Electricity		
21	Pictures		

SECTION C: ADEQUACY OF LEARNING RESOURCES FOR TEACHING SOCIAL STUDIES (ALRTSS)

Instruction: Please indicate your opinion or response that perfectly matches your view on each of the following statement. Tick (√)

		ADEQUACY OF LEARNING RESOURCES	
S/N	ITEMS	Adequate	Not Adequate
1	Pupils' Textbook		
2	Teachers' reference		
3	Chalkboard		
4	Wall maps		
5	Atlases		
6	Newspapers		
7	Charts		
8	Audio Tapes		
9	School Radio		
10	Pictures		
11	Magazines		
12	Television		
13	Notice board		
14	Resource Persons		
15	Computers		
16	Local environment		
17	Real objects		
18	Teacher-made notes		
19	Chalkboard		
20	Electricity		
21	Pictures		

SECTION D: EXTENT OF UTILISATION OF LEARNING RESOURCES FOR TEACHING SOCIAL STUDIES (ALRTSS)

Instruction: Please indicate your opinion or response that perfectly matches your view on each of the following statement. Tick (√)

S/N	ITEMS	EXTENT OF UTILISATION	
		ADEQUATELY USE	NOT ADEQUATE USE
1	Pupils' Textbook		
2	Teachers' reference		
3	Chalkboard		
4	Wall maps		
5	Atlases		
6	Newspapers		
7	Charts		
8	Audio Tapes		
9	School Radio		
10	Pictures		
11	Magazines		
12	Television		
13	Notice board		
14	Resource Persons		
15	Computers		
16	Local environment		
17	Real objects		
18	Teacher-made notes		
19	Chalkboard		
20	Electricity		
21	Pictures		

SECTION E: PROBLEMS HINDERING EFFECTIVE UTILISATION OF LEARNING RESOURCES FOR TEACHING SOCIAL STUDIES (ALRTSS)

Instruction: Please indicate your opinion or response that perfectly matches your view on each of the following statement. Tick (√)

S/N	ITEMS	SA	A	SD	D
1	Available resources for teaching Social Studies are not meeting up with 21st century standard.				
2	The available resources are insufficient to go round the classroom.				
3	There is less emphasis on Social Studies compare to other subjects, so no need for learning resources.				
4	The necessary materials for adequate use of learning resources are not available.				
5	The use of learning resources in teaching Social Studies will have nothing to do in improving pupils' performance.				
6	The available resource required high technical know how which is not readily available in my school.				

7	The available materials have been stolen and vandalized.				
8	Social Studies teachers are not well encouraged despite all their efforts.				
9	Government downplays the role of Social Studies in our society, so, there is little or no attention.				
10	Pupils placed less value on Social Studies compare to English and Mathematics				
11	Leaning resources will not increase the quality of the subject and aids students understanding of the course.				
12	Leaning resources will distract both the teachers and students, so need for learning resources.				
13	Learning resources for teaching Social Studies is costly so no need of wasting money.				

APPENDIX II
OBAFEMI AWOLOWO UNIVERSITY, ILE IFE
FACULTY OF EDUCATION
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Learning Resources Checklist (LRC)

Section A:

1. Name of School: _____
2. Location of School: _____

SECTION B: AVAILABILITY OF LEARNING RESOURCES FOR TEACHING SOCIAL STUDIES (ALRTSS)

Instruction: Please indicate your opinion or response that perfectly matches your view on each of the following statement. Tick (✓)

S/N	ITEMS	Availability	
		Available	Not Available
1	Pupils' Textbook		
2	Teachers' reference		
3	Chalkboard		
4	Wall maps		
5	Atlases		
6	Newspapers		
7	Charts		
8	Audio Tapes		
9	School Radio		
10	Pictures		
11	Magazines		
12	Television		
13	Notice board		
14	Resource Persons		
15	Computers		
16	Local environment		
17	Real objects		

18	Teacher-made notes		
19	Chalkboard		
20	Electricity		
21	Pictures		
22	Others		

SECTION C: SCHOOL INFRASTRUCTURES

This section contains school infrastructures that are supposed to be available in School Classroom

S/N	ITEMS	How many? (if any)	Available & Working	Available P& not Working	Dilapidated	Not at all
1	Classroom (s)					
2	Playing ground (s)					
3	Chair (s) and Table (s)					
4	Black/ White board (s)					
5	Assembly ground (s)					
6	School Library (ies)					
7	Sick bay					
8	School bookshop (s)					
9	Cafeteria (s)					
10	School hall (s)					
11	Chapel (s)					
12	School office (s)					
13	Toilets and bathroom (s)					
14	Music Studio (s)					
15	Art Studio (s)					
16	Computer room (s)					
17	Health Center (s)					
18	Counseling Unit (s)					
19	Administrative block (s)					

20	Sport Facilities:					
	Football					
	Table Tennis					
	Gym					
	Jumping					
	Skipping					
	Volley ball					
	Throwing and Catching					
	Sprinting					
	Sack racing					