Teacher Qualification As A Factor In The Utilization Of Instructional Facilities For Effective Implementation Of Social Studies Curriculum In Ebonyi State, Nigeria

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ABSTRACT
Background: The teaching and learning of social studies require unified and comprehensive approaches which rely among other things on the availability of qualified teachers who are equipped with requisite knowledge, skills, and competencies for utilizing relevant instructional facilities in the classroom. This is largely so because teachers are so vital to the success of any educational enterprise that no system of education may rise above the quality of its teaching staff. Objective: This study sought to determine the current professional qualification status of Social Studies teachers and the extent to which such quality informed their utilization of recommended instructional facilities in the teaching of Junior Secondary Social Studies Curriculum in Ebony Central Education Zone, Ebonyi State, Nigeria. Methodology: Descriptive survey research design was adopted for the study. The sample of the study consisted of 476 respondents made up of 92 teachers and 384 students selected through purposive and random sampling techniques respectively. Checklist, observational technique and questionnaire were adopted as instruments for data collection. These instruments were properly validated and their psychometric properties (reliability coefficient) established. Data collected were analyzed using percentages, mean, standard deviation and t-test statistic. Results: Findings among other things showed that 77.17% of teachers that teach Social Studies are qualified specialists while 22.83% teaching the subject from other related discipline are not qualified. Furthermore, although some of the recommended facilities for instructional purposes are available, they were not utilized by teachers. Significantly, B.Ed degree teachers in Social Studies seem to be more favourably disposed towards utilizing the recommended facilities for instruction than their NCE counterparts. Conclusion: It was concluded therefore that teacher quality in terms of qualification status is a vital aspect of global best practices in education which need to be vigorously pursued in the teaching of Social Studies in Ebony Central Education Zone, Ebonyi State, Nigeria.

KEYWORDS: Facilities, Social Studies, Curriculum implementation, Teachers, Resources.
INTRODUCTION

Basic Science Social Studies is one of the basic school subjects in the Nigerian educational system which deals with the study of man in relationship with his social and physical environment. Environment here refers to anything that surrounds man which influences his/her thinking and ideas positively or negatively. Social environment refers to interactions between people in society and the correspondent relationship with each other especially in solving common societal problems. Physical environment also refers to physical things that surround man such as building, atmosphere, plains, mountains, among others which influence his/her behaviour positively or negatively [20].

Social Studies is the study of people in relation to each other and to their world [18,19]. It is an issue-focused and inquiry-based interdisciplinary subject that draws relevant contents from the Social Sciences [2]. It is therefore perceived as an integrated study of man and his/her environment (both physical and social) with emphasis on cognitive, functional skills and desirable attitudes and values for the purpose of creating an effective citizenry. The Nigeria Education Research and Development Council (2007) sees Social Studies as the common learning of man’s interaction with his social and physical environment. Thus, as argued by Adaralegbe in Ofuebe (2001), it is not only a study but a way of life of how man influences and is in turn influenced by his/her physical, social, political, economical, psychological and cultural environments. Basically, the goal of Social Studies in Nigeria is to foster the development of values and attitudes that would enable students to participate actively and responsibly as citizen in a changing and pluralistic society [2]. Social studies as a discipline on its own right deal directly with social ideas and problems that confront the average citizen. It is therefore a discipline that studies the relationship between man and his/her environment.

Based on the foregoing, the primary purpose of Social Studies is to help assist youngsters to develop the ability to make informed and well-thought decision for the good of the public especially as citizens of a culturally diverse, democratic society in an emerging globalized world [24]. Thus, Social Studies explores requisite morals and values contents, experiences and activities to equip learners with the ability to understand and approach value of good citizenship that is virtues of being good citizens [9].

Expected through the teaching of Social Studies, Nigeria pupil could:
- develop the ability to adapt to their changing environment
- become responsible and disciplined individuals capable and willing to contribute to the development of their societies.
- imbibe the right types of values
- develop a sense of comprehension towards other people, their culture, history and those fundamental things that make them human
- develop the capacity to recognize the many dimensions of being human in different cultures and social contexts
- develop a sense of security in one’s own identity [17]

Social Studies curriculum employs multi-disciplinary approaches that takes cognizance of the socioeconomic, political, religious, physical, scientific and technological aspects of life. The contents of Social Studies at the Junior Secondary School (JSS) level is thematically organized in order to make teaching and learning sequentially and realistic. The objectives behind this position include among others to help students develop ability to adapt to their changing environment, become responsible and disciplined individuals capable and willing to contribute to the development of the society through the acquisition of right type of values and senses of empathy towards other people irrespective of their different cultural, social and political settings and learning [30].

The teaching and learning of Social Studies require unified and comprehensive approaches which rely among other things on the availability of qualified teachers who are equipped with requisite knowledge, skills, and competencies for utilizing relevant instructional facilities in the classroom. This is largely so because teachers are so vital to the success of any educational enterprise that “no system of education may rise above the quality of its teachers” [12]. In deed, without well-trained and committed professional teachers of Social Studies, it will be difficult to deliver effectively a functional educational system in Nigeria. This probably explains why effective utilization of relevant instructional facilities by qualified teachers could play very important role in the teaching and learning of Social Studies.

In line with the above position, the National Policy on Education outlined the purpose of teacher-education in Nigeria to include among other things, the “production of highly motivated, conscientious and effective classroom teachers for all levels of our educational system” who are committed to the realization of Nigeria’s National objectives, problems and aspirations [12]. Expectedly, teachers in our educational system (preprimary to tertiary) are not only to be professionally trained but also effectively motivated to perform their duties. Invariably, a qualified teacher says Adegoke [1] is a “trained, certificated, registered and licensed professional...in the art and science of teaching his or her specialist subject at a particular level of the educational system”. A qualified teacher of Social Studies based on the above definition is a professional
teacher who is specifically trained and certificated to teach or implement social studies curriculum as a specialist.

Provision of instructional resources or facilities constitutes an integral part of social teaching in Nigeria especially at the basic education level. This position is readily supported by National Policy on Education which enjoins teachers to use methods and materials that would allow pupils not only to explore teaching-learning options and activities but assist them to be actively involved in the classrooms [12]. Instructively, instructional materials or facilities are those materials or resources within or outside the classroom which could be used affectively in the process of instructional delivery in Social Studies classroom. Naturally, instructional facilities as distinct from materials include furniture, school buildings, electrical gadgets, studies, resource centres, etc [25]. Thus, instructional facilities are the operational inputs of every instructional programme including Social Studies.

Studies have shown that some of the common instructional facilities or materials commonly found in schools are maps, textual materials, posters, charts, chalkboards, desks, playfields, farms, etc. Indeed, with respect to Social Studies, the recognizable and relevant ones are Social Studies learning centres, Social Studies costumes, Social Studies studios, weather stations and school flags [17]. This study therefore sought to find out not only the extent of their availability but its utilization will be informed by the current qualification status of teachers.

The term curriculum implementation means to make something that has been officially decided start to function or become effectively functional. It simply means to carry out, activate something, and to put into practice changes, decisions, policies or reform. Curriculum implementation in Social Studies in the context of this study simply means to put curriculum policies into practice in order to achieve the stated objectives of the subject. Curriculum implementation is therefore the interaction between the teachers, learners and other stakeholders in education. Igbokwe and Eze [13] adduced that implementation of curriculum is the instructional actualization of the planned/intended curriculum. Public and private bodies as well as other relevant stakeholders share the belief that the success or failure of any educational programme hinges on effective implementational strategies which include teacher quality and utilization of infrastructural facilities. The current state of Nigerian educational process is far from being satisfactory [14]. This could be attributed to myriads of problems confronting the education system such as declining standards, ill-equipped labour force, inadequate and obsolete infrastructural facilities, and unconducive learning environment, etc.

In Nigeria, there is overwhelming evidence suggesting that instructional resources and facilities may not be properly utilized. Madumere-Obike and Afangideh [15] lament that sometimes, financial resources meant for the payment of staff enrolments and capital projects are diverted by policy makers and educational managers to other uses. One of the millennium development goals of the Nigerian nation in the education industry is that schools must be Information and Communication Technology (ICT) compliant. In response to this goal, government procured and distributed computers in schools. Those computers are now stored in principals’ offices in schools nationwide [16]. With regards to library resources, Akomolafe [5] observed that in schools, they are not available and where they exist, they are locked in offices for safe-keep. Children can therefore not acquire library skills. These incidents are capable of undermining the effective implementation of Social Studies curriculum.

Teacher qualification is a factor that could likely affect the utilization of resources [11]. Similarly, Chukwu [8] found that instructional delivery system of teachers depends on qualification. Furthermore, Usulor [31] reported that students taught by teachers with higher qualifications seemingly performed better than those taught by teachers with low qualification. This in turn can also affect the utilization of resources in the implementation of Social Studies in junior secondary schools. However, there could be variation in the opinions of teachers especially with respect to those with National Certificate on Education (NCE) and Bachelors of Education (B.Ed) in Social Studies on the utilization of resources for effective implementation of Social Studies curriculum in schools. The variation in opinions may be as a result of their experiences in teaching the subject. Therefore, there is need to find out if there could be differences in the mean rating of NCE and B.Ed teachers on the utilization of resources in the teaching of Social Studies.

Review of Theoretical and Empirical Related Literature:

The theory of instruction used in this study was propounded by Bruner [7]. The theory posits that the process of learning is active and involves transformation, deriving meaning from experiences and decision making. It argues therefore that opportunities must be provided for children in course of teaching and learning. Thus, it holds that children could be active problem solvers and capable of exploring more difficult subject of instruction if the environment of learning is stimulating and conducive. The implications are that opportunities such as qualified teachers, quality instructional materials, conducive learning environment, quality classroom and facilities available could enhance effective implementation of Social Studies curriculum. This will in turn promote students’ learning.
With respect to empirical basis of this study, studies on the availability and utilization of resources in the implementation of Social Studies curriculum at the Junior Secondary School level abound. Adeyemi [3] undertook critical review of teacher shortages and surpluses in secondary schools in Ondo State, Nigeria and found that shortage of qualified teachers could lead to gaps in academic achievement of pupils. Similarly Ugwuoke [29] assessed the level of implementation of Universal Basic Education (UBE) curriculum in Junior Secondary Schools in Enugu State and found that the problems that hinder effective implementation of the Universal Basic Education curriculum hinge on lack of qualified teachers and infrastructural facilities as well as other related equipment.

In a related sense, Schell, Mohan and the Instructional Materials and Professional Development Committee (2013) conducted a study on the road map for 21st century geographic education; instructional materials and professional development and found out rather astonishingly that many teachers and students are not geographically literate. This could be attributed to either teacher quality or ineffective utilization of resources.

In retrospect, Chukwu [8] investigated the status of teaching Social Studies in secondary schools in Ebonyi State, Nigeria and found out that the instructional system of teachers depended largely on qualification. Thus, qualified teachers seem to use diverse instructional methods which motivate the interest of students to learning. By implication, if teachers are not qualified it could mar the implementation of Social Studies curriculum. There was therefore the need to determine the quality of those that teach Social Studies in junior secondary schools in terms of qualification and area of specialization as well as extent of their utilization of instructional facilities in teaching the subject.

In a more recent study, Pitan [26] undertook the analysis of internal efficiency in the utilization of resources in some selected secondary Schools in Oyo State, Nigeria and found out that there was a highly positive relationship between resource utilization and internal efficiency of the school system \(r = 0.8367; p<0.05\). The implication is that if teachers are not qualified it could affect the implementation of Social Studies negatively. Therefore, there is need to determine the quality of teachers that teach Social Studies in junior secondary schools in Ebonyi State, Nigeria.

The implication of meaningful, educative curricula, and assessments in complex school environments attracted the attention of Ennis [10]. This study emphasized the importance of teachers in the meaningful assessment and implementation initiatives of physical education curricula. Earlier, Okobia (2009) whose study investigated the availability and utilization of resources in junior public secondary schools in Edo State, Nigeria, found that there were few professional trained Social Studies teachers and that facilities used by the teachers were out dated or obsolete.

Problems of the Study:

The need for quality instruction in our schools in general and Social Studies in particular have been repeatedly emphasized. This is based on the need to motivate students to participate actively in teaching-learning processes through both improved teacher quality (in terms of qualification and expertise) and the corresponding utilization of available instructional facilities. The reviewed studies did not only highlight curricula issues and challenges but also related problems affecting teacher quality and utilization of instructional facilities. These are glaringly shown by the gaps existing between policy provisions on instructional facilities, teacher quality and the corresponding utilization of resources by teachers in Social Studies. There is a general belief that teachers rarely bother to use available facilities but often prefer methods which are convenient to them. This trend is further complicated by the argument that such teachers may be qualified professionals who are not necessarily specialists in Social Studies. This study therefore sought to determine the current professional status of Social Studies teachers and the extent their status could inform the utilization of existing instructional facilities in Junior Secondary Schools in Ebonyi Central Education Zone, Ebonyi State, Nigeria.

Research Questions:

- What is the quality of teachers available for effective implementation of Social Studies curriculum in terms of qualification and area of specialization?
- What are the facilities available for effective implementation of junior secondary school Social Studies curriculum?
- What is the extent of utilization of available facilities for effective implementation of junior secondary school Social Studies curriculum?

Hypothesis:

HO1: There is no significant difference in the mean rating of B.Ed and NCE teachers on the extent of utilization of instructional facilities prescribed for effective implementation of Social Studies curriculum

Methodology:

Design: The study adopted descriptive survey research design.
Area of the study: The study was carried out in Ebonyi Central Education Zone, Ebonyi State, Nigeria.

Sample and Sampling Technique: The sample of the study consisted of 476 respondents, made up of ninety-two (92) Social Studies teachers and three hundred and eighty-four (384) students drawn from sixty-four (64) junior secondary schools in Ebonyi Central Education Zone using purposive and random sampling techniques. This was to make sure that the targeted teachers of Social Studies were chosen for the study. Simple random sampling technique was used for the selection of students.

Instruments for Data Collection: The instruments for data collection were checklist, observational schedule, and questionnaire. The checklist is titled “Checklist on Availability of Social Studies Resources” (CASSR). The checklist is divided into two sections: namely: A and B section. Section A elicited information on personal data of teachers while Section B sought information on the availability of instructional facilities. The Observational Schedule also titled “Observational Schedule on Social Studies Resources Utilization (OSSSRU), is divided into two sections, namely: A and B respectively. Section A elicited information on school data while Section B which divided into two clusters (A and B) elicited information on teachers’ level of utilization of prescribed instructional facilities. The Questionnaire titled “Social Studies Resource Utilization Questionnaire (SSRUQ) elicited information from both teachers and students. It is divided into two sections, namely: A and B. Section A elicited information on personal data of the respondents while Section B is divided into two clusters (A and B) elicited information on the extent of teachers’ utilization of instructional facilities prescribed for effective implementation of Social Studies curriculum. The instruments were validated by three validators. The reliability coefficients for checklist and observational schedule were computed through scorer reliability method using Pearson Correlation (r), which yielded the reliability coefficients of 0.685, and 0.689 respectively. For the questionnaire, Cronbach Alpha internal consistency estimate was used to determine the reliability which yielded coefficient index of 0.738.

Method of Data Analysis: Frequency count and percentages were used to analyze data collected through the use of checklist. Mean and standard deviation were used to analyze data collected through schedule and questionnaire, while t-test was used to test the two hypotheses formulated for the study at 0.05 alpha level.

2. Results:

Research Question 1:

What is the quality of teachers available for effective implementation of junior secondary school social studies curriculum in terms of qualification and specialization?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Qualification of Teachers</th>
<th>No. of Teachers</th>
<th>Area of Specialization</th>
<th>Percentage (%)</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NCE</td>
<td>36</td>
<td>Social Studies</td>
<td>39.13</td>
<td>Qualified</td>
</tr>
<tr>
<td>2</td>
<td>OND/HND</td>
<td>11</td>
<td>Social Studies</td>
<td>11.96</td>
<td>Not qualified</td>
</tr>
<tr>
<td>3</td>
<td>B.Ed</td>
<td>26</td>
<td>Social Studies</td>
<td>28.26</td>
<td>Qualified</td>
</tr>
<tr>
<td>4</td>
<td>B.Sc</td>
<td>7</td>
<td>Government, History and Sociology</td>
<td>7.60</td>
<td>Not qualified</td>
</tr>
<tr>
<td>5</td>
<td>M.Ed</td>
<td>9</td>
<td>Social Studies</td>
<td>9.78</td>
<td>Qualified</td>
</tr>
<tr>
<td>6</td>
<td>M.Sc</td>
<td>3</td>
<td>Government, Geography, History and Sociology</td>
<td>3.27</td>
<td>Not qualified</td>
</tr>
<tr>
<td>7</td>
<td>Ph.D</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>92</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Results of data presented in table 1 with respect to research question 1 show that 39.13% Social Studies hold NCE in Social Studies and 28.26% hold B.Ed in Social Studies while 9.78% hold M.Ed in Social Studies. On the other hand, 11.96% of teachers teaching Social Studies hold OND/HND and 7.6% hold B.Sc while 3.27% holds M.Sc in Government, History, Geography and Sociology respectively. The result equally indicates that only 77.17% of teachers that are teaching Social Studies are specialists while 22.83% are from various disciplines other than Social Studies. Therefore, 22.83% of teachers teaching Social Studies in Ebonyi State Central Education Zone are not qualified. This is quite negligible showing that teacher qualification is significantly adequate.

Research Question 2:

What are the facilities available for effective implementation of junior secondary school social studies curriculum?
Table 2: Percentage proportion of facilities available for effective implementation of social studies curriculum

<table>
<thead>
<tr>
<th>S/N</th>
<th>Facilities</th>
<th>AV</th>
<th>%</th>
<th>NA</th>
<th>%</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Studies studio</td>
<td>17</td>
<td>26.5</td>
<td>47</td>
<td>73.4</td>
<td>NA</td>
</tr>
<tr>
<td>2</td>
<td>Social Studies Learning centre</td>
<td>21</td>
<td>32.8</td>
<td>43</td>
<td>67.2</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>Social studies costumes</td>
<td>19</td>
<td>29.7</td>
<td>45</td>
<td>70.3</td>
<td>NA</td>
</tr>
<tr>
<td>4</td>
<td>Weather station</td>
<td>24</td>
<td>37.5</td>
<td>40</td>
<td>62.5</td>
<td>NA</td>
</tr>
<tr>
<td>5</td>
<td>School flags</td>
<td>59</td>
<td>92.2</td>
<td>5</td>
<td>7.8</td>
<td>AV</td>
</tr>
</tbody>
</table>

Results in table 2 indicate that the percentage proportion of available facilities for effective implementation of social studies curriculum for item 1-5 are 26.5%, 32.8%, 29.7%, 37.5% and 92.2% respectively. This shows that school flags are mostly available in the observed schools while social studies studio, social studies learning centre, social studies costumes and weather stations are not available in the observed schools.

Research Question 3:

What is the extent of utilization of available facilities for effective implementation of social studies curriculum?

Table 3: Mean rating of teachers on the extent of utilization of facilities for effective implementation of social studies curriculum

<table>
<thead>
<tr>
<th>S/N</th>
<th>Facilities</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Studies studio</td>
<td>2.25</td>
<td>0.10</td>
<td>VHE</td>
</tr>
<tr>
<td>2</td>
<td>Social Studies Learning centre</td>
<td>2.46</td>
<td>0.12</td>
<td>VLE</td>
</tr>
<tr>
<td>3</td>
<td>Social studies costumes</td>
<td>2.35</td>
<td>0.11</td>
<td>VLE</td>
</tr>
<tr>
<td>4</td>
<td>Weather station</td>
<td>2.46</td>
<td>0.26</td>
<td>VLE</td>
</tr>
<tr>
<td>5</td>
<td>School flags</td>
<td>2.60</td>
<td>0.17</td>
<td>VHE</td>
</tr>
</tbody>
</table>

Results of data in table 3 show that items 1 and 5 have the mean scores of 2.55 and 2.60 while items 2, 3 and 4 have the mean scores of 2.46, 2.35 and 2.46 respectively. This indicates that teachers utilized only social studies studio and school flags but do not utilize social studies learning centre, social studies costumes, and weather station in the implementation of social studies curriculum.

Test of Hypotheses:

\[ H_0: \text{There is no significant difference between the mean ratings of Degree and NCE teachers on the extent of utilization of curriculum prescribed methods for effective implementation of JSS Social Studies Curriculum} \]

Table 4: Independent sample t-test of B.Ed and NCE teachers on the utilization of curriculum prescribed facilities for effective implementation of JSS Social Studies Curriculum

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Level of Significance</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>NCE</td>
<td>92</td>
<td>2.20</td>
<td>0.58</td>
<td>-11.244</td>
<td>60</td>
<td>0.00</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>B.Ed</td>
<td>384</td>
<td>3.83</td>
<td>0.35</td>
<td>2.60</td>
<td>384</td>
<td>0.00</td>
<td>0.05</td>
</tr>
</tbody>
</table>

Table 4 depicts the calculated t-value of -11.244 at 0.00 which is less than 0.05 level of significance (0.00<0.05). Thus, there is a significant difference in the mean rating between Degree and NCE teachers on the extent of utilization of curriculum prescribed methods for effective implementation of social studies curriculum. Teachers with Bachelor of Education (B.Ed) seem to be more disposed to greater use of facilities than NCE teachers in the implementation of social studies curriculum in junior secondary schools.

Discussion:

The findings of this study with respect to teacher quality revealed that a substantial percentage of teachers who teach social studies are qualified (77.17%) while only 22.83% are not qualified. This finding is not entirely surprising because of the numerous in-service teacher training programmes available for serving teachers. Thus, teachers of social studies from allied subject areas such as Government, History, Geography and Sociology have utilized the opportunities provided by government sponsored in-service training (National Teacher Institute, National Commission for Colleges of Education (NCCE) and even Sandwich Programme (mounted by faculties of Education and colleges of education) to upgrade their qualification and competencies. This finding resonates with Pitan [26] who found that qualification of teachers affects their instructional delivery in social studies. This by implication suggests that if teachers are not qualified, it will negatively affect the implementation of social studies curriculum.

Findings of this study with respect to availability of instructional facilities showed that school flags are mostly available in the observed schools while social studies studio, social studies learning centre, social studies costumes and weather stations are not available. This finding is very plausible because Government rarely provides most recommended instructional facilities due largely to paucity of funds and corruption on the part of
educational managers. This probably accounts for the preponderance of school flags which could be easily provided. However, it also disappointingly showed that social studies centres, costumes, etc are lacking. This finding agrees with Kolawole [14], who observed that Nigerian education faced several problems such as declining standards, inadequate and obsolete infrastructural facilities among others. The finding is also in consonance with Okobia [23], who investigated the availability and utilization of resources in junior public secondary schools in Edo State, Nigeria, and found that facilities used by the teachers even where and when available are usually outdated or obsolete.

With respect to extent of utilization of educational facilities, it was established in line with the findings of Okobia [23] that only outdated facilities are used by teachers. In this study, teachers only utilized school flags and social studies studios for the implementation of social studies curriculum to some reasonable extent. Interestingly, the finding revealed that there is a significant difference between NCE and B.Ed Social Studies teachers on the extent of utilization of instructional facilities for implementing social studies curriculum. Thus, specialist B.Ed teachers seem to be better disposed towards utilizing available instructional facilities. This could be attributed to the impact of training and qualification accruing from advanced in-service training. This position is supported by the fact that teachers with higher qualification tend to see the need for effective utilization of facilities than those with lower qualification [26].

Conclusion:

The findings revealed that a good number of teachers teaching Social Studies are qualified even though the requisite functional instructional facilities required for teaching the subject such as Social Studies studios, Social Studies learning centres, Social Studies costumes, and weather stations are lacking and rarely utilized maximally. However, it was evident that teacher quality could positively influence utilization of available instructional facilities. Based on the foregoing, the following recommendations were made: Government should sustain the current quality of social studies teacher by recruiting more qualified graduates and upgrading others through in-service basic programmes such as seminars, conferences and workshops. Government should also provide instructional facilities in schools, in terms of quality and quantity in order to ensure effective implementation of social studies curriculum. Relevant officials of the Ministry of Education Departments, Agencies, Boards and Parastatals of Education should be encouraged to supervise the facilities in schools, to ensure their availability and effective utilization in order to promote effective implementation of social studies curriculum in Nigeria.

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