
**SOCIAL STUDIES TEACHERS' COMPETENCES AND
UTILIZATION OF COMMUNITY-BASED RESOURCES
IN UPPER BASIC EDUCATION IN DELTA STATE**

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Abstract

The primary objective of this research endeavour was to investigate the competences of secondary school teachers in Delta State pertaining to community-based resource utilisation and inquiry-based teaching methods. The study employs a descriptive research design, utilising a survey methodology. The process involves systematically collecting data on a certain population or region of interest, as well as analysing the existing phenomena to examine hypotheses or address inquiries regarding the overall state of the phenomenon of interest. The population of this study comprises 300 Social Studies teachers who are distributed over three senatorial districts in Delta State, encompassing both rural and urban schools. In order to provide direction for the study, two research questions were formulated. The present study investigated two primary factors: (i) gender and (ii) qualification of teachers. The study employed a self-designed questionnaire as the primary research instrument, which was delivered to all participants comprising the desired sample size. The findings indicated that there was no discernible disparity based on gender in the proficiency of Social Studies educators to employ community resources and

inquiry-based approaches in their teaching practises. Additionally, it was discovered that teachers possessing a degree demonstrated greater proficiency in using community-based resources and employing the inquiry teaching technique within secondary school settings. Based on the findings, it is recommended that measures such as implementing regular teacher training, cultivating a positive psychological classroom environment, promoting friendly classroom behaviour, and adopting a gender-blind approach to teacher recruitment be considered. These recommendations are supported by the notion that both male and female individuals possess the potential to excel as teachers.

Keywords: Teachers, Community based resources, Inquiry teaching competence, Social Studies.

Introduction

The comprehension of cultural disparities among heterogeneous ethnic groups has exerted a direct influence on the field of Social Studies. The effective transmission and acquisition of knowledge require the implementation of specific pedagogical strategies, which encompass both the content and procedures employed in the teaching process. Over the course of the last decade, there has been a notable transformation in both the substance and approach of the Social Studies curriculum. The Social Studies instructor should strive to attain proficiency in their instructional approaches for the subject of Social Studies. These competencies encompass mastery of subject matter, effective communication of instructional information, utilisation of diverse teaching approaches, and assessment of educational outcomes. The curricular resources that hold the greatest relevance to the education and acquisition of knowledge in the field of Social Studies within the Nigerian environment essentially encompass: Visual materials used for reading include chalkboards and two-dimensional graphic components, such as illustrations, cartoons, comics, posters, and billboards. The materials utilised for audio production and the

resources available within a community encompass both non-human and human elements.

According to Brown (1995), teaching is the act of establishing a connection with another individual with the purpose of exerting an influence on their acquisition of knowledge. The pedagogical approach involves the exchange of ideas and perspectives between the instructor and learners, serving as a pragmatic and advantageous kind of instructional practise that fosters intuition, creativity, improvisation, and self-expression. The primary subjects covered in the Social Studies curriculum are the community and the individual within their communal surroundings. Hence, it is imperative for any comprehensive Social Studies curriculum to acknowledge and incorporate communities, particularly due to their many and valuable educational resources. In accordance with established professional norms, it is imperative that Social Studies curricula accurately represent and incorporate the specific requirements, objectives, traditions, inclinations, and cultural aspects of the community it serves.

There exist pivotal domains within the field of Social Studies that are of utmost importance, particularly in relation to the acquisition of knowledge pertaining to community resources. These individuals possess a range of professional affiliations within the local community and possess firsthand experience, specialised knowledge, and skills in various careers. They are capable of providing authoritative insights on specific Social Studies topics that are relevant or of interest to the class. In a similar spirit, Elegbede (2005) astutely noted that the determining factor in identifying an individual as a resource person is in their possession of information or skills that are pertinent to the subject matter being taught in the classes. Community resource centres are readily available for Social Studies educators. Community resource centres encompass both non-human and human elements. When considering non-human elements, such as the physical environment and its various landforms (e.g., rocks, lakes, oceans, rivers, streams, mountains), as well as man-made structures like industries, museums, cultural monuments, and government institutions (e.g., court buildings,

abattoirs, transportation stations), some of which may be conceptually challenging for students, it is more beneficial to facilitate well-structured and organised field trips or educational visits or excursions.

According to Mkpa (1991), as cited in Zaris and Bulya (2011), community resources refer to the external facilities that exist beyond the school environment and can be accessed and employed to enhance the process of teaching and learning. According to Zaria and Bulya (2011), community resources refer to the resources that are available within a community that can be utilised to enhance the effectiveness of teaching and learning in Social Studies classrooms. The categorization or classification of community resources exhibits variation across different classifications (Elegbede, 2005). Community resources can be classified into two distinct categories: natural resources and man-made resources within the community. According to Mkpa (1991), community resources can be categorised into four distinct classifications or typologies: natural resources, human resources, materials resources, and instructional resources. According to Mezieobi, Fubara, and Mezieobi (2013), the categorization of resources within a community can be broadly classified into two main groups, namely human resources, resource people, and non-human resources.

Mezieobi (1991) presented a comprehensive framework consisting of eight justifications for incorporating community resources into the interactive Social Studies approach. The primary objective is to enable students to directly engage with the realities of their local community or immediate surroundings, thereby enhancing their comprehension of the Social Studies content that has been imparted. Additionally, this approach seeks to enhance the overall learning experience by alleviating the monotony associated with being confined solely to a formal classroom setting. Furthermore, it aims to challenge the prevailing misconception that Social Studies can only be effectively taught within the confines of traditional educational institutions. The community not only enhances the educational endeavours of the schools through its ample resources, but also actively engages in the educational

development of their children. The utilisation of community resources fosters enhanced engagement between the school and the community, instilling in students an appreciation for the vital contributions that the community makes to their education and overall well-being. Moreover, the lack of instructional tools, which some Social Studies teachers attribute to their students' subpar examination outcomes, is reinforced by the presence of community resources. These resources substantially diminish the amount of instructional time

Tain, Mehat, Joelt, and Heinen (1996, 1997) conducted a study on the impact of community-based conservation (CBC) on the attitudes of local individuals employed in the Annue Purna and Makulu-Barun conservation areas. These areas have extensively implemented a CBC approach in their policy formulation, planning, and management strategies. The Department of Environmental Studies at the University of Miami in Florida. The data collection methodology encompasses a random household questionnaire survey, informal interviews, and a review of official records and public literature.

The findings revealed that a significant proportion of the local population exhibited a positive disposition towards the protected area. The logistic regression analysis demonstrated that engagement in training programmes is associated with advantageous outcomes in relation to the issue of depreciation of biodiversity among tourists.

The term "gender" encompasses a range of characteristics that distinguish and differentiate between masculinity and femininity. These characteristics can be attributed to biological factors, such as sex (i.e., the categorization of individuals as male, female, or intersex), societal structures based on sex with associated gender roles and social expectations, or individual gender identity, depending on the specific context.

In certain contemporary disciplines, such as the Social Sciences and publications generated by the World Health Organisation (WHO), there is a strict adherence to maintaining the distinction. In contrast, the term "gender" has been employed in diverse contexts, including various disciplines within the social sciences, since the

1980s. A slight increase in this usage was observed in the scientific literature in 1993, coinciding with the decision of the Food and Drug Administration (FDA) to adopt the term “gender” instead of “sex” in 2011. The FDA underwent a change in its stance, opting to utilise the term “sex” to denote the biological classification, while employing “gender” to encompass an individual’s self-expression as either male or female, as well as their societal recognition based on their gender presentation. The concept of “gender” is commonly employed to characterise the psychological aspects of an animal.

The examination of teachers’ proficiency in using the community-based resource approach for teaching Social Studies in Delta State holds considerable importance across multiple dimensions. This project will provide valuable insights for Social Studies educators by enhancing their understanding and awareness of challenges associated with the utilisation of community-based resources as an instructional approach in the classroom. The study will provide students with valuable benefits as it introduces them to an additional pedagogical approach for teaching Social Studies. This approach is designed to foster deeper engagement among students and promote regular reading habits. Moreover, the study’s curriculum places emphasis on both the instructor and student, ensuring a balanced and inclusive learning experience.

Objectives of the Study

This study was designed to examine Teachers’ community-based resource and inquiry teaching competences of secondary school teachers in Delta State. The specific objectives are to determine the:

- i. extent to which the gender of the teacher influences the teachers’ competences and utilization of community based resources in upper basic education in Delta State; and
- ii. qualification of teachers influences their competences and utilization of community based resources in upper basic education in Delta State.

Hypotheses

Two hypotheses were tested in this study as follows:

- H₀1: There is no significant difference between gender and Social Studies teachers' competences and utilization of community based resources in upper basic education.
- H₀2: The teachers' qualification will not significantly influence competences and utilization of community based resources in upper basic education.

Methods

The research design employed in this study is descriptive, utilising a survey methodology. The study's population comprises 656 Social Studies instructors located in the three senatorial districts of Delta State. The proper sample was obtained from this particular group. The study employed a purposive sampling strategy. Purposive sampling involves the deliberate selection of a sample by the researcher, who has a predetermined goal or objective in mind. Consequently, the selection of the sample is contingent upon the specific qualities or attributes that the researcher intends to investigate. A total of 300 Social Studies instructors were included in the sample, with an equal representation of 100 teachers from each senatorial district. The title of the questionnaire is "Competencies of Social Studies Teachers and their Utilisation of Community-Based Resources in Upper Basic Education in Delta State." The researcher employed two distinct methodologies in order to establish the instrument's validity. Two types of validity that are commonly discussed in academic literature are face validity and content validity.

The researcher employed the test-retest methodology to assess the reliability of the instrument. A total of 30 teachers, who were not part of the sample population, were supplied with the instrument. The participants were administered the questionnaire by the researcher. The research issues were addressed using fundamental percentages, while the study's hypothesis was evaluated by a t-test at a significance level of 0.05.

Results

Hypothesis 1: There is no significant difference between gender and Social Studies competences and utilization of community based resources in upper basic education.

Table 1: Showing gender competencies and utilization of community based resources

Variable/Gender	N	Mean	Std Deviation	t-cal	df	POPP	Remark
On teachers' competence on community based resource and inquiry competence							
Male	116	59.6724	4.62089	6.590	2.98	000	Significant
Female	184	63.5652	5.19732				

Table 1 shows that t-calculated is 6.590 which means that hypothesis one is significant and accepted. Affirming the hypothesis that there is no significant difference between gender and Social Studies community based resources teaching competence in secondary schools.

Hypothesis 2: Teachers' qualification will not significantly influence competences and utilization of community based resources in upper basic education.

Table 2: Showing T-test on Teachers' Qualification and Competences and Utilization of Community-Based Resources

Variable/Qualification	N	Mean	Std Deviation	t-cal	df	POP	Remark
On teachers competence on community based resource and inquiry competence							
NCE	143	60.1678	4.63299	6.235	2.98	000	Significant
Degree	157	63.7834	5.34132				

Table 2 shows that t-test calculated (6.235) which means that hypothesis two is also accepted. It affirmed the hypothesis that teachers with degree are more competent in community-based resource teaching in secondary school.

Discussions

The analysis demonstrates that the computed t-value is 6.590. This implies that hypothesis one has been accepted. Based on the findings of the research, it can be concluded that there is a lack of noticeable disparity between genders in terms of instructors' competence and utilisation of community-based resources within educational environments. The results align with the findings of Ogheneakoke (2015), which similarly concluded that there was no statistically significant difference in the competencies of male and female Social Studies teachers when it comes to utilising the inquiry method in upper basic schools.

Consistent with the aforementioned, hypothesis two demonstrates a t-calculated value of 6.235. Therefore, it can be concluded that hypothesis 2 has been validated. Teachers who possess a degree have a higher level of competence in utilising community-based resources inside secondary schools. The findings also support those of Akinlaye (2003), which assert that the value of education globally is heavily influenced by the calibre of professional training received by teachers. Teachers play a crucial role in the establishment of a robust educational system inside any nation. This is due to the fact that the overall educational attainment of a nation is inherently limited by the quality of its teachers.

Conclusion

There appears to be no discernible disparity in the proficiency levels of community-based resource teachers in secondary schools when comparing instructors of different genders. Additionally, it is determined that teachers possessing academic degrees exhibit greater competence compared to teachers holding National Certificate in Education (NCE) qualifications.

Recommendations

It is imperative for the government to allocate increased resources towards the enhancement of teacher training and retraining throughout all educational tiers. In order to enhance scientific, technological, economic, and human progress, it is imperative for the government to allocate funds towards the education of teachers. The inclusion of gender as a criterion in teacher recruitment should be avoided by the government, as both males and females have the potential to excel in the teaching profession. The utilisation of gender as a criterion for the selection of instructors in the workforce should be avoided.

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