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Resource Availability And Utilization Dimensions In The Implementation Of Junior Secondary Social Studies Curriculum In Ebonyi State, Nigeria

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ABSTRACT

Background: The twin issues of resource availability and utilization constitute part of the vital debate to effective implementation of Social Studies curricula across different educational levels in Nigeria. Objective: This study therefore sought to determine the resource availability and utilization dimensions in the implementation of Junior Secondary Social Studies Curriculum in Ebonyi Central Education Zone, Ebonyi State, Nigeria. Methodology: The study adopted a descriptive survey research design. The sample of the study consisted of 476 respondents made up of 92 teachers and 384 students, who were purposively and randomly selected. Checklist, observational techniques, questionnaire and documentary evidence were adopted as instruments for data collection. These instruments were validated and trial-tested for appropriate psychometric properties. Percentages, mean and standard deviation as well as t-test statistic were used for data analysis. Results: Findings of the study among other things revealed that most vital instructional materials recommended for effective implementation of Junior Secondary Social Studies Curriculum are not available in schools. However, teachers utilized most of the available innovative instructional methods such as drama, field-trip and simulation significantly in teaching Social Studies. Conclusion: It was concluded that teachers should be more resourceful in utilizing available instructional resources for teaching purposes both during and after training.

INTRODUCTION

It is a widely held opinion that the success or otherwise of any enterprise among other things depends largely on the availability and utilization of relevant resources. Resources whether human or material are recognized vital facets of any successful human endeavour including education. Resources refer to materials, services, staff and other assets that are beneficial to organizational productive processes and ends (Kaufman & Schneider, 2004). It represents productive factors required to accomplish an activity. Typically, resources refer to things used to achieve aims or the target expectations of organizations, groups, individuals or nations. They include materials and human inputs, assets and skills which assist in the achievement of expected aims and objectives (Miller and Spoolman, 2011). Resources in education encompass persons and things/materials capable of conveying information, values, processes, experiences and techniques that are used to actively

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engage students in the teaching-learning activities (Akpochofo, 2003). Thus, effective teaching and learning of any school subject depends on availability and utilization of diverse human and material resources.

Human resources refer generally to human skills/expertise (staff) that are available to organizations for productive purposes (Inyiagu, 2005). They also consist of the organizational functions that deal with the people themselves basically in form of compensation, hiring, performance, management, and training (William, 2013). In the context of this study, human resources refer to teachers who are the agents of curriculum implementation. Without human efforts, skills or expertise no organization (education inclusive) can achieve its goals. Material resources are quantifiable material used to complete a task such as equipment; machines et cetera that often complement human input or resources in organizations (Miller & Spoolman, 2011). Similarly, Nwaubani and Ezegebe (2008) argues that facilities in the learning environment such as furniture, electricity, workshops, equipment, et cetera are also parts of material resources. Material resources could be tangible or intangible. Intangible resources include social learning environment, teaching methods, information, communication, finance, time, teachers' disposition et cetera (Hill & Charalambous, 2012, Schell *et al.*, 2013:11). In the field of education, material resources constitute the major tool teachers employ in promoting teaching and learning. Strategically teachers are expected to utilize available resources in the school for instructional delivery of different subjects including social studies.

Social Studies is one of the basic education subjects in Nigerian education system. It deals with the study of man in relation with his social and physical environment (Nnamani, 2009). Similarly, Jiboku (2002) posits that Social Studies is the aspect of learning which deals with how to get on with one's environment, (both physical and human environment). Its study also involves the development of skills, knowledge, attitudes and values that help in the promotion of responsive and responsible citizenship in a free and democratic society.

Social Studies is widely recognized as both integrated and interdisciplinary approach to the study of the society. It is primarily seen as a problem-approach discipline which prepares individuals to fit into society by equipping them with knowledge about the culture or way of life of the society (Adewuya, 2002). Accordingly, Mkpa (2001) describes Social Studies as interdisciplinary contents from social science disciplines which deal with societal problems and issues. Thus, the instructional focus of Social Studies is on problems and issues confronting man in his/her dynamic environment. Ultimately, it deals with the inculcation of desirable values, attitudes and requisite intellectual and other related skills for problem-solving.

Social studies curriculum at junior secondary school (JSS) level adopted broad field curriculum (integrated) approach and covers areas such as culture, time, continuity, change, people and environments, individual development and identity, groups and institutions, power, authority, and governance; science, technology and society, global connection, social issues, civic ideas and practices (Nigerian Education Research and Development Council, 2007). These curriculum components cannot be actualized without the availability and utilization of relevant resources - human and material. Basically, Junior secondary school social studies contents are derived from broad range of subjects such as Economics, Anthropology, Philosophy, Geography, and History in addition to elementary or basic science as a result of the importance of science and technology in man's day-to-day living (Bozimo & Ikwumelu, 2008). Thus, the philosophy of Social Studies in Nigerian schools is to make students competent in decision making, and/or problem-solving especially with respect to dealing with changes and developing appropriate attitudes for effective citizenship in a pluralistic democratic society such as Nigeria (Okobia, 2012). The researcher further affirms that Junior Secondary School Social Studies curriculum needs to be implemented because it will help students acquire basic knowledge, positive attitudes, values and social skills needed for responsible citizenship and participation in the society as contributing members.

Curriculum consists of the entire situation that the school may select and consistently organize for the purpose of bringing about changes in behaviour of students (Obanya, 2004). Similarly, Offorma (2002) define curriculum as total experiences involving the school in the process of educating young people. It includes the teacher, students, subjects, contents, methods of teaching and evaluation as well as the physical and psychological dimensions of the experiences in the education process. These definitions show that curriculum is a document or instrument planned by policy makers which contains what to learn, how to learn and who should learn. Furthermore, Offorma (2009) argues that curriculum is a plan or blueprint or instructional guide used for teaching and learning to bring about positive and desirable changes in learners' behaviour. In the context of this study, curriculum consists of all the activities, engaged by teachers and students of Social Studies at the junior secondary school level in order to achieve the stated instructional or educational objectives. However, the realization of the above objectives through effective implementation of the curriculum hinges on the availability and utilization of relevant resources by teachers and students. These issues are explored in the review of extant theoretical and empirical literature below.

Review of Theoretical and Empirical Related Literature:

The resource based theory propounded by Coase (1937) was used for the purpose of this study. The theory was popularized in the field of management science from early 1957 to 1975 based on the importance and

implications of resources for the performance of firms. The objective of resource-based theory is to help the managers to appreciate why competence is perceived as a firms' most valuable asset and at the same time to understand how resource (as assets) can be used to improve business performance. The theory is relevant to the present study because teachers of Social Studies as managers of educational resources need adequate training and skills to manage resources that are available to them in the teaching and learning of the subject. This further strengthens the assertion that classroom teachers as managers of resources should utilize or employ diverse resources for teaching and learning purposes. The theory equally holds that if resources are not available nor effectively utilized (when available), the teaching and learning could be adversely affected or jeopardized. Thus, quality teachers, materials and facilities should be made available as resources to ensure effective implementation of Social Studies curriculum at the junior secondary school level in Nigeria. Fundamentally, all resources such as human, material, tangible and intangible resources that could help to make the teaching and learning of Social Studies more meaningful, realistic and productive should be provided and utilized.

Some studies have also been conducted both in Nigeria and elsewhere (abroad) to ascertain the exiting gap in literature on the availability and utilization of resources in implementing Social Studies curriculum at junior secondary school level. Hill and Charalambous (2012) conducted a study on teacher's knowledge, curriculum materials and quality of instruction with some emphasis on lessons learned and open issues. The study used four case studies to investigate the unique and joint contributions of mathematical knowledge for teaching (MKT) and curriculum materials to instructional quality. It was found that both MKT and curriculum materials are relevant for instruction. The contribution of MKT was more prevalent in the richness of the mathematical language employed during instruction, the explanations offered, the avoidance of errors, and teachers' capacity to highlight key mathematical ideas and use them to weave the lesson activities. The curriculum materials set the stage for engaging students in mathematical thinking and reasoning, and at the same time, amplified the demands for enactment, especially for the low-MKT teachers. The study concluded that both MKT and curriculum materials are necessary in ensuring quality of instruction. This study is relevant to the present study because both are on curriculum issues. However, while the reviewed study dwelt on teachers' knowledge, curriculum materials, and quality of instruction with respect to mathematics the present study sought to determine the extent of resource availability and utilization for curriculum implementation especially in Social Studies at the junior secondary school level in Ebonyi State, Nigeria.

In a related sense, Joseph and Olatunde (2011) looked at the provision of facilities as it relates to academic performance of students in Agricultural Science between 1990 and 1997 in Ekiti State, Nigeria. The results of the West African School Certificate Examination (WAEC) conducted between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the state constituted the basic data used for academic achievement or performance. Data was analyzed using mean and t-test. The results showed that there was no significant difference in the performance of students from rural and urban secondary schools in terms of availability of library facilities ($t=1.79$, $p<0.05$), availability of textbooks ($t=1.20$, $p<0.05$) and availability of laboratory facilities ($t=1.83$, $p=.005$). The study recommended that the Ekiti State Government should provide adequate material resources to rural and urban schools to enhance teaching and learning activities. Both studies investigated utilization of resources for effective teaching. However, they differed in the sense that the reviewed study dwelt on students' achievement in agriculture while the present study is on resource utilization in Social Studies using basically survey research design.

Hubball and Burt (2007) explored the use of an integrated approach in developing and implementing learning-centred curricula. The study sought to provide a critical review of the motivating factors, processes and outcomes pertaining to learning-centred curriculum reform in higher education with the Faculty of Pharmaceutical Sciences at the University of British Columbia as a case study. Although academic units on university campuses tend to present many unique contextual challenges, and are not different stages in curriculum re-design, useful lessons can be learned across setting without "re-inventing the wheel" or falling into similar implementation problems. A flexible framework, guiding principles and strategic approach to developing and implementing learning-centred curricula are provided to assist academic developers. Curricula reform has implications for learning communities, planning, assessment and programming in higher education. This study is relevant to the present one because both are interested in exploring curriculum implementation. However, the present study differs from the reviewed one (on curricula development and implementation) because it is on resource utilization and curriculum implementation. Furthermore, while the reviewed study is on the curricula of undergraduate Pharmaceutical Sciences, the present study is on junior secondary school (JSS) Social Studies curriculum. The area of study also differs in terms of Canada and Nigeria respectively.

Akinsolu (2003) conducted a study on provision and management of facilities for primary education in Nigeria with reference to western part of Nigeria. The study adopted survey research design while the instrument for data collection was questionnaire. The population of the study consists of all the primary schools in Ibadan metropolis. Simple percentage was used data analysis. The results of this study revealed that there is a gross inadequacy of facilities for Nigerian primary schools. The study concluded that no matter how qualified teachers may be, if physical facilities are not available in schools, the objectives of teaching and learning will

not be achieved. This study is relevant to the present study because both investigated the utilization of resources for effective teaching. However, the present study differs because the reviewed study was on primary or lower basic education while the present study is on junior secondary or upper basic Social Studies.

Ifeakor and Okoli (2010) appraised the availability and utilization of new technological resources for science curriculum delivery in Nigerian universities. A descriptive survey was used. The population comprised all Science lecturers in four federal and five state-owned universities in South-East states of Nigeria. Sample of the study consisted of 78 science lecturers from federal and 62 from state universities. Stratified random sampling and census techniques were used to select the sample. The instrument was a 36-item questionnaire developed by the researchers. The instrument was validated and reliability coefficient computed. Three research questions and three hypotheses guided the study. Data were analyzed using mean, standard deviation and t-test statistics of $p < .005$. Results showed that some new technological resources are available. On the other hand, all the listed new technological resources were under-utilized. This study is relevant to the present study because both are interested in investigating the employment of resources for effective teaching. However, while the reviewed study focused on the availability and utilization of new technological resources for science curriculum delivery in Nigerian universities, the present study is on resource utilization dimensions in the implementation of junior secondary schools Social Studies curriculum. Thus, an obvious gap exists in the area of resource utilization dimensions in Social Studies at the Junior Secondary School level.

Igba (2009) investigated the indispensability of instructional materials in the implementation of teacher education programme. The study sought to find out the relevance of instructional materials and factors hindering the use of instructional materials in the implementation of teacher education programme. The study adopted survey research design. The population of the study consisted of 44 secondary schools teachers in Abakaliki Education Zone, Ebonyi State. The instrument for data collection was questionnaire. The responses were analyzed using mean, standard deviation and frequency. The result of the study showed that instructional materials promote teaching and learning. It further revealed that effective utilization of instructional materials could be achieved by employing qualified teachers and training them on the use of instructional materials through seminars and workshops. This study is relevant to the present study because both are interested in the utilization of instructional materials for effective curriculum implementation. However, both studies differ because while the reviewed study dwelt on teacher education programme, the present study is on resource utilization dimensions in the implementation of junior secondary schools Social Studies curriculum which is at the lower level of the educational system.

Although Social Studies at the junior secondary school level is regarded as an important core subject, its implementation seems to have been facing challenges ranging from dearth of human resources to lack of basic facilities such as furniture, classrooms, instructional materials, etc. This is further confirmed by Akomolafe (2005) who observed that instructional materials and facilities are not available in Nigerian schools and that even the available ones are not often used but kept in principal's/head teacher's offices. Regrettably too, Akomolafe argues that some teachers see their usage as time consuming. Similarly, experiences and observation have shown that most teachers employed to teach social studies in Nigerian school system are not qualified and even most of those qualified are not specialists but subject generalists (Akinsolu, 2003). Bolick, Benson, Coult, and Heinecke (2003); Kadzara (2006); Abdo and Semela (2010). Similarly, Jotia and mantle (2011) observed that while some educators are fascinated by the potentials of instructional resources in enhancing teaching and learning, others lag behind in using same resources. These unprofessional practices could possess adversely affect the implementation of Social Studies curriculum. In the same vein, Garuba (2003) reported that Nigerian teachers operate from unconducive environment where teaching and learning seem seriously impoverished particularly in rural areas. The major questions therefore are what resources are available and if available are they utilized? Thus, the major purpose of this study was to ascertain the resources which are available and utilized in the implementation of Junior Secondary Social Studies Curriculum in Ebonyi Central Education Zone, Ebonyi State, Nigeria.

Statement of Problem:

The need for effective implementation of Social Studies Curriculum in Nigerian schools cannot be overemphasized especially considering its compulsory status at the basic education or foundational level. However, findings from most of the reviewed empirical studies indicate that the teaching of the subject has remained largely ineffective due to numerous pedagogical challenges one of which is resource availability and utilization. Justifiably, Social Studies because of its philosophy and nature, demands open, active and participatory teaching-learning environment. This can only be achieved and sustained through the provision and utilization of relevant instructional resources. However, despite these expectations, the subject seems not to be achieving its desired citizenship and other related intellectual mandates. This could either be attributed to either non-availability of resources or non-utilization of instructional resources by teachers. This study therefore sought to find out if instructional resources are available and largely the extent to which they are utilized in the

implementation of Junior Secondary Social Studies Curriculum in Ebonyi Central Education Zone, Ebonyi State, Nigeria.

Research Questions:

The following research questions guided the study:

- What are the instructional materials available for effective implementation of junior secondary school Social Studies curriculum?
- What is the extent of utilization of available instructional materials by teachers for effective implementation of junior secondary schools Social Studies curriculum?
- What is the extent of utilization of recommended curriculum prescribed instructional methods by teacher for effective implementation of JSS Social Studies curriculum?

Hypotheses:

Two null hypotheses were formulated and was tested at 0.05 level of significance

HO1: There is no significant difference in the mean rating of teachers and students on the extent of utilization of available instructional materials for effective implementation of JSS Social Studies curriculum.

HO2: There is no significant difference in the mean rating of teachers and students on the extent of utilization of recommended curriculum prescribed methods for effective implementation of Social Studies curriculum.

Methodology:

Design: The study adopted descriptive survey research design.

Areas 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 is made up of 476 respondents constituting of ninety two (92) Social Studies teachers and three hundred and eighty four (384) Social Studies students drawn from sixty four (64) junior secondary schools in Ebonyi Central Education Zone. Social Studies teachers were sampled using purposive sampling technique (to make sure that the targeted teachers of Social Studies were chosen for the study) while simple random sampling technique was used for the selection of students.

Instruments for Data Collection: The instruments for data collection were checklist, observational schedule, questionnaire and documentary evidence. The checklist is titled "Checklist on Availability of Social Studies Resources (CASSR)". The Checklist is divided into two sections, namely: A and B. Section A elicited information on personal data of teachers while Section B sought information on the availability of instructional materials. The Observational Schedule also titled "Observational Schedule on Social Studies Resource Utilization (OSSSRU)" is divided into two sections, namely: A and B respectively. Section A elicited information on school data while Section B which is divided into tow clusters: A and B elicited information on teachers' level of utilization of curriculum prescribed methods and instructional materials. 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 in two clusters (A and B). Both clusters elicited information on the extent of teachers' utilization of instructional materials and prescribed methods for effective implementation of Social Studies curriculum respectively. Documentary evidence was also used to compare the observed data. 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, 0.526 and 0.689 respectively. For the questionnaire, Cronbach Alpha internal consistency estimate was used to determine the reliability of each cluster which yielded coefficient index of 0.738 and 0.611 for clusters A and B respectively.

Method of Data Analysis: Percentages, mean and standard deviation were used to analyze data collected 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 are the instructional materials available for effective implementation of junior secondary school Social Studies curriculum?

Table 1: Percentages of Instructional materials available for effective implementation of Social Studies curriculum

S/N	Items Description	AV	%	NA	%	Decision
1	Dictionary	41	64.06	23	35.94	AV
2	Charts	30	46.88	34	53.12	NA
3	Pictures	43	67.19	21	32.81	AV
4	Documentaries s	10	15.63	54	84.37	NA
5	Models	29	45.31	35	54.69	NA

6	Radio	28	43.75	36	56.25	NA
7	Newspapers	42	65.63	22	34.37	AV
8	Nigerian coat of arms	45	70.31	19	29.69	AV
9	Posters	39	60.94	25	39.06	AV
10	Story books	40	62.5	24	37.5	AV
11	Script of plays	20	31.25	44	68.75	NA
12	Magazines	49	76.56	15	23.44	AV
13	Simulation games	26	40.63	38	59.37	NA
14	Tutorials	15	23.45	49	76.56	NA
15	Social Studies textbooks	60	93.75	04	6.25	AV
16	Photographs	30	46.88	34	53.12	NA
17	Real electrical appliances	30	46.88	34	53.12	NA
18	Social Studies workbooks	57	89.06	7	10.94	AV
19	Real objects	6	9.38	58	90.62	NA
20	Arts work and drawings	48	75	16	25	AV
21	Social Studies curriculum	61	95.13	3	4.69	AV
22	Films and videos	4	6.25	60	93.75	NA
23	Map of the world	50	78.12	14	21.88	AV
24	Map of Africa	49	76.56	15	23.44	AV
25	Map of Ebonyi State	45	70.31	19	29.69	AV
26	Nigerian constitution	2	3.12	62	96.88	NA
27	Hand bills	10	15.62	54	84.38	NA
28	Drama/song books	34	53.12	30	46.88	AV
29	Articles on Social Studies	46	71.88	18	28.12	AV
30	Journals of Social Studies	31	48.43	33	51.56	NA

Key: AV = Available; NA = Not Available, Benchmark/Decision Rule: 50%

Table 1 show that only 16 instructional materials were available for effective implementation of Social Studies curriculum. Some of these are dictionary, pictures, newspapers, posters, magazines, Social Studies curriculum, etc. Those prominently unavailable include documentaries, radios, photographs, films and videos, etc.

Research Question 2:

What is the extent of utilization of available instructional materials by teachers for effective implementation of junior secondary schools Social Studies curriculum?

Table 2: Mean rating of observations on the extent of teacher's utilization of instructional materials for effective implementation of Social Studies curriculum

S/N	Items Description	Mean	Standard Deviation	Decision
1	Dictionary	2.84	2.24	HE
2	Charts	2.82	1.70	HE
3	Pictures	3.43	2.36	VHE
4	Documentaries	2.64	0.66	HE
5	Newspapers	2.55	0.96	HE
6	Nigerian coat of arms	2.76	1.24	HE
7	Posters	2.70	1.39	HE
8	Story books	2.59	0.00	HE
9	Social Studies textbooks	3.40	2.51	VHE
10	Photographs	2.97	0.42	HE
11	Social Studies workbooks	3.36	2.95	VHE
12	Arts work and drawings	2.90	1.39	HE
13	Social Studies curriculum	3.16	2.03	VHE
14	Map of the world	3.09	2.26	VHE
15	Map of Africa	2.83	1.47	HE
16	Map of Ebonyi State	2.83	1.38	HE
17	Nigerian Constitution	2.01	1.59	LE
18	Articles on Social Studies	3.36	2.77	VHE
19	Journals of Social Studies	2.68	0.83	HE

Key: Very High Extent (VHE), High Extent (H), Low Extent (LE), Very Low Extent (VLE), Decision Rule: 2.50

Table 2 show that items 1-19 in the table have observed mean ratings of 2.84, 2.83, 3.43, 2.64, 2.55, 2.76, 2.70, 2.59, 3.40, 3.36, 2.90, 3.16, 3.09, 2.83, 2.01, 3.36 and 2.68. This shows that the teachers' use of instructional materials in the implementation of Social Studies curriculum are to a high extent. However, this was with the exception of the Nigerian constitution which was used to a very low extent.

Research Question 3:

What is the extent of utilization of recommended curriculum prescribed instructional methods by teachers for effective implementation of junior secondary school (JSS) Social Studies curriculum?

Table 3: Mean rating of observation schedule on the extent of teachers' use of methods prescribed by the curriculum in teaching Social Studies

S/N	Prescribed Methods	Mean	Standard Deviation	Decision
1	Inquiry method	2.84	1.30	VHE
2	Discussion method	2.71	0.78	VHE
3	Role play method	2.63	0.44	VHE
4	Game/drama method	2.44	0.39	VLE
5	Lecture method	2.89	1.47	VHE
6	Field trip method	2.27	0.20	VLE
7	Simulation	2.42	0.90	VLE

Decision rule: 2.50

Table 3 depicts that items 1, 2, 3 and 5 have the mean scores of 2.84, 2.71, 2.63 and 2.89 respectively. This shows that teachers use inquiry method, discussion method, role play method and lecture method in teaching Social Studies. On the other hand, items 4, 6, and 7 have the mean rating of 2.44, 2.27 and 2.42 respectively. This shows that teachers do not use game/drama methods, field trip method and simulation method in teaching Social Studies.

Hypotheses:

HO₁: There is no significant difference between the mean ratings of teachers and students on the extent of teachers' utilization of available instructional materials for effective implementation of JSS Social Studies Curriculum.

Table 4: t-test of independent sample of teachers and students on the extent of teachers' utilization of instructional materials in the implementation of JSS Social Studies curriculum

	Variables	N	Mean	SD	T	Df	Sig. (2-tailed)	Level of Significance	Decision
Instructional Materials	Teachers	92	2.9102	1.050	3.351	474	0.001	0.05	Ho is accepted
	Students	384	2.5092	1.026					

Table 4 shows the calculated t-value of 3.351 at 0.001 which is less than the 0.05 level of significance ($0.001 < 0.05$). Thus, there is no significant difference in the mean rating of teachers and students on the extent of teachers' utilization of available instructional materials for effective implementation of JSS Social Studies curriculum. Both teachers and students are in accord with respect to extent of teachers' utilization of instructional materials in the implementation of JSS Social Studies curriculum.

HO₂: There is no significant difference in the mean rating of teachers and students on the extent of teachers' utilization of curriculum prescribed methods for effective implementation of Social Studies curriculum

Table 5: t-test of independent sample of teachers' and students' responses on the extent of teachers' utilization of curriculum prescribed methods in the implementation of JSS Social Studies curriculum

	Variables	N	Mean	SD	T	Df	Sig. (2-tailed)	Level of Significance	Decision
Methods	Teachers	92	2.6489	1.0652	0.889	474	0.375	0.05	Ho is accepted
	Students	384	2.5401	1.0520					

Table 5 depicts the calculated t-value of 0.889 at 0.375 which is greater than 0.05 level of significance ($0.375 > 0.05$). Thus, there is a significant difference in the mean rating of teachers and students on the extent of teachers' utilization of curriculum prescribed methods for effective implementation of Social Studies curriculum. Thus, both students and teachers differ significantly on teachers' utilization of curriculum prescribed methods.

Discussion:

The major purpose The findings of the study revealed that substantial number of the recommended instructional resources (materials) for teaching Junior Secondary Social Studies Curriculum were available. This is an indication that government and other relevant stakeholders in education are gradually beginning to step up their respective statutory roles and financial commitments for resource provisions in schools. It could also be that teachers are equally improvising certain instructional materials such as maps, drawings, magazines, books, etc. for instructional purposes. This finding resonates with that of Uba (2009) that availability of instructional materials promotes effective teaching and learning. However, it contradicts that of Akinzolu (2013) which showed that facilities for teaching are not sufficiently available in primary schools in Ibadan metropolis Nigeria.

With respect to utilization of resources, the study established that teachers surprisingly used lecture, inquiry and discussion methods, for instructional purposes. Related teaching methods such as game/drama, role play, field trip and simulation were used to a very low extent. This finding is an indication that teachers still use those

methods they seem to find very convenient notwithstanding their efficacy. It could also be argued that teachers do not use teaching methods that are innovative, activity-oriented such as role-play and field trip respectively. This finding agrees with that of Ifeakor and Okoli (2010) which opines that new technological resources are usually underutilized for instructional purposes.

Significantly while both teachers and students seem to agree on the extent of teachers' utilization of instructional materials, they differed on that of utilization of prescribed instructional method. This finding is germane because of the collaborative role of students' opinions in this study. Indeed, the fact that students could agree and disagree with their teachers where necessary shows how objective and reliable they could be in matters of this educational magnitude. This is largely supported by the fact that students routinely receive instructions and could readily attest to what prescribed instructional methods or materials that are utilized by teachers.

Conclusion:

The findings of this study revealed that most vital instructional materials are not adequately available and utilized by teachers in the implementation of Social Studies curriculum. This position could make the teaching and learning of Social Studies uninteresting and unrealistic. It could also mar the effective implementation of Social Studies curriculum. Furthermore, it was also revealed that teachers do not use innovative teaching methods and game/drama methods, field trip method and simulation method in teaching Social Studies. The implication is that effective teaching and learning of the subject may not be achieved. Based on the foregoing, it was recommended that teachers and educational administrators should be encouraged to supervise some instructional materials in schools to ensure their availability and utilization in junior secondary school in the implementation of Social Studies curriculum in Nigeria. Finally, teachers should employ methods that appeal to all the senses of students in teaching and learning as this could enhance the effective implementation of Social Studies curriculum in Nigeria.

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