



ASSESSMENT OF PHYSICAL AND HUMAN RESOURCES FOR TEACHING AND LEARNING SOCIAL STUDIES IN EKITI STATE SECONDARY SCHOOLS TOWARDS SUSTAINABLE DEVELOPMENT

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Abstract: *The study was designed to assess the physical and human resources for the sustainable development of education and that of Social Studies in particular in public schools in Nigeria. The study assessed the physical and human resources available for the teaching and learning of social studies in public secondary schools in Ekiti central senatorial district of the state. The survey research design was used and the study used quantitative approach where observation, checklist, self-developed questionnaire and Likert scales were used for data collection. Three research questions guided the study. The sample of the study included 65 social studies teachers who were qualified academically in some selected secondary schools in Ekiti central senatorial districts. The data were analyzed using mean, standard deviation and percentage. Findings revealed that a few schools have social studies laboratory, ICT Centre, and standard library. There are shortage of teachers and other laboratory support staff. The recommendations made includes; Educational managers and policy makers need to ensure that school enrolments should tally with the available physical resources. More equipped laboratories should be constructed in public schools with regular supply of electricity. Qualified teachers should be employed and other supportive staffs with regular workshops, seminars and re-training programs to keep the teachers abreast of latest methods of teaching.*

Keywords; Physical, Education, Human resources, Development and Sustainable.

Introduction

Social Studies as an integrated school subject that promotes and creates rich, many sided personalities who are equipped with practical knowledge and inspired by ideals so that they can contribute to the society. It is a discipline that features in the first nine years of Nigeria's education system, that is, at the Junior and Senior Basic Levels

Social studies as a definite field of study which did not develop with the establishment of schooling in Nigeria. But the founding fathers of education were concerned with the development of a whole man through education. Adaralegbe (1990) sees social studies as "a study of man in his totality". It was introduced to find a solution to some societal problems. Also to guide individuals in ways of reacting to and interacting with people,

conditions and actions to ensure the survival and growth of themselves as individual of their society and the total society of man.

The paper Assessment of physical and human resources for Teaching and Learning Social Studies in public secondary schools in Ekiti Central Senatorial District of Ekiti State has been designed into different parts. The introduction is the first aspect of the paper. The second area considers the concept of social studies and the reasons for study Social Studies in Nigeria Schools. The third aspect of the paper examines the concept of Physical and Human resources. The fourth part of the paper has the Theoretical framework. The research methodology and the empirical frame work forms the fifth part. While conclusions based on findings and recommendation make up the last aspect of the paper.

The concept of social studies

Social studies is a dynamic academic field of study .It is not static ,it develops every day in as much the society keeps on confronting challenges in the environment .That is why social studies is battling with many contemporary emerging issues in the society .The subject(social studies) is considered to be those common learning's of man's interaction with his social and physical environment .It is not only a study but a way of life ,or how man influence and is influenced by his physical ,social ,political ,economics , psychological and cultural Environments. Social is considered as a subject within the school programs that provides coordinated systematic study drawing upon many disciplines such as Anthropology , Archeology , Law , Philosophy , Psychology , Political Sciences and others social studies in more distinguished as a field of study, as it is designed to promote civic competence , and it is designed to promote civic competence, and it is integrative , incorporating many fields of endeavor, that is why the Nigerian national policy on education(NPE, 2007) has identified it as one of the core subjects in the secondary school curriculum , with a view to providing avenues to make the learner acquire the skills of comprehension , application of knowledge , analysis ,synthesis and evaluation , necessary for the purpose of effectiveness In the society.

The modern history of social studies in Nigeria has it root in ripples of curriculum innovation which began in Europe in the early 1930s. The war crises of (1939 -1945) was responsible for the apparent activity's during this period. The idealism of this period and a determination to create a better society through education caused many to turn to the school curriculum as a means of bringing that society into being.

It was an extension of this general awakening in curriculum reforms that led to the introduction of social studies at an advance Teacher training college of the western region (Ohio project) in the late 1950s in America ,This experiment had a carryover effect into Aiyetoro Comprehensive high school (Ondo state then but, Ekiti state now) Nigeria where the first Association of social studies masters was formed early in the 1960s under the auspices of the former western state ministry of education and the American agency for international development in 1969 .One of the earliest achievements of this team was the publication of the first social studies textbook for use in the lower forum of secondary schools.

Reasons for the study of social studies in Nigeria

Social studies came as an answer to specific and national problems. In the 1960s most educators in Nigeria arrived at the conclusion that the school must be Nigerian in outlook. Rather than emphasizing foreign ideas (Ayodele , 2006). It was thought that through social studies education a love of the country could be developed in our school children in such a way they would develop a strong attachment to their country and government.

Furthermore, to expose them to the problems in our society and equip them with the necessary skills needed for their survival, social studies were consequently considered relevant.

From the definition so far discusses, it is clear that social studies is organized as a school subject to serve two closely related purposes.

1. To guide people towards understanding people at various distances from them, the conditions in which people find themselves, and the methods they employ to cope with problems;
2. To guide pupils in ways of reacting to and interacting with people, conditions and actions to assure the survival and growth of themselves as individuals of their society and of the total society of man.

As it has been clearly enunciated, Social Studies is a subject which has its roots in many discipline, but focuses mainly on social actions to bring about changes in the society. Mausary (1984) seems to agree with the above view in expressing that Social Studies teaching aims at achieving these different kind of objective of the subject looking his classification of objectives into the three domains of;

- (a) Cognitive i.e. knowledge of the physical and social environment, ability to observe, analyze and infer and also to form sound social, economic and political judgment.
- (b) Affective; sympathetic appreciation of the diversity and interdependence of peoples, Attitude of cooperation, togetherness and comradeship, values of honesty integrity hard work, fairness and justice.
- (c) Psychomotor; Skills of map work, direction giving, manipulation of basic household's tools, chanting and illustrating etc.

From the above, the goals of Social Studies can therefore be summed up as preparation for effective participation and contribution to societal welfare and development.

What is Physical and Human resources

In the recognition of the role of Social Studies in the life of individual and nation then the input into teaching and learning of social studies to enhance greater performance by the students should be of greater concern. This implies that, like every other subject in the schools, the teaching and learning of social studies can only be effective by the use of physical and human resources. These resources include a wide variety of equipment and qualified teachers to aid the delivery of objectives of social studies.

Physical and human resources are these materials required in achieving educational aims and objectives. It includes educational materials that are limited to laboratory equipment, laboratory buildings and human resources. Balogun (2019) describes Human laboratory resources as people who possessed academic qualification, professional training and methodology and also ready to transmit the knowledge through teaching to the learners. Also they have the right to teach or give it out such knowledge. The laboratory is a place equipped for experimental study in the testing and analyzing data. The social studies laboratory may not contain most of the equipment you find in the core science laboratories like Chemistry, Physics etc. In most cases the resources referred to in this study are the products of science that can be used to facilitate the teaching and learning of social studies. Example of such includes, Audio, visual, audio visual materials, ICT equipment, Computer sets, Projectors, Film strides, Electronic designed documentary packages, Internet facilities, Chats, journals, periodicals, archives and many more.

Statement of the problems

Issues of insufficient physical and human resources, such as unequipped laboratory, insufficient ICT Centre, substandard library and shortage or unqualified social studies teacher have been a major concern in our Nigerian secondary schools today. Arguably, researchers and stakeholders have expressed much concern about the apparent low performance of students in the social studies subject at all levels in the country, which come as a result of

inadequate use of physical and human resources and the use of conventional method in the teaching –learning process. The non-inclusion of the discipline in the senior secondary school is of great concern to stakeholders. However, to meet the global technological advancement challenges and aid the understanding of the subject among secondary school students in Nigerian schools, it is thus expedient that adequate provision of both physical and human resources in the secondary schools will bring about better results, in terms of enhanced performance of learners unlike what it has always been. Furthermore, professional development, regular- in-service training of social studies teachers, through seminars workshops (and the likes) should be addressed by education stakeholders, which calls a fortiori for this study to embark on proffering solutions to the afore- mentioned problems.

Research Questions

The following research questions will serve as guide to the study;

1. Do the secondary schools in Ekiti Central senatorial districts have physical and human resources for teaching and learning of social studies?
2. What is the state of human resources for social studies teaching in public secondary schools in Ekiti Central senatorial districts?
3. What is the state of physical resources for teaching and learning of social studies in public secondary schools in Ekiti Central senatorial districts?

Scope of the study

This study focuses on the assessment of physical and human resources available in teaching and learning of social studies in public secondary schools in Ekiti central senatorial district educational zone of Ekiti State. It covers the assessment of the availability of physical and human resources and adequacy of the physical and human resources in the secondary schools. A total of 65 teachers participated. The local governments under this senatorial district educational zone includes; Ado, Irepodun/Ifelodun, Ekiti West, Ijero and Efon respectively. The study focuses on junior secondary schools social studies teacher and social studies laboratory in some selected secondary schools in Ekiti central senatorial district educational zone of Ekiti State. There are over 105 secondary schools in the above listed Local Government Areas of Ekiti State.

Significance of the study

This study is very relevant and significant in many ways. It will reveal the real condition of the facilities in schools, how adequate the resources are. It will inform the government and education stakeholders of the state of physical and human resources available in the teaching and learning of social studies so that necessary action would be taken to ensure better provision of resources and assist the government in making decisions on public secondary schools resources allocation. It will help the teacher to determine how to improve their teaching methodology and it will provide the teacher the needed information on the standard laboratory equipment to be used in carrying out the practical aspect of teaching and learning of social studies and serve as guide in the success and development of students. It will help the students to pay more attention to the various learning resources such as equipment, charts, documentaries and their importance so that they will be equipped with knowledge and skills needed for them to be self-reliant and for the development of the society. Some the well-to-do parents and philanthropies can also use the study to assist the school in providing /procuring needed physical resources. In the same vein the study will serve as literature review to future researchers in the area of educational resources availability and adequacy in teaching and learning social studies and other related academic field of study.

Theoretical framework

There are different models that guided the frame work of this study such as stufflebeam’s CIPP Model (1971), Kirkpatric’s four levels of evaluation (1994), Eisner’s Connoisseurship Model (1979), Bradley’s Effectiveness Model (1985) and Stake’s Responsive Model (1969). Among this models the Stufflebeam’s (1971) CIPP (content, input, process, product) models is very useful in carry out the assessment of school resources.

CIPP model is a popular model for resources assessment given by stufflebeam. C-context, I-input, P-process P-product. The model can be effectively applied for school program evaluation. Context is system of education, directives in the laboratory. Inputs refer to material and human resources needed for effective functioning of the school. Process refers to a set of activities used to improve teaching and learning processes, which include teaching and learning methods, practical lessons in the laboratory, maintenance of laboratory and technician’s role. Product refers to the quality of students learning and its usefulness for the individual and for the society. Also products depend on the inputs that are put in place.

The CIPP model is a comprehensive framework for guiding formative and summative evaluations of projects, programs, personnel, products, institutions, and systems. Nicholson (1989) postulates that the CIPP model is unique as an evaluation guide as it allows evaluators to evaluate the program at different stages, namely; before the program commences by helping evaluators to assess the need and at the end of the program to assess whether or not the program had an effect. This model is chosen because it is comprehensive, purposeful, and accepted and used to diagnose the resources used for teaching and learning in relation to the defect education objectives. The achievements of the objectives of the program will result to education improvement. CIPP model is context, input, process, product approach, developed by stufflebeam (1971). This model is based on “learning by doing”.

In the CIPP evaluation model, I-input involves obtaining information and assessing the resources for teaching and learning process, the availability of the resources and the adequacy of the resources in the secondary schools. Inputs assessment includes activities such as description of inputs resources. How the school has structured its resources? The resources are of various types. For school, physical resources such as classroom, laboratory, library, ICT Centre, furniture and video aids are all physical resources which are essential and mandatory. Also human resources such as teaching, non-teaching and administrative are inputs in the school program. Stufflebeam (1971) stated that input assessment provides information about the strengths and weakness of chosen resources for teaching and learning process. Stufflebeam (1971) specified that input assessment answers the following questions;

1. What is the entering ability of students?
2. What is theory-practical balance?
3. What resources and equipment are in place and available?
4. Are the laboratories and library well maintained?
5. How strong are the methodology skills of teachers?
6. What knowledge skills and attitudes related to subjects do teachers and students have?
7. How supportive is the laboratory and school environment is?

The inputs help schools in decision making on the structuring decisions. This means input evaluation in the CIPP models can be used to determine whether the teaching and learning resources of chemistry is being made available to school program. It provides a complete description of the activities carried out during teaching and learning process and its assist in determining why the curriculum objectives of chemistry were or were not achieved. It identifies assess the differences between actual resources used to carry out chemistry practical in the laboratory and

the resources specified in the curriculum. It is used to judge the effectiveness of chemistry teachers, teaching-learning methods, the previous knowledge of the learners.

Relevance of the CIPP Model to this work

The CIPP is relevant to this study because the study focuses on assessing the availability of physical and human resources in order to generate dependable information to facilitate the decision process in secondary schools. This will assist education managers in making quality decisions concerning resource availability, effectiveness and program efficiency. This model is very relevant to the study because the assessment of input resources in school program is involved.

Specifically, input assessment is connected with the analysis of allocated physical, teacher and financial resources in schools. The observed gap or difference between the prescribed standards and the actual situation becomes the basis upon which decisions would be made. As information-providing model, the CIPP model can be used for both evaluation and assessment studies.

Research Methodology

The research methodology involves survey research design of correlation type for eliciting information from secondary school teachers on the challenges of Physical and Human resources to quality teaching and learning. The study was carried out by stratifying Ekiti central senatorial district educational zone. The senatorial district representing the Five Local Government education zone with a total of 105 publics and 18 registered private secondary schools. A simple random sampling was used to select thirty secondary schools from five local government areas of Ekiti Cental senatorial district to respond to the questionnaire on the assessment of available physical and human resources for teaching and learning Social Studies. Total of 65 Social Studies teachers were selected for the study, few schools have three teachers, and some have two while most secondary schools have one teacher teaching Social Studies in the thirty sampled secondary schools. Data were collected with the use of structured questionnaire which is made up of three sections. The first section was based on socio- economic or personal characteristics of the teachers such as their, Gender, qualification and years of experience while the second section was based on availability of Physical and Human Resources in the Teaching and Learning of Social Studies related problems. The last section contains structure interview questions on the assessment of physical and human resources for teaching and learning Social Studies in public secondary schools. The first section is an open ended questionnaire. The second section was structured along four point modified likert scale used in data collection. Data collected were analyzed using simple mean, standard deviation and percentage. Mean rating of 2.5 was used to carry out the analyses.

Table I: Socio- Economic Characteristics of Respondents

Parameters	Frequency	Percentage (%)
Gender (Social Studies Teacher)		
Male	42	64.62
Female	23	35.38
Total	65	100

Table 1 shows that there are 42 (64.62%) male social studies teachers and 23(35.38%) female teachers. There were more male teachers than the female teachers in the teaching of social studies across the selected secondary schools.

Table 2. Years of Experience

Teaching experience (years)	Frequency	Percentage
0-1	-	0
1-5	6	9.23
6-10	13	20.00
11-15	28	43.08
16 and above	18	27.69
Total	65	100

Table 2 shows that social studies teacher with <5 years of experience are 6(9.23%), those between 6-10 years of experience are 13(20%), teachers between 11-15 years of experience have 28(43.08%) while teachers with 16 years and above in experience have 18 (27.69%). This result indicates that the minimum teaching experience of the teachers was between 1-5 years of the total sixty-five social studies teachers in the selected secondary schools.

Table 3. Qualification Of Social Studies Teachers

Qualification	Frequency	Percentage
NCE	13	20.00
B.Ed	36	55.38
B.Sc.+PGDE	9	13.85
M.Ed.	7	10.77
Total (%)	65	100

Table 3 shows that all the respondent social studies teachers have the required academic qualifications to teach social studies in secondary schools. Equally it was revealed that in addition to the mandatory teaching qualification in the educational sector, 7(10.77%) of them have additional qualification (Master Degree) while those who initially had bachelor's degree in related disciplines without teaching qualification have obtained the required Post Graduate Diploma (PGDE) in education. Also it was shown that NCE is the least teaching qualification.

Research Question 1; Do the secondary schools in Ekiti central senatorial district have physical and resources for the teaching and learning Social Studies?

Table 4. Availability of Physical and Human Resources in the Teaching and Learning of Social Studies.

S/N	Items	Available	Not Available	Mean	St.D.
1	Social Studies Laboratory	26 40%	39 60%	1.34	.479
2	Teachers Preparatory Office	16 24.6%	49 75.4%	1.26	.445
3	Library / ICT Section (for Journals, Periodic Archives)	34 52.3%	31 47.7%	1.52	.502
4	Electricity Supply	43 66.1%	22 33.9%	1.64	.483
5	Water Supply	38 58.5%	27 41.5%	1.57	.497
6	Consumables				

	(a) Local materials (fruits, palm oil, shells)	55 84.6%	10 15.4%	1.80	.402
	(b) Megabytes for data	62 95.4%	3 4.6%	1.82	.381
	(c) Measuring cylinders, volume flasks	16 24.6%	49 75.4%	1.28	.452
	(d) Pots, Glass and Drums.	47 72.3%	18 27.7%	1.30	.464
7	Non – Consumables				
	(a) Laboratory Tables Shelves and Stools	20 30.8%	45 69.2%	1.33	.474
	(b) Racks	10 15.4%	55 84.6%	1.18	.398
8	Visual and Audio-Visual Aids				
	(a) Graphic Materials (Charts, Maps and Globes)	45 69.2%	20 30.8%	1.66	.474
	(b) Non –Projected still Pictures	11 16.9%	54 83.1%	1.14	.356
	(c) Overhead Projectors	6 9.2%	59 90.8%	1.08	.273
	(d) Video and Audio Tapes	10 15.4%	55 84.6%	1.18	.398
	(e) Computer and its Peripherals	36 55.4%	29 44.6%	1.54	.501
9	Laboratory Support Staff				
	(a) Laboratory attendants(s)	1 1.5%	64 98.5%	1.01	.115
	(b) Store Keeper	1 1.5%	64 98.5%	1.01	.115
	(c) Cleaner(s)	4 6.2%	61 93.8%	1.05	.226
Weighted Means=1.34					

Table 4 shows the physical and human resources that were available for the teaching of Social Studies in the 65 secondary schools selected in Ekiti central senatorial district. The result revealed that 39(60%) of the schools did not have Social Studies laboratory while the remaining 26(40%) have. 49(75.4%) of the schools did not have teachers preparatory office while just 16(24.6%) have. 34(52.3%) of the schools have library/ICT section (for journals, periodicals and archives) while the remaining 31(47.7%) did not have. 43(66.1%) have electricity supply while the remaining 22(33.9%) did not have. 38(58.5%) have water supply while the remaining 27(41.5%) did not have.

On the consumables, the result also indicates that 55(84.6%) of the schools have local materials (fruits, ashes, palm oil, shells) while the remaining 10(15.4%) did not have. The presence of internet facilities in most places enables 62(95.4%) of the schools to use megabytes for browsing while 3(4.6%) of the schools did not enjoy such opportunity. 47(72.3%) of the schools have materials like old traditional pots, glass, drums and other antiquities.

On the non-consumables, the results show that 45(69.2%) did not have laboratory tables, shelves and stools while the remaining 20(30.8%) schools have. 55(84.6%) of the schools did not have flask, tube and racks while the remaining 10(15.4%) schools have.

On visual and audio-visual aids, the result reveals that 45(69.2%) of the schools have graphic materials (charts, maps and globes) while the remaining 20(30.8%) schools did not have. 54(83.1%) of the schools did not have non projected still pictures while just the remaining 11(16.9%) have. 59(90.8%) of the schools did not have overhead projectors while just 6(9.2%) schools have. 55(84.6%) of the schools did not have video and audio tapes while just 10(15.4%) schools have. 36(55.4%) of the schools have computer and its peripherals while the remaining 29(44.6%) did not have.

On the laboratory support staff, the result shows that majority 64(98.5%) of the schools did not have laboratory attendant(s) while just 1(1.5%) school has. Majority 64(98.5%) of the schools did not have store keepers while just 1(1.5%) school has. Majority 61(93.8%) of the schools did not have cleaner(s) while the remaining 4(6.2%) schools have. This implies that the majority of the schools did not have human resources.

The result in the table shows the responds of social studies teacher on the availability of physical and human resources in the selected secondary schools for teaching and learning of social studies. The result shows that most schools do not have physical and human resources, with items 1to18.

Research question 2: What is the working condition of Social Studies teachers in the selected public secondary schools in Ekiti central senatorial district?

The issue of conditions of work of Social Studies teachers varies according to each school. While some schools are equipped with a suitable working condition/environment, some other schools in Ekiti central senatorial district are not so lucky to have an encouraging working condition. Issue regarding working condition of Social Studies teachers in the public secondary schools in Ekiti central senatorial districts is an obvious case of different foes for different folks. To better appreciate the clear disparity as regards the issue of working condition of the Social Studies teachers in the selected schools it is imperative to highlight some of the replies.

Egrioke High School, there were two social studies teachers in the school. One of them is master degree holder while the other is first degree holder in Social Studies. There was preparatory room being allocated to them in the laboratory. Their problems include population explosion of the students compared to inadequate of physical resources in the school. None exposure to in-service training such as workshops seminars and conferences.

Babatope memorial high school, there was only one qualified teacher handling all the arms of the classes. Although the school is making use of some other teachers to close the gap. They commented on bad working condition such as absent of preparatory room and good laboratory and dilapidating buildings.

Research question 3: What is the state of physical resources for teaching and learning of Social Studies in public secondary schools in Ekiti central senatorial districts?

Social Studies teachers were of the view that the state of physical resources for teaching and learning of Social Studies in Ekiti central senatorial districts public secondary school are grossly inadequate. Most school especially community secondary schools lack the facilities/structures to accommodate the number of student's environment in the classes. Findings further shown that some teaching materials and apparatus were totally absent in most schools; apparatus such as projector, video and audio teaching equipment.

Summary of findings

This study focused on the assessment of human and physical resources for teaching and learning of Social Studies in Ekiti central senatorial districts.

Findings from this study

In relation to availability of physical/laboratory resources in the public secondary schools in Ekiti central senatorial districts, the findings indicate that a few schools have well equipped laboratories for teaching and learning of Social Studies, while most schools have no facility to call Social Studies laboratory, instead, such schools has what they normally called “lecture room(s)” most of which are usually without adequate apparatus to meet the population of their students. Findings further revealed the improvisation of equipment used by teachers to compliment lack of essential laboratory equipment (for example cards and photos are being used in the absent of projectors and buckets as a sources to obtain water)

5.3 Availability of physical resources

Findings also revealed that most of the laboratory equipment such as glassware, flasks and major projectors charts and tubes were broken while some were in obsolete state/condition. Virtual display materials were not available in most schools which mean that most of the schools have not embraced modern digital technology in teaching and learning of Social Studies.

5.4 Availability of human resources

Success of Social Studies depends largely on competency of the teachers. There are obvious and rampant cases of shortage of teachers in most of the public secondary schools in Ekiti central senatorial district. In few cases unqualified staff were being used as alternative for lack of Social Studies teachers. There are cases of apparent insufficiency of Social Studies teachers in some secondary schools wherein most schools have only one teacher to take three arms of secondary schools (only one teacher takes jss1, jss2 and jss3). There is no doubt that this situation will have negative effect on the teacher’s effectiveness.

Conclusion based on the findings

Availability of laboratory/physical resources, as earlier mentioned, few school’s laboratories were equipped with basic apparatus for Social Studies laboratory while many schools used class rooms to store apparatus as laboratory. Most school do not have preparatory offices for their teachers, modern digital technologies were nowhere to be found in most secondary schools.

Generally, all the selected/inspected schools have Social Studies teachers but there were cases of shortage in number compare to the enrolment/population status of the junior secondary school’s students. Absence of laboratory support staff in most schools was also recorded. Teachers were inadequate and therefore they cannot teach the subject effectively as suggested by the syllabus. Due to inadequate physical resources, many students were unable to participate during teaching and learning of Social Studies.

It is suggested that the government should employ more Social Studies teachers and laboratory support staff to enable schools overcome this menace of shortage in human resources, there is the belief that government is aware

of these challenges facing by the junior secondary schools but deliberately refusing to act. The problems, if left unattended, will defeat the objectives of social science education in Nigeria education space.

Recommendations.

On the basics of the findings, the following recommendations are made;

1 Both the state and federal governments should create a body and provide funds for the body to look after the affairs of the secondary schools (as in the case TetFund for tertiary institutions and SUBEB for primary schools)

2 Government, at all levels should make more funds available for the provision of more laboratory equipment to schools to enhance the teaching/learning of Social Studies to the students. Also, construction of well-equipped laboratory, ICT, library for students will have a long way to assist students in learning of Social Studies.

3 Students enrollment should correspond with increase in teaching-learning resources including laboratory, basic apparatus, library and ICT center, to facilitate teaching both theory and practical aspects of Social Studies.

4 Since the government alone cannot cater for all the educational needs of the entire citizens of a country, old students of each schools and other philanthropist should make effort to contribute to the progress of education by providing physical resources to the schools.

5 Employments of more qualified Social Studies teachers by the government and other stakeholders.

6 Social Studies teachers should be exposed to improvisation of various materials using local teaching materials.

7 Teachers and other laboratory support staff should be made to attending seminars and workshops from time to time so that they will be abreast with the importance of improvisation of equipment using local materials to aid the teaching learning process.

8 Policy makers and other stakeholders should volunteer to engage in proper supervision of schools to enable them identify problems facing any school.

9 Government and other stake holders in the education sector should make the supply of Electricity a must to all schools to facilitate teaching and learning

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