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1 Accessibility of Resources for Effective Implementation of Social 2 Studies Curriculum in Junior Secondary Schools

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7 Abstract

8 It is a broadly recognized perception that the achievement or in any case of any venture relies
9 generally upon the accessibility of pertinent and related assets by people or associations,
10 including training. Additionally, the execution of any subject's educational program in schools
11 in this current regulation requires the utilization of showing helps (assets) which could be
12 materials or people, to improve and actually spread the substance of such educational
13 program to students

15 **Index terms**— availability, resources, effective, curriculum, social studies, junior secondary schools.

16 1 Introduction

17 Social Studies as an organized course (subject) is troubled with different commitments through its put down
18 focuses, to redesign the general population in a given society, by showing in them the right guidelines, values
19 and culture of the said society. It is in this light that the concentrate ought to be adequately ready to be
20 displayed in schools all over the place (Busljeta, 2013). The subject will overall oversee man in his social and
21 genuine environment, basically on how the exercises and in-exercises of man are redirected into controlling his
22 entire environment to suit his perseverance and comfort. It is also troubled with the endeavor of absorbing in
23 understudies the exemplification of excellent occupation as it helps with planning individuals to be useful to the
24 overall population by supporting the turn of events and progression of the overall population in all repercussions
25 (David and Vera, 2017).

26 Consequently, the need to guarantee this subject is top notch both without even batting an eye in schools and
27 to understudies is an endeavor that ought to be fundamentally dissected and returned again to particular interest
28 by all specialists in the Education region, as an overall population confiscated of balanced tutoring will without a
29 doubt fall, since there would be no honorable more young age to make it prosper. Appearing in schools, as seen
30 all around the planet has all the earmarks of being more like a speculation to most understudies than useful, as
31 they all need to focus on what the teacher needs to say, regardless, when it isn't useful. The result is mindlessness
32 and interference, which lead to nonattendance of support of data impacted, consequently undermining crafted
33 by the instructor as well as beating the point and objectives of the subject for instance Social Studies (Ross,
34 2001). Considering how any subject being taught or introduced in schools has a particular goal(s) to achieve,
35 the Chinese proverb that says "what I hear I disregard and what I see I recall" rings ringer and makes lots of
36 importance. This burdens the necessity for Social Studies teachers across the world to attempt to make their
37 classes more unique and participatory enough to convey along their understudies all along of each and every
38 model quite far as they would in like manner be huge supporters all through the outline.

39 This achievement should be achieved with the introduction of training resources, that is showing helps,
40 which can either be individuals or materials to help in the dispersing of the substance in the Social Studies
41 instructive program and moreover to legitimize the establishment or need for the subject being displayed in
42 schools (Sivakumar, 2018). Contingent upon the way that the usage of showing helps can't be overemphasized
43 there of brain of instructing and understanding, which is the feasible piece of the dispersal of the substance of the
44 Social Studies instructive program, this paper will in everyday see whether these resources (Teaching helps) are

2 A) RESOURCES AND RESOURCES AVAILABILITY IN SECONDARY SCHOOLS

45 available in Secondary Schools in Ekiti State, Nigeria, for the convincing execution and teaching of Social Studies
46 instructive program content to students generally together accomplish the put down focuses and objectives of
47 the subject being alluded to (Salihu, 2012).

48 2 a) Resources and Resources Availability in Secondary Schools

49 All through the long haul, there has been a conversation about the significance and importance of the possibility
50 of resources. This is because the saying "resources" is extensively elaborate inside various settings as typical
51 resources, HR, material resources, financial resources, among others. Yet again the maxim "resources" is gotten
52 from Old French word "resourgere" connoting "to revive, rise again" and from Latin word "resourgere" meaning
53 "to rise". Subsequently, resources etymologically imply anything used to build the assumption for a firm or
54 affiliation.

55 The possibility of resources was introduced in 1885 by Generch Altshuller as "substance-field Resources", a
56 section in the Algorithm for Inventive Problem Solving (ARIS). Subsequently, the thought was reached out to
57 integrate various kinds of resources like capacities, information, space, time, change, material, workplaces, and
58 the leaders, among others. A basic stage in the formalization of the thought was the development of plans of
59 conventional recourses (both immediately not entirely set in stone) embedded in various affiliation virtual items
60 (Boris and Alla, 2005). In any case, assets alludes to the stockpile of something that a country, an association
61 or an individual has and can utilize particularly to increment riches; something that can be utilized to assist
62 with accomplishing a point, particularly a book, gear, materials, and so on that give data to educators and
63 understudies; individual characteristics, for example, boldness and creative mind that assist an individual with
64 managing tough spots (Hornby, 2010).

65 In the financial area, assets can be supposed to be the vital variables expected to satisfy a specific errand
66 for example financial or useful factors separately; it can likewise be portrayed as the way participated in to
67 achieve specific goal, objective or point. The principal assets recognized are land, work and capital, while others
68 incorporate exertion, business direction, data, individual magnetism and capacities which are equipped for aiding
69 in any dubious circumstance or unanticipated situation (William, 2013). As per Edem (2005), assets can be by
70 and large alluded to as things in the general (climate) which are utilized during the time spent achieving the set
71 down points and targets of a specific organization.

72 These assets, as per Edem, incorporate time, material offices, climate, school plant, individuals, finance, etc.
73 Instructive assets are the data sources should have been saddled in the educational system to guarantee the
74 accomplishment of instructive objectives. These assets are as human, material and elusive and they are many
75 times restricted and scant (Ezeuwa, 2005). It is thus, that there ought to be judicious use of accessible assets
76 to guarantee powerful execution of social investigations educational plan. HR comprise human components
77 or individuals working in any authoritative set-up or establishment. HR are the fundamental and important
78 resources or elements required for successful creation. Olatoun (2012) emphatically trusted in the condition of
79 human capacities and abundance of information as the measuring stick for deciding the degree of development
80 and improvement a specific nation would profess to have procured.

81 Frankie-Dollar (2002) affirmed that HR are the most significant of the measures important to successfully
82 deal with an association. For an association to accomplish its set down points and targets socially, monetarily,
83 strategically and religion, such accomplishment would be enormously affected by the level of the HR directing the
84 issues of the association. The obligations of deciding, that gives scholarly abilities, contributing endeavors and
85 furthermore camaraderie (work) are undeniably done by the labor force for example people which on the long run
86 decides the accomplishment of the objectives of the association. Bozimo and Ikwumelu (2000) characterized HR
87 as instrumental characteristics inside individuals. It is human contribution to school system. They coordinate
88 different assets to accomplish expressed targets. Olatoun (2012) thinks that they incorporate understudies, work
89 force, educators and different heads whose information contributes definitively in instructive turn of events.
90 Mkpai in Nnadi (2004) kept up with that HR are individuals who can show exceptional achievements or specific
91 capacities which are of interest and worth to understudies and who are additionally both capable and able to
92 show, talk about or generally present fulfillment before students. Ugwu (2000) alluded to the resident of a local
93 area, who by righteousness of their direction and involvement with different fields of try have amassed a lot of
94 information and expertise and are viewed as models, as being helpful to the school and have position to influence
95 their insight to the students. Asset people incorporate educators, engineers, investors, clinical work force and
96 others. They are normally welcome to converse with students on their areas of specialization. They can cover
97 assorted regions in Social Studies going from Civic, Geography, Agriculture, History, science and so on.

98 Volume XXII Issue VIII Version I 34 () offices, gear, convenient materials, educational materials or media
99 and school plants which frequently supplant human info or assets in an association (Miller and Spoolman, 2011).
100 Offices in schools incorporate homeroom, seats, work areas, electrical apparatuses, libraries and research centers.
101 Olatoun (2012) figured out that the scholarly achievement of any educational system still up in the air by
102 the accessibility of fundamental educating and learning materials which might incorporate designs (study halls,
103 staffrooms, research centers and so on), tables and seats, apparatuses, etc. Valuing the significance of offices
104 in educational plan execution, Ehiamefor (2001) believed that, "school offices are the functional contributions
105 of each and every informative program. The school resembles an assembling association where plants and gear
106 should be in a top functional shape to deliver result". In accordance with the perspective on Ehiamefor (2011),

107 for an educational plan to be impeccably doled out or spread, the arrangement of conveniences or designs,
108 showing helps, learning carries out and others should be needs Instructional materials are those materials utilized
109 by educators, either inside the homeroom or outside the study hall, for successful instructing and execution of
110 social examinations educational plan in schools. Toward the day's end, Bozimo and Ikwumelu (2008) trusted that
111 these materials, used for the course of instructive program movement (teaching and learning) in concentrate on
112 lobby include: understanding material, instructive arrangement materials, magazines, journals, papers, reference
113 materials, reference book, periodicals, non-scrutinizing materials, for instance, work and guides, records and tap-
114 recording, motion pictures and film-strips, expected and non-projected materials. This huge number of materials
115 are used in teaching and learning, especially in Social Studies. Ivowi (2004) also showed that instructive materials
116 integrate Information Communication Technology centers and devices. These consolidate PC, web, fax, TV, and
117 frameworks organization which can be used for helpful developing involvement with schools.

118 Learning climate is a huge calculates guaranteeing quality and the norm of learning, especially in friendly
119 examinations guidance. Learning climate includes frameworks and Facilities that improve learning. They
120 incorporate study halls and furniture, libraries, labs, studios, playfields, school homesteads and gardens, as well
121 as arrangement for water and latrine offices (Modibo, 2004). Learning climate, as indicated by Modibo (2004)
122 likewise covers the relationship/connection between understudies, understudies and instructors, guest plans and
123 understudies' way of behaving. In this manner, learning climate could be physical, material, mental, humanistic
124 and other educational exercises in schools. These conditions should be of the fitting amount, size, and quality,
125 to satisfy the base guidelines for viable execution of social examinations educational plan in schools. Immaterial
126 assets are one more part of assets utilized in each human undertaking. Edvinson and Malone (1997) make sense
127 of that elusive assets are those that have no actual presence except for which are still of significant worth to
128 the organization, association or foundation. The most well-known kinds of these assets are human resources,
129 underlying capital and social capital ??Zhou and Fink, 2003; Zambon, 2002). In instructive speech, these assets
130 are significant for accomplishing elite execution.

131 Human resources envelops assets like information, abilities, capability and schooling of representatives and
132 furthermore amicability of staff. Primary capital emphatically connects with office the board, as it guarantees
133 the usefulness of all that empowers human resources to work for example the authoritative design, showing
134 processes (for example production network the board and backing foundation (Walsh, Enz, and Canina, 2008).
135 Specifically, data and correspondence frameworks are exceptionally significant, for a discretionary running of
136 cycles as well as to accomplish high fulfillment among staff (for example by web arrangement) (Claver-Cortes,
137 Pereira-Molina, Tari, and Molina-Azorin, 2008). Social capital alludes to the relationship an association has
138 with its inner and outer partners. Elusive assets incorporate time, finance, opportunity, social agreement, the
139 board, and showing strategy or procedures which are not recognizable however which apply a lot of impact in
140 institutional development and improvement, critically in the educating and educational experience. One of the
141 indispensable assets for example immaterial assets that cultivate advancement in the schooling area is Capital
142 (finance). Depending on this reality the division burdened with the obligations of strategy making in training
143 (National Policy on Education, 2004) confirmed that training as a section that offers all over types of assistance
144 to humankind should be satisfactorily supported by the three levels of government for it to achieve every one
145 of its targets as expressed in its program cross country; monetary assets are utilized in obtainment of offices,
146 materials, working of school blocks or study halls and the board of offices.

147 Time is likewise an immaterial asset. At the point when time is changed over and used, it can achieve
148 viability in educating and learning (Olatoun, 2012). Immaterial assets similarly incorporate strategies, for
149 example, reenactment, field trip, conversation, pretend or show, addressing, addressing, exhibition, and so
150 on. The compelling utilization of these techniques in educating and learning of any discipline can assist with
151 accomplishing the goals of the school's educational plan. Whenever the understudies are allowed the opportunity,
152 they learn quicker and more straightforward and can recollect ideas learnt for a more extended time frame. The
153 successful conveyance of the topic of social examinations can't be accomplished to the detriment of these assets.
154 These consolidate teachers, resource individuals, material resources, time, the leaders, environment, workplaces,
155 resources techniques and systems of instructing, as well as the instructive program materials, etc. Anyway, the
156 Basic Education Curriculum of Social Studies outlined these resources anyway forgot to determine the issue
157 of time, finance and the quality and measure of Social Studies teachers required and these have affected the
158 execution. Aduwa-Ogiegbaen and Imogie ??2005) Jotia and Mantle (2011). They generally figured out that
159 while a few instructive facilitators are familiar and love to utilize showing supports advancing the educating and
160 educational experience, a few educators actually tracked down it less appealing and waited in the utilization of
161 same for the dispersal of information to students. In any case, to accomplish the set down points and goals of the
162 Social Studies subject as expressed above had posted a serious test in Nigeria schools. Garuba (2003) thought
163 that educators in Nigeria schools complete their obligations in a non-helpful climate where the method involved
164 with educating and learning is remotely done most particularly in the rustic settings. Likewise, just couple of
165 schools in the metropolitan regions are associated with the National matrix while most schools situated in the
166 country regions are not profiting from the arrangement of social conveniences, for example, continuous power
167 supply, drinkable water, great street organization and a lot more which will in general diminish the productivity
168 and complete number of HR (educators) working in the rustic optional schools in Nigeria.

169 Abilities to undertake have been introduced in the Social Studies instructive arrangement, and this expects

170 that their resources be connected with neighborhood up. Ugwu (2000) suggests the occupants of a neighborhood,
171 by standards of their course and experiences in various field of attempts have amassed a great deal of data and
172 skill and are seen as models as being useful to the school and have the situation to influence their understanding to
173 the understudies. Asset people incorporate; instructors, engineers, financiers, clinical work force, among others.
174 They are normally welcome to converse with understudies on their area of specialization and they could cover
175 different regions, going from business, civics, agribusiness, Mathematics and advances. These individuals can
176 assist with teaching the new regions implanted in Social Studies educational program.

177 One more significant asset in educating and learning of Social Studies is the library. Okoro (2001) noticed that
178 since the study hall isn't sufficient to affect the understudies with the real factors and abilities they need for their
179 scholarly turn of events, the library administrations become an imperative component in any dynamic schooling
180 system. Educating and Learning materials (assets) to improve the execution of Social Studies educational plan
181 really are different and they are summed up in the table beneath:

182 **3 b) Resources for teaching and learning Social Studies in** 183 **Schools**

184 Table 1: Summary of resources for teaching and learning of social studies was adapted from (Okobia, 2011).
185 It is believed that when these resources are available and utilised, they can connote effective curriculum
186 implementation of Social Studies and as well, help in the achievement of the curriculum objective.

187 **4 Social Studies**

188 Resources needed for effective curriculum implementation Human Resources Teachers, facilitators, asset people,
189 local area people and prepared work force in unambiguous disciplines.

190 **5 Material Resources**

191 Pictures, reading material, guides and map books, models, radio, tapes, news announcements and banners, papers,
192 magazines, blackboards, PCs, video recorders, TVs, globes, film strips, radio sets, above projector, educational
193 plan and so forth. Facilities and Environment Homerooms, seats, power, generator, meteorological focus, pipe
194 borne water, educators' quarters, library and ICT focus.

195 Intangible Resources Time, instructors' inspiration, strategies and procedures, oversight, finance, the board,
196 information and favorable climate.

197 II.

198 **6 Methodology**

199 The arrangement used for this assessment was the hypnotizing plan of the review type which is commonly
200 stressed over portraying an ongoing eccentricity to recognize its significance to a given situation without the
201 control of elements, while the survey engages experts to browse the segments of a huge people from which
202 surmisings would be drawn about the characteristics of the described people. The case of the audit contained
203 480 junior discretionary educators in government guaranteed schools in Ekiti State, Nigeria, who were picked
204 using multistage testing strategy. The fundamental stage incorporated the usage of direct sporadic testing
205 technique to pick six Local Government Areas out of the sixteen close by government districts in Ekiti State.
206 The ensuing stage incorporated the usage of direct sporadic testing strategy to pick two towns from all of the
207 picked close by government locales. Then, in the third stage, two schools was selected each from the picked
208 towns and the fourth stage incorporated the use of isolated looking at system to pick 10 male teachers and 10
209 female instructors independently from all of the tried schools, making a total number of 480 respondents for the
210 survey. They were furthermore ensured of their chance of exit and segment over the range of the audit. Data
211 were assembled through the overview named "Availability of Resources for Implementation of Social Studies
212 Curriculum" (ARISC) arranged by the examiner for this audit. The instrument was involved coordinated things
213 on the subject assessed on four point Likert-type rating size of determinedly agree (4), Agree (3), Disagree (2)
214 and Strongly contradict (1), which were appropriated to respondents and were from that point on recuperated.
215 The data accumulated were analyzed utilizing expressive estimations, as the overall request raised was answered
216 using repeat count, rates, mean and standard deviation.

217 **7 III.**

218 **8 Research Findings/Discussion**

219 Question 1: Are Social Studies assets accessible in schools? Table 2 above uncovered the wisdom and repeat
220 count of respondents on the availability of social assessments resources in school. On whether there are totally
221 prepared and significant course books for JSS Social Studies which assist students as they with getting to know
222 the subject, only 11.67% of the respondents Agreed while 88.33% conflicted. On whether the teachers approach
223 Social Studies practice manuals for students to help their own focusing on affinity, 17.74% agreed while 82.26%
224 clashed. On whether the students' course books are coordinated and prepared according to the integrated

225 Social Studies instructive program, 21.25% agreed while 78.75% conflicted. Moreover, on whether Social Studies
226 teachers approach practice manuals organized according to the things in the planned Social Studies instructive
227 program, 18.13% agreed while 81.88 clashed. On whether the homerooms are by and large around ventilated
228 and supportive for learning, 25.42% of the respondents agreed while 74.58% conflicted. The solicitation on
229 whether homeroom size and visitor plans are proper and great for educating and learning of Social Studies
230 uncovered that 22.92% agreed while 77.08% conflicted. Likewise, on whether the instructors approach significant
231 showing helps which help and upgrade understudies' learning, 15.42% concurred while 84.58% conflicted. On
232 whether educators utilize applicable and satisfactory helping helps to build up their instructing, 8.33% concurred
233 while 91.67% clashed. Besides, the request on whether local area asset people are promptly accessible and are
234 incidentally welcomed during the instructing and learning of a few Social Studies idea uncovered that 40.21% of
235 the respondents concurred while 59.79% clashed. At long last, on whether the educator ensures the understudies
236 have course book on Social Studies, 19.58% concurred while 80.42% conflicted. In synopsis, it was uncovered
237 that social examinations assets are not satisfactorily accessible in that frame of mind as displayed in the table.
238 It additionally uncovered that there are no good to go and significant course books for JSS Social Studies which
239 help understudies as they become familiar with the subject ; the educators don't approach Social Studies exercise
240 manuals for understudies to help their own concentrating on propensity, the understudies' reading material are
241 not organized and ready as per the incorporated Social Studies educational plan. Additionally, Social Studies
242 educators don't approach exercise manuals arranged as per the items in the coordinated Social Studies educational
243 plan; the homerooms are not all around ventilated and favorable for learning, so likewise the homeroom size and
244 guest plans are not appropriate and helpful for educating and learning of Social Studies. Along these lines, the
245 educators don't approach important showing helps which help and upgrade understudies' learning; instructors
246 don't utilize applicable and sufficient training helps to build up their educating, and local area asset people are
247 not promptly accessible and are not satisfactorily welcomed during the instructing and learning of a few Social
248 Studies idea and the educators don't ensure the understudies have reading material on Social Studies.

249 The above revelations can be moreover approved by the investigation finished by ??kobia (2009), which
250 uncovered the openness and utilization of resources in junior public assistant schools in Edo state in south
251 Nigeria. The arrangement used was outline while review was used as the instrument for data variety. The
252 quantity of occupants in the audit was all of the social assessments teachers in open junior discretionary schools,
253 with 50 for arbitrary reasons picked government supported schools with student/instructor extent of over 100:1.
254 The disclosures of the survey uncovered that fundamental 31 skillfully pre-arranged social assessments teach while
255 materials, or workplaces used by the educators are old.

256 The concentrate additionally uncovered that the main accessible and habitually utilized educational materials
257 were course books and blackboards and this is so because of instructors' failure to make do. The examination
258 similarly uncovered that not very many educators of Social Studies know about general media, above
259 transparencies, PC and web and these are different strategies for guidance that have been distinguished
260 and demonstrated to animate understudies' advantage in learning. The concentrate additionally shows that
261 educational materials are not accessible in schools. Inaccessibility and absence of educators' capability in utilizing
262 different techniques for guidance will untoldly affect the understudies since there wouldn't be anything new
263 and fascinating to animate the understudies' advantage in learning social examinations. Hence, this present
264 circumstance in the event that not checked and controlled, will sabotage the compelling execution of social
265 examinations educational program in junior optional schools in the nation and especially, in Ekiti State.

266 In a review completed by Adeyemi (2011) on the basic survey of deficiency and overflows of educators in
267 the optional schools in Ondo State, Nigeria where the engaging plan was embraced containing a populace of
268 281 schools in the senior auxiliary framework in the express, the example and populace for the review were no
269 different with the end goal of information assortment. Recurrence count and rate were utilized to break down
270 the information gathered where it was reasoned that lack of educator were knowledgeable about the science and
271 language situated subjects contrasted and human expression and sociologies and furthermore it was figured out
272 that there was articulated deficiency of thoroughly prepared instructors in schools situated in the metropolitan
273 regions. Be that as it may, assuming qualified educators are more in metropolitan region, it will prompt hole
274 in scholarly accomplishment of metropolitan and country schools. Thusly, there is need to see whether the
275 circumstance is something similar in Ekiti State for development nearby.

276 Alimi, Ohi and Adegbe mile (2002) finished a focus on the educational creation assessment in discretionary
277 schools in Ondo, Nigeria. The audit took on a connecting with concentrate on plan. Discretionary school bosses
278 drawn with no obvious end goal in mind across the nine preparation zones of the state were the respondents
279 used to assemble relevant data. The concentrate moreover uncovered that Secondary Education in Ondo state
280 is helpful with an info addition of 30% and a yield addition of somewhere in the range of 39% and 139%. The
281 fixation furthermore uncovered that there is a monstrous qualification in the scattering of teachers by capacity.
282 This survey has shown that there are contrasts in the dissemination of qualified teachers among metropolitan
283 and rural schools. This neverendingly will impact the effective spread of the Volume XXII Issue VIII Version I 38
284 () instructive arrangement of Social Studies. The assessment revealed plus, that. There is no questionable data
285 on the openness of resources; hence, there is a need to choose the openness of resources for effective execution in
286 discretionary schools.

287 Joseph and Olatunde (2011) drove an investigation work on workplaces and academic achievement of provincial

9 IV. CONCLUSION AND RECOMMENDATIONS

288 students in Ondo State in Nigeria. The audit is seen at the course of action of workplaces as they associate with
289 educational execution of students in cultivating science some place in the reach somewhere in the range of 1990 and
290 1997. Eventually, the examination of Joseph and Olatunde (2011) covered just Ondo State without highlighting
291 the continuous status of resource availability in Ekiti State. This conveyed the need to overview the availability
292 of resources for strong execution of social assessments instructive arrangement in junior discretionary schools in
293 Ekiti State.

294 The eventual outcomes of the survey revealed that instructive materials meaningfully affected the presence of
295 uncommon young people since they simplify learning for them. Regardless, the shortfall of gadgets, stuff and
296 structure for effective training hence impacts the student's shows. Finally, the difficult issue uncovered by the
297 survey was lacking utilization of two or three open resource materials by the teachers, while current development
298 has made open a lot of materials to the social assessments educator to help him in making the subject more critical,
299 clear and striking in the review corridor. The request stays on how well the Social Studies educator includes
300 these resources for the strong spread of the instructive program of Social Studies. This conveyed the need to
301 assess the level of purpose of resources for fruitful execution of the social assessments instructive arrangement in
302 Ekiti State.

303 The after effect of the review uncovered that informative materials advance educating and learning, in addition
304 to other things. It additionally uncovered that absence of informative materials frustrates the powerful utilization
305 of showing helps (educational materials). The concentrate additionally uncovered that powerful usage of showing
306 helps could be accomplished by utilizing qualified instructors and preparing them on the utilization of informative
307 materials through course and studios, in addition to other things. These discoveries uncovered that educational
308 materials are vital in the execution of school educational plan yet inaccessible and non-usage of these materials
309 will adversely influence the execution. Thus, there is the need to decide the degree of accessibility of assets for
310 successful execution of Social Studies educational plan in junior optional schools in Ekiti State.

311 These investigations have shown that regardless of how great or satisfactorily an educational plan might be, in
312 the event that the educators are not trained professional, it will unfavorably affect the execution. Hence, there
313 is an earnest call to investigate the determination of thoroughly prepared educators for successful execution of
314 Social Studies educational plan in Junior Secondary Schools in Ekiti State. Subsequently, there is a requirement
315 for the current review. The concentrate similarly uncovered that educational materials ease of use by educators
316 is reliant upon capability, as instructors who are experts in the branch of knowledge were seen to utilize different
317 showing techniques which stir the interest of understudies to find out more. In this way, on the off chance
318 that educators are not experts in a specific branch of knowledge, it could damage the successful dispersal of
319 the educational program of Social Studies. It becomes needful to investigate the degree of preparing gained by
320 the educators utilized to show Social Studies in junior optional schools, concerning their capability and areas of
321 specialization for development nearby. This is the hole filled in this review.

322 Pitán, (2012) did an assessment of internal capability in the use of HR for the most part, the prearranged
323 teachers in Selected Secondary Schools of Oyo State, Nigeria. The introduction of students in open evaluation
324 revealed that there were stacks of students' mistake in the system, making the structure inefficient. Government
325 is subsequently encouraged to beat any hindrance between the required and available teachers to avoid the over-
326 utilization of the open ones. Additionally, the expert skill of the showing force should be upgraded through
327 classes, studios and inadministration phases of preparation to limit wastage in the auxiliary schools and develop
328 the degree of inward effectiveness of the educational system. In any case, that's what the result is on the off
329 chance that educators are not trained professionals, it will influence the spread of the Social Studies educational
330 program antagonistically. In this way, there is a need to investigate the degree of preparing obtained by educators
331 that are showing Social Studies in junior optional schools in Ekiti State to accomplish improvement nearby.

332 9 IV. Conclusion and Recommendations

333 Considering the disclosures of this survey, it might be contemplated that bigger piece of the public power
334 guaranteed discretionary schools (junior) in Ekiti State, Nigeria don't have the principal resources for show
335 social assessments and this need appropriately mangles the effective dispersing of the instructive arrangement.
336 The concentrate further uncovers that the HR (teachers) used are not essentially pre-arranged Social Studies
337 trained professionals, which further militates against the strong execution of the put down places and objectives
338 of the subject as put down in the instructive program. It is thus recommended that organization, secret bodies
339 and affiliations should credit help to the schools by giving mind entrancing materials that would work on the
340 execution of the Social Studies instructive program as it is the subject troubled with the commitment of showing
341 in understudies the value, security and normal preparation that is prepared for making them OK and significant
342 for their overall population in general.

343 In like manner, crafted by pre-arranged experts in the field of Social Studies should be made principal during
344 system making to develop fruitful teaching and instructive experience all through the spread of the instructive
345 arrangement content to understudies, other than using just any appropriate teacher to associate with understudies
346 in the subject, and this will overall horribly influence the whole cycle. Even more along these lines, Social Studies
347 teachers in schools arranged in the provincial settlements should manage on the open materials accessible to
348 them to configuration out training assists that with best fitting the particular piece of the instructive program
349 content they ought to present at a particular season of the educating and developing experience.

Figure 1:

2

S/N	ITEMS	A	%	D	%	N
1	There are good to go and important reading material for JSS Social Studies which help understudies as they become familiar with the subject	56	11.67	424	88.33	480
2	The instructor approaches Social Studies exercise manual for understudies to help their own concentrating on propensity	83	17.74	385	82.26	468
3	The understudies' reading material are organized and ready as per the incorporated Social Studies educational program	102	21.25	378	78.75	480
4	Social Studies educators approach exercise manual arranged as per the items in the coordinated Social Studies educational program	87	18.13	393	81.88	480
5	The study halls are all around ventilated and helpful for learning	122	25.42	358	74.58	480
6	The study hall size and guest plans are reasonable and helpful for educating and learning of Social Studies	110	22.92	370	77.08	480
7	The educators approach pertinent showing helps which help and improve understudies' learning	74	15.42	406	84.58	480
8	Instructors utilize pertinent and sufficient training helps to support their educating	40	8.33	440	91.67	480
9	Local area asset people are promptly accessible and are infrequently welcomed during the instructing and learning of a few Social Studies ideas	193	40.21	287	59.79	480
10	The instructors ensure the understudies have reading material on Social Studies	94	19.58	386	80.42	480

Figure 2: Table 2 :

350

¹Accessibility of Resources for Effective Implementation of Social Studies Curriculum in Junior Secondary Schools

- 351 [April] , April .
- 352 [Zambon ()] *Accounting, Intangible and Intellectual Capital: An Overview of the Issues and Some Considerations*,
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9 IV. CONCLUSION AND RECOMMENDATIONS

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