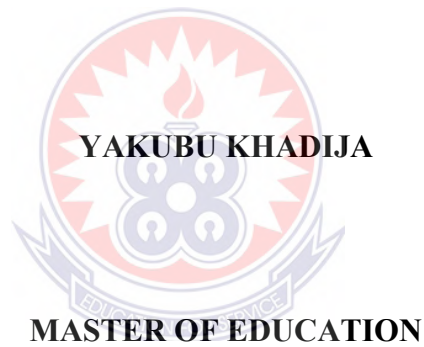


UNIVERSITY OF EDUCATION WINNEBA

**THE USE OF COMMUNITY RESOURCES AMONG SOCIAL STUDIES
TEACHERS IN SENIOR HIGH SCHOOL TAMALE METROPOLIS**



UNIVERSITY OF EDUCATION WINNEBA

**THE USE OF COMMUNITY RESOURCES AMONG SOCIAL STUDIES
TEACHERS IN SENIOR HIGH SCHOOL TAMALE METROPOLIS**



**A thesis in the Department of Social Studies Education,
Faculty of Social Sciences, submitted to the School of
Graduate Studies in partial fulfillment
of the requirements for the award of the degree of
Master of Education
(Social Studies)
in the University of Education, Winneba**

DECEMBER, 2022

DECLARATION

Student's Declaration

I, **Yakubu Khadija** hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's signature

Date

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Winneba.

Supervisor's Name :Prof. Vincent Adzahlie - Mensah

Supervisor's signature

Date



DEDICATION

This work is dedicated to my late mother, Ayi Alhassan, my father, Kasuli Lana Yakubu Bukari, my children, Alhassan (Tungteiya), Salma (Nasara) and Ayisha (Napag).



ACKNOWLEDGEMENTS

I wish to express my profound gratitude to my supervisor Prof. Vincent Adzahlie Mensah, a lecturer at the Department of Social Study Education, University of Education, Winneba for his guidance and constructive criticisms. These have made it possible for the completion of this study.

My sincere thanks also go to my dear father for his unflinching support which helped me to successful complete this work. I also thank Alhassan and Nasara for the assistance they offered me.



TABLE OF CONTENTS

Content	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER ONE : INTRODUCTION	1
1.0 Background to the Study	1
1.1 Statement of the Problem	5
1.2 Purpose of the Study	6
1.3 Objectives of the Study	6
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Delimitation of the Study	8
1.8 Limitations of the Study	9
1.9 Organization of the Study	9

CHAPTER TWO : REVIEW OF RELATED LITERATURE	11
2.0 Introduction	11
2.1 Meaning of Community Resources	11
2.1.1 Importance of Community Resources in the Teaching and Learning of Social Studies	13
2.2 Nature and Scope of Social Studies	18
2.3 Social Studies Teachers' Use of Community Resources	21
2.4 Teachers' perception towards the use of Community Resources in Teaching Social Studies	23
2.5 Factors Militating against the effective use of Community Resources	25
2.6 Teachers' Qualification and Use of Instructional Resources in Teaching	28
2.7 Teachers' Experience and Use of Instructional Resources in Teaching	30
2.8 Summary of the Literature Review	33
CHAPTER THREE : METHODOLOGY	35
3.0 Introduction	35
3.1 Research Approach	35
3.2 Research Design	35
3.3 Research Methods	36
3.4 Population	37
3.5 Sample and Sampling Procedure	38
3.6 Instruments	38

3.7	Validity and Reliability of Instrument	39
3.8	Data Collection Procedure	40
3.9	Ethical Consideration	40
CHAPTER FOUR : RESULTS AND DISCUSSION		41
4.0	Introduction	41
4.1	Biographic details	41
4.2	Highest Professional Qualification of Teachers	42
4.3	Main Findings	43
4.4	Teachers' views on the Use of community resources in teaching Social Studies.	43
4.5	Ranking of types of community resources	50
4.6	Participants' ranking of constraints	51
CHAPTER FIVE : SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		52
5.0	Introduction	52
5.1	Summary	52
5.2	Key Findings	53
5.3	Conclusions	54
5.4	Recommendations	55
5.5	Suggested Areas for Further Research	55
REFERENCES		57

LIST OF TABLES

Table	Page
1: Gender of Respondents	41
2: Professional Qualification of Respondents	42
3: Teaching Experience of Respondents	42
4: How Frequent Teachers Use Community Resources in Teaching Social Studies Lessons	44
5: Teachers' Responses on Constraints against the Use of Community Resources	46
6: Social Studies Teachers' perception and Use of Community Resources	48
7: Results on the use of Community Resources by Qualified and Unqualified Social Studies Teachers	48
8: Results on Use of Community Resources by More Experienced and Less Experienced Social Studies Teachers	49
9: Ranking of Community Resources	50
10: Participants' ranking of constraints	51

ABSTRACT

The study sought to find out the use of community resources among Social Studies teachers in Senior High School Tamale Metropolis. Three research questions were made, two hypotheses were formulated to guide the study. Descriptive and correlation designs were employed to carry out this study. One hundred and twenty nine Social Studies teacher's in all the twenty five senior high schools in Tamale Metropolis were used as respondents for the study. A questionnaire with reliability co-efficient of 0.78 was used to collect data from Social Studies teachers. Descriptive statistics, Pearson Product Movement Correlation and t-test were used to analyses the data. The study showed that majority of the teachers of Social Studies do not use community resources to enhance the teaching and learning of the subject. It also showed that lack of necessary pedagogical skills, funds, administrative support, inadequate time among others were some of the constraints against the effective use of community resources. The study revealed a negative correlation between the student and teachers in the use of community resources to teach or recall Social Studies. Finally, the study revealed that there was no statistically significant difference in the use of community resources between qualified and unqualified Social Studies teacher. It was therefore, recommended that Social Studies teachers should try as much as possible to integrate the use of community resources in teaching of Social Studies content.



CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Since independence in the late 1950s and early 1960s, African nations sought ways to change inherited educational systems to make them more suitable to the needs of new nations. “No courses in the curriculum were viewed as more closely tied to national aspirations than those dealing with the country, its people, and the responsibilities of citizenship” (Dondo, Krystall & Thomas, 1974, p. 6). By the late 1960s, new approaches to history and geography courses became known in Africa as “Social Studies.”

In Africa, ideas on how to modernize the teaching of Social Studies in schools started as early as 1961. This was during a conference that took place at the Endicott Summer House study at the Massachusetts Institute of Technology. At the conference, prominent African, American and British educationists presented papers on the issues of Social Studies education in Africa and how they could be resolved. There were various sub-committees set up during the summer study, each of which discussed the subject area and made relevant recommendations concerning the discipline. One of such recommendations of the sub-committee on Social Studies specified that the Social Studies should be taught in the integrated way. It was this which marked the beginning of the teaching of Social Studies in the integrated form in Africa (Tamakloe, 1988).

In September 1967, another meeting was held at Queens College, Oxford. The objective of the conference was to emphasize the need to give serious attention to the development of Social Studies in the primary schools in Africa. At the conference, it

was suggested that in order to consolidate their discussions another conference be held in the following year to examine the issue. As a result, in August 1968, another conference was held in Mombasa. The Mombasa conference was attended by 25 educators from 11 African countries. It was this conference that gave birth to the African Social Studies Programme (ASSEP) (Tamakloe, 1992).

Until the introduction of the New Educational Reform (NERP) in the late 1980s, the development of the integrated Social Studies had been very unsteady. Though, the integrated Social Studies as a field of study was introduced into the curriculum of the Teacher Training Colleges as far back as the early 1940, there had been unsteady developments in the middle 80's. The teaching of the integrated Social Studies was first experimented in the Teacher Training Colleges, namely Presbyterian Training College Akropong, Wesley College Kumasi, and Achimota College in Accra in the year 1940 (GES, 1987).

Social Studies is an important subject that equips the learner with critical thinking skills to enable him/her discuss social issues objectively. The learner also acquires socially valued habits, values, behaviour and perception which are necessary for the betterment of life, and also acquire social skills which enable him/her participate in civic, economic and political activities in a mature way.

The goal of Social Studies as noted by Jarolimek and Walsh (1965) is “the development of desirable social-civic and personal behaviour” (p.5). It is an appropriate subject towards the achievement of the goals of education. These goals include the development of critical thinking, self-realization through the provision of experiences that foster maximum growth, understanding human relationships, provision of experiences and information that develop concepts, skills and attitudes

related to man's exploitation of limited resources, economic efficiency, civic responsibilities, and learning how to learn (Jarolimek & Walsh, 1965; Yusuf, 1991; Akanbi, Imogie & Yusuf, 1993).

There is an increasing need for the use of resources at all levels of the Ghanaian educational system. This is because adequate teaching and learning resources will be needed to meet the demand for quality education. Such education shall provide an understanding of the behavioural pattern of the learner, social, political, psychological, and economic changes within the immediate and larger society. The use of community resources in the teaching of Social Studies will contribute to the efficiency of teachers in planning, organizing and, in operating the instructional system as part of the psycho/pedagogical principle underlining the understanding of subject matter content. Also, students would be able to develop required behavioural patterns to achieve intended educational outcomes (Iyewarun, 1984; Ogunsanya, 1984; Jekayinfa, 1993).

When students use community resources, they develop skills that enable them to work in groups, forming questions, collecting data and observing the environment, which are inherent skills in Social Studies. Thus, through the use of community resources the experience of the students can be diversified and school lessons can be connected with daily life and real problem (National Academy of Science, 1996). By using local resources students are given the golden opportunities of seeing, in practical terms, what they have heard, read, or imagined. Through the use community resources, students would be able to collect data, observe, record, and extract necessary information from the environment (Agbamu, 2006).

Community resources are the various groups of things found in the community or outside it that appeal to the senses of hearing, seeing, touching, feeling and smelling, which greatly promote the teaching of Social Studies. These include; castles, chiefs' palaces, historical sites in the communities, museums, places of geographical interest, places of economic interest, places of civic interest, places of scientific interest, and various research institutions. They provide students with an enduring view of physical, social, and political environment of the learners. Also, community resources open up opportunities for students to be acquainted with real situations, problems, and potentials, and thus bring about critical thinking and inquiry mind. Therefore, Social Studies lesson moves from mere teacher-centred verbal instruction to student-centred activity. Resources make students to be involved through practical activities (Ogundele, 1983).

Community resources are very useful in Social Studies instruction. The use of community resources will ensure the effective teaching and learning of the subject by both teachers and students. Since the classroom is a limited environment, the teaching and learning of Social Studies must extend beyond the four walls of the classroom. Contents of the Social Studies curriculum are not only relevant to the environment but are also derived from the daily experiences of any given society. Therefore, the physical environment in and around the vicinity of the school can be used as a living laboratory for the study of natural phenomenon, socio-cultural development, and economic activities of any given society. Whether the school is located in a rural or urban area, the resources in the environment can be used as resources for instruction (National Academy of Science, 1996).

Also, in a study conducted by Hendrickson (1985), it was revealed that, in some cases, fees or forms of payments are demanded before schools can use community resources. His study revealed that the use of resource persons to some extent disrupts the time table and also sometimes very costly as some resource persons would charge or demand payment for their services rendered. These and some other factors seem to be militating against the use of community resources by Social Studies teachers in teaching.

However, the use of community resources in the teaching and learning of sought studies has not engaged the attention of most scholars in the Ghanaian context. As such, there is limited knowledge on the use of community resources among Social Studies teachers. It is there that this research adds to knowledge in the field.

1.1 Statement of the Problem

It's established that the use of community resources makes teaching and learning practical and real and therefore enhances understanding and consequently better retention of knowledge. Teachers also reduces boredom in class and also makes the work of the teacher easier since he/she does not suffer much in explaining certain concepts to students. In spite of these merits to the learners as well as teachers, it looks as if teachers see the use of community resources as a waste of time and energy.

Community resources can be used in two ways, that is, either by sending the school to the community through field trips, social clubs etc, or by bringing the community to the school through the use of resource persons, mini-durbars etc. The questions that need answers are; do schools support teachers to organize the programmes listed above? Why do teachers feel reluctant in organizing field trips and social clubs in their schools? To what extent does the lack of support from the schools

or the negative perception of teachers towards the use of community resources affect the use of these resources in teaching? In an attempt of finding answers to these questions and other unanswered questions that, the researcher wished to find out about the perception of senior high school Social Studies teachers towards the use of community resources in teaching. Despite the value of using community resources in the teaching and learning of Social Studies, which is not known about its use among Social Studies teachers. Within the Tamale metropolis, little is known about the use of community resources among Social Studies teachers. The reason why they use or do not use community resources are less known. At the same time, when Social Studies teachers use community resources and how they use them remains largely unknown. As such, this research sought to explore the use of community resources among Social Studies teachers within the Tamale metropolis.

1.2 Purpose of the Study

The purpose of the study is to explore the use of community resources among Social Studies teachers' in the Tamale metropolis.

1.3 Objectives of the Study

- i. The objectives of the study are: To examine how often Social Studies teachers used community resources in their teaching;
- ii. To analyse the constraints Social Studies teachers encounter in the use of community resources.
- iii. To explore the relationship between the perception of Social Studies teachers and their use of community resources; and

- iv. To explore the difference between professional and unprofessional Social Studies teachers in their use of community resources in teaching Social Studies.

1.4 Research Questions

The main research questions that guided the study were

1. How often do Social Studies teachers use community resources?
2. What are the constraints Social Studies teachers encounter in the use of community resources?
3. What is the relationship between perception of Social Studies teachers and they use of community resources.
4. What are the difference between professional Social Studies teachers and student in the use of resources in teaching Social Studies?

1.5 Research Hypotheses

The following hypotheses were also formulated to guide the study:

1. H₀: There is no significant relationship between the perception of Social Studies teachers and their use of community resources in teaching.
2. H₀. There is no significant difference between professional and unprofessional Social Studies teachers in the use of community resources in teaching Social Studies.
3. H₀. There is no significant difference between more experienced and less experienced Social Studies teachers in the use of community resources in teaching Social Studies.

1.6 Significance of the Study

It is envisaged that, the findings of this study will help to identify the factors that militate against Social Studies teachers' use of community resources in teaching. The study may also be useful to educational planners, policy makers and administrators who wish to promote effective teaching and learning. The study may further help to improve the academic performance of students. The results of the study will provide clear directions for policy formulation.

The findings of this study will add to the existing literature on teachers' perception towards their use of community resources in teaching Social Studies. Finally, the results of this study will serve as a guide for future researchers who would engage in similar topics such as this in the Tamale Metropolis and elsewhere.

1.7 Delimitation of the Study

Senior high school Social Studies teacher's perception towards the use of community resources in teaching the subject may not just be a problem of teachers in the Tamale Metropolis alone but nationwide. A study of this nature is therefore too broad to be examined in a single research. Consequently, this study was confined to only Social Studies teachers in senior high schools in the Tamale Metropolis.

Tamale Metropolis is only one of the 20 districts in the Northern Region and since the study did not cover the whole region specifically and the nation at large, the findings and recommendations are applicable only to the schools within the Tamale Metropolis. However, other districts with similar socio-economic characteristics as the Tamale Metropolis could adopt the findings and recommendations of the study for decision-making.

1.8 Limitations of the Study

Studies of this nature that cover larger populations cannot be conducted very successfully without any problems. In the first place, since the respondents were the same people who had such perceptions towards the use of community resources in teaching Social Studies, their responses were that of image-building, and probably did not reflect their true beliefs and practices.

Again, since most of the items in the instrument were the close-ended type, the respondents were constrained to express divergent opinions on the issues raised in respect of the use of community resources for the teaching of Social Studies. Divergent opinions could have enriched this study. An additional limitation is that, conclusions and generalizations emanating from this study are in respect of only Social Studies teachers within the Tamale Metropolis and much broader sample size might produce different results.

Another limiting factor was the difficulty in retrieving the questionnaire from respondents. Some teachers could not trace the questionnaire, while some of them failed to respond to the items. However, the researcher took stringent measures to offset the negative impact of these limitations on the validity of the results.

1.9 Organization of the Study

The study is organized into five chapters. Chapter One is the introduction which includes the background to the study, statement of the problems, purpose of the study, significance of the study, research questions and hypotheses, delimitation, limitations of the study and the organization of the study.

Chapter Two deals with the review of related literature. It examines the views of authors and researchers on the nature and scope of Social Studies, the content of Ghanaian senior high school (SHS) Social Studies programme and the objectives of Ghanaian SHS Social Studies programme. The chapter also discusses the importance of community resources in the teaching and learning of Social Studies, teachers' perception towards the teaching of Social Studies. Other areas considered in this chapter were, factors militating against the effective use of community resources, influence of teachers experience on the use of instructional resources, influence of teacher's qualification on the use of instructional resources and strategies for the integration of community resources in teaching Social Studies and conclusion.

Chapter Three described the methods and procedures of conducting the study. Apart from describing the research design, population of the study, sample and sampling technique, the chapter also discussed the research instruments used, the data collection procedure as well as the data analysis plan.

Chapter Four contained the presentation and discussion of findings of the study. Finally, Chapter Five summarized the research process and major findings of the study, it also comprises the conclusions and recommendations that were made as well as suggested areas for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter deals with the review of related literature that are relevant to the topic under investigation. It also provides the conceptual, theoretical and empirical framework for the study. The review of literature is organized under the following headings:

- i. How often do Social Studies teachers use community resources in teaching the Social Studies.
- ii. Teachers' perception and use of community resources in teaching of Social Studies
- iii. Factors militating against the effective use of community resources
- iv. Teachers' qualification and use of instructional resources in teaching
- v. Teachers' experience and use of instructional resources in teaching

2.1 Meaning of Community Resources

According to Abolade (2004), community resources are both human and non-human materials that are within the geographical milieu of teachers and the learners. Examples of community resources are religious institutions such as churches, mosques and shrines, commercial banks, historical places (e.g. museum, Zoo), industrial sites etc. These are places that students can visit and see for themselves those things they have learned in textbooks. Human community resources include teachers, learners, curriculum developers, parents and relevant others in the society. Non-human resources include instructional materials (audio, visual and audio-visual) equipment and facilities.

Another school of thought sees community resources as the various groups of things found in the community or outside it that appeal to our senses of hearing, seeing, touching, feeling and smelling, which greatly promote the teaching of Social Studies. These include; castles, chiefs' palaces, historical sites in the communities, museums, places of geographical interest, places of economic interest, places of civic interest, places of scientific interest, and various research institutions. They provide students with an enduring view of physical, social, and political environment of the learners. Also, community resources open up opportunities for students to be acquainted with real situations, problems, and potentials, and thus bring about critical thinking and inquiry mind. Therefore, Social Studies lessons move from mere teacher-centred verbal instruction to student-centred activity. Resources make students to be involved through practical activities (Ogundele, 1983).

Some scholars of Social Studies describe community resources as out-of-door activities. Baja (1983) describe out-of-door activities as "first hand experiences which arise from direct learning situations" (p.62). Hug and Wilson (1965) in their study of out-of-door education observed that;

out-of-door education is the term used to define the effective use of the natural environment both to teach those parts of the curriculum that can be taught outdoors and to visualize other parts through firsthand experience (p.1).

Moreover, Hug and Wilson (1965) placed emphasis on the effective use of environment and the fact that only certain parts of the curriculum can be taught through the use of out-of-door activities. Balogun, Okon, Musaaazi and Thakur (1984), on their part, saw out-of-door activities to involve a teacher taking pupils out

of the classroom to the scene where what he wants pupils to learn about can be observed closely. This explanation draws the Social Studies teachers' attention to the fact that during out-of-door activities pupils' attention should be directed towards what they are expected to learn about.

The Encyclopedia Britannica (2001) states that out-of-door activities involve:

A series of educational experiences designed to help the student to identify and solve real-life problems to acquire skills and appreciation with which to enjoy a lifetime of creative living, and to attain an understanding of human and natural resources (p.37).

This definition suggests that an out-of-door activity is not a sight-seeing tour but that its real purpose is the educational knowledge the pupils gain from it. Uche (1992) stated that the Social Studies teacher should encourage his/her pupils "to go out and gather or collect information" (p.32). Uche's statement should constantly remind teachers of the importance of out-of-door activities in the teaching of Social Studies. This should be so, because, the trend in Social Studies education is definitely moving away from the expository teaching in which the teacher presents facts and conclusion to be mastered. Uche was therefore emphasizing the fact that pupils themselves should play an active role in learning about their environment by going out to see things for themselves and to interview experts on the things they want to know.

2.1.1 Importance of Community Resources in the Teaching and Learning of Social Studies

Community resources are the various groups of things found in the community or outside it which greatly promote the teaching and learning of environmental and Social Studies. There are various places of interest in the immediate and wider

environment where teachers and learners can visit for information. These places include:

1. Places of geographical interest – Boti falls, Mountain Afadzato, Volta river estuary, Abofour forest reserve etc.
2. Places of historical interest – Feyiase–Akayem, Bono–Manso, Assin Manso, Salaga slave market, Elimina and Cape Coast castles etc.
3. Places of economic interest – The banks, the offices of the main government revenue collecting agencies, (CEPS, IRS and VAT), market squares, etc.
4. Places of civic interest – The offices of the Electoral Commission, the Commission for Human Rights and Administrative Justice (CHRAJ), Parliament house, etc.
5. Places of cultural interest – chief palace, the various cultural centres, the various Shrines, the Gambaga Witches camp etc. and
6. Places of scientific interest – The Kwabenya Atomic Energy Centre, Mampong-Akwapem Research into Plant medicine centre, the various research institutions or centres, etc. (Ministry of Education, Youth and Sports, 2006).

Some importance of the use of community resources include the following:

7. These resources help in bridging the yawning gap between the school and the community as the school contacts or visits places of interest in the community.
8. Learners and teachers get the opportunity to see an issue or phenomenon in its natural environment or state.

9. The use of these resources enhances understanding and consequently better retention of knowledge and skills because they make teaching and learning practical or real.
10. Their usage helps in acquiring more knowledge and skills.
11. They relieve the teacher of some of his/her workload as he/she may talk less but rather learners may see and do more when they come into contact with community resources.

The nature of Social Studies offers unique opportunities for resources within the school environment to be utilized to enrich students' learning. It is a subject that is also concerned with the immediate and the larger environment. There is an increasing need for the use of resources at all levels of the Ghanaian educational system. This is because adequate teaching and learning resources will be needed to meet the demand for quality education. Such education shall provide an understanding of the behavioural pattern of the learner, the motivating factors in the process of education and implications of the recent social, political, psychological, and economic changes within the immediate and larger society. Resources based education will contribute to the efficiency of teachers in planning, organizing and operating the instructional system, as part of the psycho/pedagogical principles underlining the understanding of subject matter content. Students will also be able to develop the required behavioural pattern to achieve intended educational outcomes (Iyewarun, 1984; Jekayinfa, 1993; Ogunsanya, 2002).

When students use community resources, they develop skills for working in groups, forming questions, collecting data and observing the environment, which are inherent skills in Social Studies. Thus, through the use of community resources the

experience of students can be diversified and school lessons can be connected with daily life and real problem (National Academy of Science, 1996). By using local resources, students are given the golden opportunities of seeing, in practical terms, what they have heard, read, or imagined. Using community resources students would be able to collect data, observe, record, and extract necessary information from the environment. Community resources provide students with an enduring view of the physical, social, and political environment of the learners. Also, community resources open up opportunities for students to be acquainted with real situations, problems, and potentials, and thus bring about critical thinking and inquiry mind. Thereby, Social Studies lesson moves from mere teacher-centred verbal instruction to student-centred activity. Resources make students to be involved through practical activities (Ogundele, 1993).

Community resources are very useful in Social Studies instruction. The use of community resources will ensure that teachers, students, parents and community members meet their responsibilities to ensure maximum use of resources. Since the classroom is a limited environment, the teaching and learning of Social Studies must extend beyond the four walls of the classroom. Content of the Social Studies curriculum are not only relevant to the environment but are also, derived from the daily experiences of any given society. Therefore, the physical environment in and around the vicinity of the school can be used as a living laboratory for the study of natural phenomenon, social-cultural development, and economic activities of any given society. Whether the school is located in a rural or urban area, the resources in the environment can be used as resources for instruction (National Academy of Science, 1996). Thus, there is need to assess the teaching of Social Studies via the use of community resources for instruction.

Some scholars of Social Studies describe the use of community resources as out-of-door activities. Baja (1983) is of the opinion that, out-of-door activities are first hand experiences which arise from direct learning situations (p.62). The implication of this definition is that out-of door activities do not spring out of the blue but are undertaken in order to seek practically what has been taught in theory or to bring about actual contact with a topic. Out-of-door activities should therefore be undertaken to fulfill specific goals. Hug and Wilson (1995) in their study of out-of-door education wrote:

Out-of-door education is the term used to define the effective use of the natural environment both to teach those parts of the curriculum that can be taught outdoors and to visualize other parts through firsthand experience (p.1).

Hug and Wilson (1995) placed emphasis on the effective use of environment and the fact that only certain parts of the curriculum can be taught through the use of out-of-door activities. Balogun et al (2004) , on their part, saw out-of-door activities to involve a teacher taking pupils out of the classroom to the scene where what he/she wants pupils to learn about can be observed closely. This explanation draws the Social Studies teachers' attention to the fact that during out-of-door activities pupils' attention should be directed towards what they are expected to learn about.

Brown, Lewis, and Harderod (1995) feel out-of-door activities generally consist of:

Planned organized visits to points of interest outside the classroom, such as factories, universities, agricultural projects, museums, lakes or mountains (p.41).

Brown et al. gave a simple yet comprehensive explanation of the concept. This will be an important eye opener to teachers who might not know the scope of the things to study as out-of-door activity. The Encyclopaedia Britannica (1977) states that out-of-door activities involve:

- A series of educational experiences designed to help the student to identify and solve real-life problems to acquire skills and appreciation with which to enjoy a lifetime of creative living, and to attain an understanding of human and natural resources (p.37).

This definition suggests that an out-of-door activity is not a sight-seeing tour but that its real purpose is the educational knowledge the pupils gain from it. Uche (1982) stated that the Social Studies teacher should encourage his/her pupils “to go out and gather or collect information” (p.32). Uche’s statement should constantly remind teachers of the importance of out-of-door activities in the teaching of Social Studies. This should be so because the trend in Social Studies education is definitely moving away from the expository teaching in which the teacher presents facts and conclusion to be mastered. Uche was therefore emphasizing the fact that pupils themselves should play an active role in learning about their environment by going out to see things for themselves and to interview experts on the things they want to know.

2.2 Nature and Scope of Social Studies

Social Studies is an important area in the school curriculum for nation building. Through it, the learner is equipped with critical thinking skills to enable him/her discuss social issues objectively. The learner is also made to acquire socially valued habits, values, behaviour and attitudes which are necessary for the betterment

of life, and the living of it in a society. Through Social Studies, the learner acquires social skills which enable him participate in civic, economic and political activities in a mature way. Social Studies places premium on individual qualities such as patriotism, honesty, diligence, obedience, critical thinking, and group ideals like interdependence, co-operation and peaceful co-existence.

In the light of these, Banks (1990) defined Social Studies as the part of elementary and high school curriculum which has the primary responsibility of helping students to develop their knowledge, skills, attitudes and values needed to participate in the civic life of their local communities, the nation and the world. Martorella (2001) explains that the discipline Social Studies, is a broader field than that covered by social science. He further explained that it is more accurate to think of Social Studies as an applied field which fuses scientific knowledge with ethical, philosophical, religious and social considerations which arise in the process of decision making as practised by the citizen.

In addition, Barr (1996) cited in Idowu (2001) described the subject as an integration of experience and knowledge concerning human relations for the purpose of citizenship education. Martorella (2001) focusing on the part of the nature of Social Studies stated, “In the early history of our nation, what we now call the Social Studies curriculum drew heavily from three areas: history, civics (political science), and geography”. The term “Social Studies” appears to have become popular after a curriculum committee’s efforts appeared formally in a bulletin in 1916 entitled *The Social Studies in Secondary Education*”. He said since the term came into popular use, Social Studies educators have continued to debate what the nature of their field should be. Commenting on the history of Social Studies, Shirley Engle, a former

president of the National Council for the Social Studies (NCSS) reiterated that the professional organization representing the field, has written.

Another NCSS president, Howard Mehlinger, put the matter more precisely: “Social Studies has an identity crisis.” The nature of Social Studies implies that there is no rigid line that divides one subject from the other ;each of them frequently makes inroads into the territory of others. Farrant (1990) puts it “any pursuits of learning that tries to restrict such interaction soon becomes sterile and dead” (p.132). Young students, in their natural learning situations, do not compartmentalize knowledge into subjects. Their knowledge is the result of innumerable experiences (units), each contributing some new features to what they know. This was achieved through integration (Lucan, 1981). Integration, which is the “pith and core of Social Studies” (Tamakloe, 1992, p 43) may be consistent with the view that through meaningful psychological wholes unified around the methodological concepts of time and space of happenings through time on the one hand and of organization across space on the other.

Banks (1990) stated that, at the lower grades, the scope of Social Studies is based on the home, the family, the school, the neighbourhood and the community. To him, at the high school level, many schools offer a variety of elective courses such as sociology, psychology and the problems of democracy. Martorella (1985, p.5) also explains that Social Studies states that gains its identity from the social sciences namely, history, political science, geography, economics, sociology, anthropology and psychology. The policy document of the Ghana Education Service (1987, p.3) indicates that, “Social Studies integrates history, geography, civics and elements of economics, government and sociology”.

2.3 Social Studies Teachers Use of Community Resources

Most teachers believe that the main purpose of using community resources to teach is to give students real life experiences which they would not be able to have in the classroom or the laboratory. Teachers perceive that these kinds of activities enhance students' understanding of the processes involved and also improve students' attitudes towards learning and in the classroom as well. Similar outcomes have been described in Sorrentino and Bell (1970), Falk and Balling (1979), Fido and Gayford (1982), and Muse, Chiarelott, and Davidman, (1982). Some teachers also believe that using community resources is an effective pedagogy which they want to use both more frequently and effectively. Many of these teachers were of the opinion that, as they become experienced as teachers, they become more capable of using a wider range of both formal and informal teaching strategies.

It has also been suggested in literature that teachers need to use strategies which reflect informal teaching methods (Griffin, 1994; Griffin & Symington, 1997; Price & Hein, 1991) rather than the use of formal classroom methods which are the focus of their training. Some teachers considered that their ability to use community resources effectively had improved as they matured in their teaching practice. Perhaps as a consequence of using practical work as part of their pedagogy, Social Studies teachers are able to use informal methods more easily.

Again, it is the responsibility of the teacher to inform students of the purpose of out-of-door activities. Students surveyed by Tamir and Zoor (1977) rated out-of-door activities as highly important. Falk and Dierking (1992) considered that students attending an out-of-door activity had two agenda, one of which was child-centered and the other similar to that of the school. Both of these agendas can be manipulated

prior to the activity by orientation of the students, reducing the novelty factor and at the same time improving learning (Kubota & Olstad, 1991; Orion & Hofstein, 1994; Burnett, Lucas & Dooley, 1996).

Preparation appears to be a major factor in keeping students on task. Orion and Hofstein (1994) concluded from their research that those students who had least preparation for out-of-door activities, "demonstrated poor learning performance in each of the learning stations" (p. 1109) and "the teacher-student relationships were hostile" (p. 1110), whereas those students who were adequately prepared demonstrated negligible off-task behaviour. Prior misbehaviour by students in class or in the school in general was also considered as a likely reason for not taking students on out-of-door activities. Teachers felt that they may not be able to maintain control of their students outside of the classroom, particularly without assistance, and that this would be exacerbated in senior high schools classes with larger numbers of students. Other teachers felt that their students demonstrated poor attitudes to school work and they (the teachers) could see no reason to go out of their way to organize out-of-door activities.

In some of the early research by Falk and Balling (1979), behaviour was not seen as a major issue. Fido and Gayford (1982) also discounted behaviour as a negative factor but they were considering only senior high students (O and A levels). However, Muse et al. (1982) reported that 'students' were identified as a factor for not embarking on out-of-door activities by 22% of the senior high schools Social Studies teachers.

2.4 Teachers' perception towards the use Of Community Resources in Teaching Social Studies

Perception is from a Latin word (perceptio) meaning gathering or receiving, is the organization, identification and interpretation of sensory information in order to represent and understand the presented information or environment. According to Delevze and Guattari (2001), positive teachers' perception are fundamental to effective teaching. A teacher must be interesting. That is, the teacher must work his students into such a state of interest in what the teacher is going to teach them that every other object of attention is banished from his mind. The teacher should also fill the students with devouring curiosity to know what the next steps in connection with the subject are. Delevze and Guattari (2001) identified a number of teachers' perception that facilitate a caring and supportive classroom environment. They are: enthusiasm, care, firmness, democratic practices to promote students responsibility, use of effective time for lessons, established efficient routines, and interact freely with students and providing motivation for them (p.12).

Research findings on teachers' perception (Brunning et al.,1999), established the following facts: Teachers' characteristics such as personal teaching efficacy, modeling and enthusiasm, caring and high expectation promote learners' motivation. These same characteristics are also associated with increase in students' achievement (academic performance). High levels of learning may occur as well as learners feeling good about themselves and the material they are learning when teachers use instructional time efficiently. Learning takes place with ease and faster under teachers that are well organized. The way teachers interact with students influences their motivation and perception toward school. How students perceive their teachers'

perception in Ghana secondary school will be measured based on some of the stated points.

To promote order and effective learning in the classroom, every teacher should possess essential teaching skills. Ehindero and Ajibade (2000) posit that teaching is a process of continuous personal development and professional self-discovery alongside an emerging understanding of the teaching and learning process.

Perception are found by direct experience as well as by implicit learning and may reflect personality (Zimbarso & Lieppe, 1991). Perception includes the five senses, touch, sight, sound, smell and taste. It also includes what is known as proprioception, a set of senses involving the ability to detect changes in body position and movement. It also involves the cognitive processes required to process information, such as recognizing the face of friends or detecting a familiar scent. Perception involves signals that go through the nervous system, which in turn result from physical or chemical stimulation of the sensory system. For example, vision involves light striking the retina of the eyes, smell is mediated by odor molecules and hearing involves pressure waves.

Teachers' perception toward teaching importance, the ability for a teacher to engage all students in active learning processes in classroom constitutes a crucial prerequisite for enhancing student achievement. Teachers' attentional processes provide important insights into teachers' ability to focus their attention on relevant information in the complexity of classroom interaction and distribute their attention across students in order to recognize the relevant needs for learning. Mobile eyes tracking is an innovative approach within teaching effectiveness research to capture teachers attention processes while teaching.

2.5 Factors Militating against the effective use of Community Resources

In spite of the general awareness of the value of out-of-door activities, as far as educational objectives are concerned, certain problems militate against their successful implementation. In Ghana, not much emphasis is placed on the use of out-of-door activities. De Graft (1970) identified some of these problems as due to; “transportation difficulties, finance, lack of equipment; others simply claim they “have no need for field work now.” (p. 18). The few out-of-door activities that are sometimes undertaken are, unfortunately for mere pleasure.

Some research findings also show that transport cost, is a significant problem that poses a threat to the success of an out-of-door activity. In effect, not all heads of schools commit school funds to such activities. As a result, any out-of-door activity involving a journey of tens of kilometers is usually not allowed by them because there will be no means of transport. Perhaps, it is the way that some teachers organize out-of-door activities and lack of relevance to the classroom work that repels others. Klausmeir and Blout (1968) observed that out-of-door activities are regarded by some teachers as a waste of time. Proponents of this view contend that pupils’ time can more profitably be spent in the classroom. Another aspect of this problem is related to the re-adjustment of the school time table for the particular day the out-of-activity will take place. Actually, any out-of-door activity which will consume more than eighty minutes at a go is bound to disrupt the time table for other subjects. There would therefore be the need to re-arrange the periods of subjects in consultation with the other affected teachers. But this is not always easy. Some teachers whose periods will be encroached may not agree to the request. The onerous task of contracting three or more teachers who invariably show reluctance discourages most Social Studies teachers.

Also, owing to lack of qualified teachers in some schools, the Social Studies teacher may be teaching one or two subjects in addition to Social Studies. The implication is that, the frequent use of out-of-door activities for the various classes will directly or indirectly affect the standards of students in ancillary subjects handled by the teacher. This is because these frequent absences will have an adverse effect on the acquisition of knowledge in the ancillary subjects. This situation is sometimes capitalized upon by heads of schools to refuse out-of-door activities outside the school compound.

The Social Studies teacher, in particular, is confronted with varied instructional material competed for recognition. Nowadays, more and better text books are available on the market. Other sources of instructional materials such as reference books, encyclopedia, travel books and maps (Wittich & Schuller, 1973) are competing for attention. The result of this abundance of materials is that some teachers think that there is no need for out-of-door activities. But to say the least, out-of-door activities can be an invaluable supplement to the books and pictures on the shelves.

Due to insufficient practical training, many Social Studies teachers do not recognize the potential of many teaching aids available at very minimal cost and how to use them to the full even when given free of charge (Farrant, 1980). For instance, some teachers, instead of understanding that audio-visual procedure such as out-of-door activities, are used to enhance effective teaching, have the idea that they make teachers' work easier. Consequently, they tend to give up as soon as they find what hard work means undertaking out-of-door activities.

According to Wittich and Schuller (1973), one of the discouraging aspects of conducting out-door-activities is that some teachers are reluctant to be seen “walking around during school hours when they ought to be inside working.” (p.242). probably, such teachers are reacting to criticisms of some parents that teachers are not doing their work effectively. Their criticisms have come up as a result of general falling standards of education in Ghana. Obviously, parents who are not aware of the activities in school will accuse the teachers of wasting pupils’ time when they see them exploring their environment during an out-of-door activity. In such circumstances, parents’ misconception about what is happening in the school can be corrected with Open Days and Parent-Teacher activities.

Research has shown that, in some communities, fees or other forms of payments are demanded before schools are granted the use of these resources e.g. National parks, museums, waterfalls, etc. Another factor mentioned is the danger or risk involved. In some cases there is a higher risk involved in taking learners to certain locations such as national parks, rivers, dams, etc. Superstition is also one of the factors hindering the use of community resources. Findings from research have it that some communities do not allow access to certain resources on specific times. This is due to the belief that, such places or resources are not to be disturbed. For example, visits to certain water bodies on some days are not allowed (Mumtaz, 2000).

Research has also revealed that the use of resource persons sometimes disrupts the time table and also sometimes very costly as some resource persons would charge or demand payment for their services rendered. Some factors also militating against the use of resource persons are that, sometimes topics treated by resource persons are

not immediately evaluated and also indiscipline behaviour of students in the presence of the resource person may portray the school in a bad light (Sahin, 2006).

2.6 Teachers' Qualification and use of Instructional Resources in Teaching

According to Ogoma, M. (1987), the quality of education is directly related to the quality of instruction in the classrooms. It is a fact that the academic qualifications, knowledge of the subject matter, competence, and learning process have influence on the grades of the student. Quality improvement in education depends upon proper training of teachers. Teachers cannot play any of the roles unless properly trained. Teaching is an art. It can be refined by training and practice. The availability of competent teachers is central in reconstruction of the educational system.

The quality of a teaching force is not governed only by the qualification, pedagogical knowledge and teaching skill of teachers, but also their enthusiasm, dedication and commitment to teaching. It is also determined by the knowledge and the ability of teachers to use instructional resources in teaching and how they perceive teaching as a career. At the same time, the teachers' behaviour and teaching performance may be influenced by their conceptions about teaching and learning and their confidence to teach.

Teacher's concerns about teaching are often studied in the stages of teacher development. Fuller (1969) conceptualized teacher development around concerns expressed by teachers at different points in their professional experiences. Fuller's (1969) model of concerns has been widely used in teacher education institutes as illustration of different stages of teacher professional development.

Researchers have suggested that teachers' conceptions about teaching and learning are beliefs driven, and are related to teachers' instructional decisions, teaching behaviour and actions in the classroom (Caldehead, 1996; Richardson, 1996). A teacher's educational beliefs or conceptions may influence his/her judgment about what kind of knowledge is essential, the ways of teaching and learning, the type of instructional resources to use and the methods of class management to be adopted. That is, teachers' beliefs and hence their perceptions about teaching and learning can guide pedagogical decisions and practices (Ennis, Cothran, & Loftus, 1997; Wilson, Readence, & Konopak, 2002).

The quality of the teacher comprises the qualification and the teaching skills of the teacher and his/her ability to use varied instructional resources in the teaching and learning process. This implies that the work of unqualified and untrained teachers can affect the teaching and learning process since education depends on the quality and mental health of the people who are recruited into teaching (Fullan & Stiegelbauer, 2000).

Shulman (1987) also supported this view when he opines that teachers need to understand the subject matter deeply and flexibly so as to help students create useful cognitive maps, relate one idea to another as well as to address their misconceptions. On teachers' knowledge of their subject matter and use of instructional resources, Shulman stated that teachers need to master two types of knowledge; these are content knowledge, and knowledge of the curriculum. Poor quality teacher is a threat to effective use of instructional resources in the teaching and learning of Social Studies in the senior high schools in Ghana.

The performance of students also depends on the competence, qualification and preparedness of teachers (Tamakloe, Amedahe & Attah, 2005). Tamakloe et al. (2005) added that competencies such as lesson plan preparation, set induction, reinforcement of students' response, questioning skills and others are examples of competencies which ought to be acquired in order to ensure effective teaching. Lack of these competencies affects the performance of students negatively. The problems of unqualified teachers are that they are either academically not qualified or professionally not qualified or both.

A qualified teacher is an effective teacher who is also able to demonstrate the ability to bring about intended learning goals. Farrant (1980) stated that, a good teacher is one who has a good understanding of what his/her students need to learn and also their capabilities for learning. One does not need only a certificate to be called a qualified or professional teacher, it involves a lot. According to Jarolimek and Foster (1995), a qualified teacher is one who is able to adopt teaching strategies to the variables that influence the lesson. The variables are in different forms and shapes; the nature of the subject matter, the learning outcomes, the characteristics of the learners, the teacher's ability to organize field trips among others.

2.7 Teachers' Experience and use of Instructional Resources in Teaching

Instructional materials are a variety of materials in various formats which influence student's learning and instructor's teaching. These have evolved in recent years to include computer and VCR player/recorder technology, textbooks, library books, periodicals, pamphlets, art prints, study prints, pictures, transparencies, films, filmstrips, slides, videodiscs, audio cassettes, sound recordings, compact discs,

computer software, CDROMS, and electronic resources. Varrella (1989) stated that several available instructional materials will serve their purposes, if effectively accessed and efficiently used. Instructional materials enhance effective and appropriate developmental experience, quality of instruction, instructional methods and techniques (Young, 1999). The use of a variety of instructional techniques help to make learning more effective by appealing and maximizing the use of the senses for learning.

Little and Windeatt (1989) argue that materials have a hidden curriculum that includes attitudes toward knowledge, teaching and learning, relationship of teacher and student and the society. Materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information. Illustrations are important because many people form impressions based on the visual presentation of ideas. It is important that illustrations avoid portraying characters as stereotypes or caricatures. The effectiveness of instructional materials depends upon the manner and the degree to which they meet the needs of teachers and students. The level of experience of the teacher in the use of instructional materials plays a pivotal role in the teaching and learning process. Any evaluation must examine usage, scope of print and non-print collections, frequency of removal of bias and outdated materials, and procedures that promote ease of use and accessibility.

Instructional materials are selected based on the principles of provision of accurate, well-written materials that will enrich and support the adopted curriculum. Taking into consideration varied interests, abilities, and maturity levels of the students served; provision of materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards; provide a background of

information that will enable students to make intelligent judgments in their daily lives. Others are selection of materials on opposing sides of controversial issues to provide guidance and practice in critical reading and thinking; representativeness of the many religious, ethnic, and cultural groups and their contributions to heritage; and placing principle above personal opinion and reason above prejudice in providing high quality and diverse materials (Young, 1999).

Instructional materials are often depicted as audio-visual aids used by communicators to facilitate the understanding of learners by involving more of their senses, especially those that relate to hearing and seeing (Kitao & Kitao, 1997; Agbamu, 2006). Audio-visuals make learning relatively permanent, help to arouse and maintain interest of the learner, encourage learners' involvement in the learning process, stimulate self-activity, widen the range of probable experience, and help to add depth and variety to learning (Agbamu, 2006).

Despite the aforementioned qualities, there are several other inherent factors that affect the use of instructional materials, which can be classified as teacher, and technology related characteristics. Sahin (2006) noted that computer expertise, computer access, attitude, support, and faculty characteristics were major factors that affect the use of instructional computer technologies. Mumtaz, (2000) reported that a number of factors which influence teachers' decisions to use ICT as IMs in the classroom are access to resources, quality of software and hardware, ease of use, incentives to change, support and collegiality in their school, school and national policies, commitment to professional learning and background in formal computer training.

2.8 Summary of the Literature Review

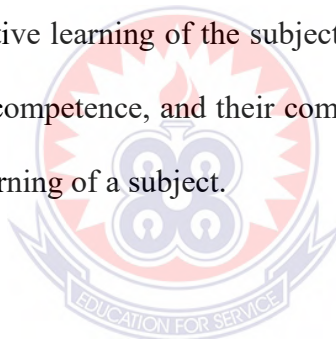
In summary, the research revealed several importance of using community resources. These include; resources help in bridging the yawning gap between the school and the community as the school contacts or visit places of interest in the community; Learners and teachers get the opportunity to see an issue or phenomenon in its natural environment or state, the use of these resources enhances understanding and consequently better retention of knowledge and skills because they make teaching and learning practical or real. Their usage helps in acquiring more knowledge and skills. Also, they relieve the teacher of some of his/her workload as he/she may talk less but rather learners may see and do more when they come into contact with community resources.

It has also been revealed that teachers' lack of experience with community oriented pedagogy, inadequate time to integrate community resources, administrators' non-support; financial constraints, teachers' low morale, the school time table, inadequacy of pre-service training, and distances of needed resources to the schools, militate against effective use of community resources by teachers.

Most researchers stressed that teachers' attitudes are very important variables in classroom application because of the relationship between attitude and action. Teacher attitudes are often translated into specific classroom and instructional practices which in turn affects student behavioral and learning outcomes. The literature also reveals that Teachers' attitudes towards teaching have important implications for understanding the classroom environment and this brings about effective teaching and learning.

Again, it has been emphasized that the level of experience of the teacher in the use of instructional materials plays a pivotal role in the teaching and learning process. Also, several available instructional materials serve their purposes, if effectively accessed and efficiently used. Instructional materials enhance effective and appropriate developmental experience, quality of instruction, instructional methods and techniques. The use of a variety of instructional techniques helps to make teaching and learning more practical and effective.

Finally, much of the literature pointed out that, the quality of the teacher has a great influence on the effective use of instructional resources in the teaching and learning of Social Studies. They stressed further that the quality of teachers should be ensured to promote effective learning of the subjects. Teachers' background, training and level of confidence, competence, and their commitment to teaching also promote effective teaching and learning of a subject.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the various methods and procedures which were employed and followed to obtain the information needed for the study. It discusses the research design, the population of the study, the sample and sampling procedure, the research instrument used, pilot testing of instrument, data collection procedure and data analysis plan.

3.1 Research Approach

The approach adopted for this study was a quantitative approach. The quantitative approach involves the collection of numeric data. The analysis of numerical data is complex and must be addressed systematically. Descriptive statistics helps to draw inferences about populations and to estimate the parameters (Trochim, 2000).

It is characterised by the researcher developing a hypothesis, using large of participants and generalizing the findings to the population from which the sample was drawn. It involves the use of questionnaire or census instruments to collect numeric data. Therefore, in adopting quantitative research approach, the researcher and a survey design to collect data and process them.

3.2 Research Design

This research adopted the survey design. The design refers to a particular type of research design where the primary method of data collection is by survey. In this study design, survey is used as a tool by researchers to gain a greater understanding

about individual or group of specific relatives to a particular concept or topic of interest.

A survey typically consists of a set structured question where each question is design to obtain a specific place of information.

Research design can be undertaken for varieties of reasons, but a common theme with surveys is that they are an easily accessible way of respondents to shape or demonstrate their knowledge about a particular topic. This approach in turns can allow researchers to gain a better understanding about different population or group of people; it helps identify any problem or concerns respondents.

Characteristically, the survey refines collecting data from a large sample of participants and the collection of different data set from diverse group respondents, at one point in time. The type of survey employed was the cross sectional survey. Senior high school teachers were selected to represent various metropolises (291) with the tamale metropolis.

3.3 Research Methods

According to Dr. Jessica G. Mills a survey research design can be classified as being either qualitative or quantitative. A quantitative survey design is typically administered during large scale research and it relies on using closed question to obtain information's that can be analyzed relatively quickly such as multiply choice questions dichotomous response answers. The data obtained in a qualitative survey is numerical in nature and is usually analysed using statistics. Quantitative design and data allow researchers to obtain a general snapshot of trends in your population of interest.

According to Augustine Bureau (2021), a qualitative survey designs is typically admitted during smaller scale research a qualitative survey design turned to rely on open ending question in an interview format to provides participant with the opportunity to explain or elaborate on answers and concepts which are more difficult to qualified, such as attitudes or taught. A data collected in qualitative context is analysed and reported in the language of respondents such as in quote format qualitative underlying responds.

Under the quantitative and qualitative umbrellas, several designs and methods can be applied to survey research. However, an important factor that needs to be considered when choosing the design and associated method for the survey time.

First need to consider over what timeframe you wish to conduct your survey. A longitudinal responses over a certain timeframe to investigate whether there is any change in the variables of interest. In such a design, the survey needs to be administered at least twice once at the start and at the end of the timeframe

3.4 Population

Polit and Hungler (1996) defined a population as the entire aggregation of cases that meet a designated set of criteria. The target population for this study comprised all teachers in second cycle schools in the Tamale Metropolis. However, the accessible population for the study was Social Studies teachers in all senior high schools in the Metropolis. There are twenty five (25) senior high schools in the Tamale Metropolis with a total number of 129 Social Studies teachers which was made up of 81 (62.8%) males and 48 (37.2%) females. These teachers were holders of various advanced degrees. This meant that these teachers had the requisite qualification and were knowledgeable about the use of community resources in

teaching Social Studies. Hence, the target group was in a better position to provide the relevant information concerning the attitude of Social Studies teachers towards the use of community resources in teaching the subject.

3.5 Sample and Sampling Procedure

All the 129 Social Studies teachers in all the twenty-five (25) senior high schools in the Tamale Metropolis were used as the sample size for the study. The reason for using this sample size was to help the researcher ascertain accurate and more detailed information with regard to the topic under investigation. It was also envisaged that the sample was going to be able to provide the needed information for the study.

The census survey was used to conduct the study. According to Cooper and Schindler (2000), census survey involves the use of all members in any population of interest. They state that a “census is feasible when the population is small” (p.164). By this survey, every member of the group was contacted to collect data by way of answering the research questions.

3.6 Instruments’

The Questionnaire was used to solicit the needed information for the study. This research instrument made it possible for the researcher to obtain detailed information on the perception of senior high school Social Studies teachers toward the use of community resources in teaching the subject. The questionnaire comprised open and close - ended items.

The questionnaire was divided into four (4) sections, namely; A. B. C and D, to facilitate the collection of data on the various aspects of the topic. Section A sought for personal data of respondents which comprised the name of the school, gender, professional qualification and teaching experience of respondents. The second section consisted of a four-point Likert scale items that were structured to gather data on teachers' perception towards the use of community resources in teaching. Items in Sections C and D were structured as a four-point Likert scale. The items sought to find out how often teachers used community resources in teaching and the constraints teachers encountered in the use of community resources.

3.7 Validity and Reliability of Instrument

After designing the instrument, copies were submitted to my supervisor to check for the representativeness and completeness of items. The supervisor edited and corrected the mechanical and grammatical errors from the instrument. The instrument was pilot-tested in five Senior high schools in the Tamale Metropolis. This helped to improve the validity and reliability of the instrument since the views and comments of the respondents with regard to the items in the instrument were taken into consideration. After the pilot-test, items in the Likert scale and categorical responses were edited for their completeness, coded and the data were fed into a computer programme known as (SPSS) for the computation of the reliability co-efficient. A reliability co-efficient of .78 was obtained. This co-efficient could be considered high because, according to Fraenkel and Wallen (2000), reliability co-efficient of .70 is seen to be highly reliable for research purpose.

3.8 Data Collection Procedure

The questionnaires were personally administered by the researcher to the teachers in the various senior high schools in the Metropolis. Before the administration of the questionnaires, the rationale for the study was explained to the headmasters/headmistresses of the chosen schools. Copies of an introductory letter from the Head of Department of Social Studies were given to the heads to study and if possible approve of it. This helped the researcher to gain the support and co-operation from the heads. The researcher was then granted permission to meet the various heads of departments for Social Studies and the teachers. The rationale and purpose of the study were again discussed after which copies of the questionnaires were given out to heads of departments to be distributed to the teachers to respond to through the various heads of departments. The researcher returned to the schools to collect the questionnaire after two days.

3.9 Data Analysis

The descriptive statistics was used to analyze research questions one and two. According Glass and Hopkins (1996), descriptive statistics involves tabulating, depicting, and describing collections of data. They state that descriptive statistics provide very simple summaries about the sample of study and the measures. In this regard, the researcher used simple frequencies and percentages to analyze the data for these two research questions. The responses for research question three were analyzed using correlation while research questions four and five were put on a four-point Likert scale, coded with A-D and fed into a computer and the SPSS programme was used to analyze the data using the independent sample t-test.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter deals with the presentation and discussion of the results that were collected from the respondents in order to find answers to the research questions. This chapter is in two sections. It comprises discussion of both preliminary and major findings. The results are discussed in relation to the research questions as well as the literature review. Two separate designs including the descriptive and correlation designs were employed to carry out this study.

4.1 Biographic details

This section basically gives background information about respondents. It deals with the gender, professional qualification and teaching experience of the respondents.

Table 1: Gender of Respondents

Gender	Frequency	Percentage
Male	81	62.8
Female	48	37.2
Total	129	100.0

From Table 1, the result shows that 81(62.8%) of the respondents were males while 48(37.2%) were females. This means that there were more male respondents than female. The results are thus influenced resource by male views than of females. However, the research was not intended to be gender sensitive research. The bias towards men was also not on purpose.

4.2 Highest Professional Qualification of Teachers

The data collected from respondents on item 3 on the questionnaires were analyzed to find highest professional qualification of the respondents. The information is presented in Table 2.

Table 2: Professional Qualification of Respondents

Qualification	Frequency	Percentage
B.A. Social Sciences	4	3.1
B. Ed (Social Studies)	67	51.9
B. EBd Social Studies	10	7.8
PGDE Social Studies	24	10.9
Diploma in Social Studies	20	15.5
B.A Social Studies	7	5.4
B.A History	7	5.4
Total	129	100.0

Table 2 shows that majority of the respondents, 67(51.9%), were first Degree holders in Bachelor of Education (Social Studies), 20(15.5%) were Diploma holders in Social Studies, 14(10.9) holders in PGDE in Social Studies. This shows that majority 77% of the teachers in the selected senior high schools in the Northern Region possessed the professional qualifications required for effective teaching of Social Studies. The results of the study indicate that the teachers have obtained the skills, knowledge and competencies that are desirable to support the teaching of Social Studies. This means that over 5%of the reaches had no background in social studies.

Table 3: Teaching Experience of Respondents

Gender	Frequency	Percentage
Males	52	40
Females	77	60
Total	129	100

The results in Table 3 show that 102(79.0%) of the respondents have taught for five (5) years or more. Among those, 51 have taught for more than ten (10) years. It can therefore be concluded that most of the teachers have enough experience in the teaching of Social Studies. Since most of them have been teaching the subject for over 5 years, it is long enough to conclude that they have gained much experience in respect of teaching Social Studies. The teachers are very experiences. About 40%of the teachers have more than 10 years experiences in social studies

4.3 Main Findings

This section presents the analysis related to the main research questions that the research sought to answer. The research is presented based on the main research question.

Research Questions 1: How often do Social Studies Teachers use Community Resources?

Research question one sought to find out how often Social Studies teachers used community resource to teach. The results of the analysis related to this research question are as shown in Table 4.

4.4 Teachers views on the use of community resources in teaching Social Studies.

a. Type of community resources used by teachers’.

Table 4: How Frequent Teachers Use Community Resources in Teaching Social Studies Lessons

Statement	Weekly	1-3 per Month	Sometimes	Not at All
Use of invited guest in class	4 (3)	17 (13)	45 (35)	63 (49)
Use of resources outside the classroom but within the school compound	11 (9)	14 (11)	52 (40)	52 (40)
Organizing a workshop, discussion or debate as Social Studies topic	4 (3)	29 (23)	44 (34)	52 (40)
Organizing a workshop, discussion or debate as Social Studies topic	2 (2)	10 (8)	58 (44)	59 (46)
Visit to historical sites or museum	2 (2)	10 (8)	61 (47)	56 (43)
Visit to city streets to examine things or observe events	2 (2)	10 (8)	67 (52)	50 (38)
Observational visit to industrial concerns, artisan workplace	2 (2)	10 (8)	67 (52)	50 (38)
Educational visit to market and other business	4 (3)	13 (10)	67 (52)	45 (35)
Concern				
Use of instructional materials (artifacts, items, realia, etc.) collected from the environment	11(9)	12 (9)	38 (29)	68(53)

From the results in Table 4, it can be deduced that majority of the teachers do not use community resources regularly or do not use them at all in teaching Social Studies. This is because over 50% in all the items indicated that they sometimes or never used the resources in their instruction. The results imply that most Social Studies teachers in the area do not often make use of community resources in their instruction. This finding agrees with findings of Goodlad (1983), Popoola (1980), and Taiwo (2000). These researchers showed that although community resources are

recommended in Social Studies curriculum, and teachers have demonstrated positive attitude in their use. However, they are rarely used or never used to enrich Social Studies teaching which makes Social Studies lessons dull.

Only few teachers (2-11) out of 129 use community resources every week. The community resources that claim they use every week were resources on the school compound and the use of artifacts, items collected from the immediate environment of the school.

However, (17-29) out of 129 teachers invite guest into the class per month as a resources personal. The 29 teachers that organize workshop discussion and debates as social studies topics.

Research Questions 2: What type of constraint(s), if any, do Social Studies Teachers encounter in their use of Community Resources?

Research question two sought to find the constraints Social Studies teachers encountered in their use of community resources to teach. Table 5 represents the results that were gathered.

Table 5: Teachers' Responses on Constraints against the Use of Community

Resources	Statement			
	Not At All N %	Slightly N %	Sometimes N %	A Great N %
Lack of experience with community resources oriented pedagogy	13(10)	23 (18)	34(26)	59(46)
Too little or inadequate time to integrate community resources	11 (9)	28 (21)	30(23)	60(47)
Lack of support from school administrator	13 (10)	24 (19)	28(21)	64(50)
Financial constraints	2 (2)	12 (9)	51(39)	64(50)
Teacher's low morale which affect innovative approach to teaching	21(16)	17 (13)	26(21)	65(50)
School time table scheduling	29 (23)	16 (12)	17(13)	67(52)
Inadequacy of pre-service training	16 (12)	35(27)	18(14)	60(47)
Distance of needed resources to the School	31 (24)	13(10)	22(17)	63(49)

From the results in Table 5, it can be deduced that most of the itemized constraints were considered by the respondents as militating against the effective use of community resources. For instance, regarding lack of experience with community resources oriented pedagogy, the study revealed that 13(10%) of the respondents felt it did not affect the use of community resources while 59 (46%) of respondents considered it as a great constraint. Concerning the inadequacy of time to integrate community resources in their instruction, the study showed that 11(9%) of the respondents considered it not to be a constraint at all whereas a majority, 57(44%) of the respondents perceived it as a usual of constraint. On financial constraints, 3 (2%) respondents indicated not at all, 11(9%) indicated slightly, 51(40%) indicated sometimes and 64(50%) of the respondents considered it as a great deal of constraint. The same trend could be observed from the remaining responses.

Thus, the findings of the study clearly indicate that teachers' lack of experience with community oriented pedagogy, inadequate time to integrate community resources, administrators not being supportive; financial constraints, teachers' low morale, the schools, time table, inadequacy of pre-service training, and distances of needed resources to the schools, militate against effective use of community resources by teachers.

This confirms what has been said in the literature by De Graft (1970). He identified some of these problems as transportation difficulties, finance, lack of equipment and low interest in field work. These findings are also in (collaboration) with the findings of Hendrickson (1985), Popoola (1980), and Taiwo (2000). The findings relate to factors militating against use of community resources as observed in the responses include, lack of fund, low administrative support, low teacher morale, lack of needed pedagogical skills, and time constraints, among others, were identified. They identified these factors as constraints in the use of community resources.

Hypothesis 1: There is no significant relationship between the perception of Social Studies teachers and the use of Community Resources in Teaching the Subject?

Pearson Correlation was used to analyze the data in order to find out whether there was a relationship between the attitude of teachers and the use of community resources in teaching Social Studies. The result is presented in the Table 6.

Table 6: Social Studies Teachers' perception and Use of Community Resources

		PERCEPTION	COMMUNITY
ATTITUDE	Pearson Correlation	1	-.038
	Sig. (2-tailed)		.678
	N	129	129
COMMUNITY	Pearson Correlation	-.038	1
	Sig. (2-tailed)	.678	
	N	129	129

The results in Table 6 show that there is a non-significant, weak and negative correlation between the teachers' perception and their use of community resources to teach Social Studies ($r = -.038$, $p > .05$, 2-tailed). The study shows that there is no positive relationship between the perception of Social Studies teachers and their use of community resources in teaching the subject. This implies that most Social Studies teachers do not use community resources to teach the subject.

Hypothesis 2: There is no significant difference between qualified and unqualified Social Studies teachers in the use of community resources in teaching Social Studies.

Table 7: Results on the use of Community Resources by Qualified and Unqualified Social Studies Teachers

Teacher Qualification	N	M	SD	t-calculated	df	Sig.(2-tailed)
Qualified Teachers	39	23.24	1.32	-.358	124	.721*
Unqualified Teachers	90	23.92	5.03			

From Table 7, qualified teachers had a mean score of 23.24 while the unqualified had a mean value of 23.92. When these values of teachers' use of community resources were compared using t-test, a score of -.358 was obtained. This value is not significant because the significance of t which is .721 is greater than the alpha value of 0.05. Thus, the null hypothesis is accepted. This implies that there is no statistically significant difference in the use of community resources between

qualified and unqualified Social Studies teachers. Thus, the findings indicate that unqualified teachers had higher attitude score than the qualified teachers. This is strange because it was anticipated that based on the training of the teachers they should be better in the use of community resources than the unqualified teachers.

It should be stressed that this finding agrees with Boateng (1986) who discovered that training did not reflect in teachers' performance as well as the ability to use various types of resources for instructional processes. This finding also confirms the finding of Yusuf (2007) that there is no significant difference between qualified and unqualified Social Studies teachers and between the experienced and less experienced Social Studies teachers in their use of community resources.

Hypothesis 3: There is no significant difference between more experienced and less experienced Social Studies teachers in their use of community resources to teach Social Studies.

Table 8: Results on Use of Community Resources by More Experienced and Less Experienced Social Studies Teachers

Teacher Experience	N	M	SD	t-calculated	df	Sig.(2-tailed)
More Experienced	39	25.24	4.32	-.394	124	.856*
Less Experienced	90	23.31	3.13			

Independent samples t-test was used to find out whether there is a significant difference between more experienced and less experienced Social Studies teachers in using community resources. The results in Table 8 show that more experienced teachers had a mean score of 25.24 while the less experienced teachers had a mean score of 23.31 in the use of community resource. Result of t-test comparison of these scores revealed a value of .856, which is not significant, because the p-value which is

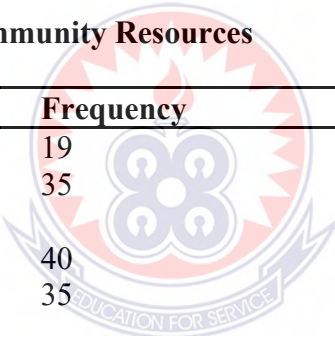
.394 is higher than the alpha value of 0.05 ($p > 0.05$). This connotes that there is no significant difference in the use of community resources by experienced and less experienced Social Studies teachers.

Thus, teachers' level of qualification and the amount of teaching experience gained do not determine the method teachers employ in their use of community resources to teach Social Studies lessons.

4.5 Ranking of types of community resources

The teachers were asked to rank resources in terms of their preferences of community resources. The results and presented in a Table 9.

Table 9: Ranking of Community Resources



Resources	Frequency	Percentage %
Resources persons	19	10
Resources around the school	35	20
Educational visits	40	50
Use of artifacts and items within the school community	35	20
Total	129	100

The results in table 9 show that the most frequently preferred community resources among teachers is educational visits to places within and around the schools community. This is followed by the use of resources around the school's vicinity (35) and the use of artifacts and items within the schools community. The least frequently chosen community resources were the use resource persons. This suggests that teachers prefer to give real life environmental experiences to their students. The use of community resources thus appears to be important for social studies teachers.

4.6 Participants' ranking of constraints

The participants were asked to select the important constraint they face. The following table represents their choices

Table 10: Participant's ranking of constraints

Lack of experience	Frequency	Percentage %
Inadequate time	0	0
Inadequate time	35	30
Lack of support from school administrators	10	10
Financial constraints	25	15
Teacher morale	32	25
School time table	2	5
Pre-service training	0	0
Distance	25	15
Total	129	100

The results in the table show that the main constraints facing teachers in the use of community resources are inadequate time and teacher morale. This will suggest that the teacher is a crucial factor in the use of community resources. These are followed by financial constraints and distance. Therefore, if teachers are to be made to use community resources, the distance between the location of the resources and the schools should be considered. This also explains why teachers identified financial constraints as a major factor affecting their use of community resources.

Also, some teachers (10%) identified lack of support from school administration as a factor. This suggests that school administration needs to both require teachers to use community resources and to provide the needed support for their use.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the research process as well as the key findings that emerged from the research. The chapter also contains the conclusions and recommendations that were made based on the findings of the study. Areas suggested for further research are also presented in this final chapter of the study.

5.1 Summary

Generally, the study was aimed at finding out the use of community resources among Social Studies teachers in their teaching. Specifically, the study sought to find out:

1. how often Social Studies teachers used community resources
2. the constraints Social Studies teachers encountered in the use of community resources in teaching the subject.
3. the relationship between the perception of Social Studies teachers and the use of community resources in teaching the subject.
4. whether there was a significant difference between qualified and unqualified Social Studies teachers in the use of community resources in teaching Social Studies.
5. whether there was a significant difference between more experienced and less experienced Social Studies teachers in their use of community resources in teaching Social Studies.

The cross sectional survey was adopted to carry out the study. The accessible population for the study comprised all Social Studies teachers in all senior high schools in Tamale Metropolis. In all, there were twenty-five (25) senior high schools in the Tamale Metropolis with a total number of 129 Social Studies teachers. A census survey was conducted to collect data from all the 129 respondents. Self-developed questionnaire was used for data collection. Data were analysed using frequencies and percentages, Pearson correlation and independent samples t-test.

5.2 Key Findings

In this chapter, I highlight the major finding the theoretical contribution of this study and the most fascinating findings of this study are to be found in the diversity of ways in which study for future research and practice, Crossley and Watson (2003) reminding us of the need research is conceived by academics (with a focus on theoretical concerns) and practised in the key research findings in relationship to the literature and the contributions the investigation field by teachers (with an emphasis on practice), with the use of community resources—those in the central effectiveness of the theoretical orientation in addressing these questions.

Second, I restate the identify area for future research. I revisit the research questions and evaluate the what community resources. Additionally, it appears that a gulf remains between the way practitioner education bureaus -perhaps occupying a central ground.

The finding of the study revealed that:

1. Most of the teachers of Social Studies did not use community resources to teach their Social Studies lessons.

2. Lack of the necessary pedagogical skills, funds, administrative support, little or inadequate time, lack of support from school as some of the constraints that militate against the effective use of community resources in teaching Social Studies.
3. There was a weak and negative correlation between the teachers' perception and the use of community resources to the teaching of Social Studies.
4. There was no statistically significant difference in the use of community resources by qualified and unqualified Social Studies teachers.
5. There was no statistically significance difference in the use of community resources by experienced and less experienced Social Studies teachers in the Tamale Metropolis.

5.3 Conclusions

From the findings of this study, the following conclusions were made. First, the majority of Social Studies teachers made little or no use of community resources in teaching Social Studies.

Second, the teachers identified such factors as lack of funds, inadequate training, lack of technological skills, and low teacher morale as inhibiting factors to the effective use of community resources.

Also, it was realized that there was no significant difference between qualified and unqualified teachers' perception towards their use of community resources in the teaching of Social Studies in senior high schools in the Tamale Metropolis. Again, teachers' qualification and experience had no significant influence on their use of community resources in teaching the subject.

5.4 Recommendations

Based on the findings of the study and the conclusions that have been drawn, the following recommendations are made for the purpose of the successful use of community resources in teaching Social Studies at the senior high schools:

1. From the findings of the study, Social Studies teachers should try as much as possible to integrate the use of community resources in teaching Social Studies to improve the quality of instruction given in schools and also ensure the use of standard student centered approach to teaching as against teacher centered which teachers currently employ in teaching Social Studies.
2. School authorities particularly school administrations should encourage teachers to use community resources through financial support, appropriate scheduling of standard time table and organization of regular staff development programmes to promote teacher efficiency.
3. Teacher training institutions, train teacher institutes, and universities in Ghana should give appropriate training to teachers in the use of community resources, so as to cater for the observed inadequacies in the lack of pedagogical skills in using community resources which is a constraint Social Studies teachers admitted in this study.

5.5 Suggested Areas for Further Research

It must be emphasized that this study forms part of other similar research that have been conducted in different areas. Taking into consideration its limitations, the researcher wishes to suggest that further research should be conducted in the following areas:

1. Developing positive perception in senior high school Social Studies teachers towards the use of community resources in teaching the subject.
2. The influence of the use of community resources in the effective teaching and learning of Social Studies in senior high schools.



REFERENCES

- Abolade, A. O. (2004) *Basic criteria for selecting and using learning and Instructional materials in Principles and Practice of instruction*. In Abimbola, I. O., Abolade, A. O. (Eds.), Department of Curriculum Studies and Educational Technology, University of Ilorin, Kwara State.
- Agbam, J. U. (2006). *Essentials of agricultural communication in Nigeria*. Lagos: Malt house Press Ltd.
- Akanbi, K., Imogie, I., & Yusuf, M. O. (1993). Educational technology in Social Studies. In Akanbi, K., Adekomi, D., & Adeyanju, I. L. (Eds.), *Educational Technology in methodologies of teaching humanities*, (pp. 195-209). Ondo: J. A. Ifeoluwa Ltd.
- Alaka, P. (1978). *Social Studies in Nigeria*. Lagos: Macmillan.
- Allport, G.W. (1935). Attitudes. In: Murchison, C.M. (Ed.), *Handbook of Social Psychology* (pp. 12-35). Worcester: Clark University Press.
- Bajah, S. T. (1983). *Teaching integrated science creatively*. Ibadan: Ibadan University Press.
- Balogun, T. (1984). *Principle and practice of education*. Longman: Macmillan.
- Banks, J. A. (1990). *Teaching strategies for the Social Studies*. Longman: New York.
- Best, J. W., & Kahn, J. V. (1993). *Research in education*. Boston: Allyn and Bacon.
- Boateng, A. (1986). Influence of teachers' variables on the use of community resources for Social Studies instructions in Ilorin metropolitan environment.. In *Illorin Journal of Education*, 26, August.
- Brown, J., Lewis, R., & Harderod, F. (1985). *A-V Instruction: media and Methods*; New York: McGraw-Hill Book Co.
- Bruning, Z. (1999). *Cognitive psychology and instruction*. Upper Saddle River, NJ: Merrill.
- Burnett, J., Lucas, K. B., & Dooley, J. H. (1996). Small group behaviour in a novel field environment: Senior Science students visit a moraine theme park. *Australian Science Journal*, 42(4), 59-64

- Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. Berliner R. Calfee (Eds.), *Handbook of educational psychology* (pp. 709-725). New York: Macmillan.
- Campbell, D. T. (1963). *Social attitudes and other acquired behavioral dispositions*. In S. Koch (Ed.), *Psychology: A study of a science*, (pp. 94- 172). New York, NY: McGraw-Hill.
- Charles, C. (1997). *Introduction to educational research (3rd ed.)*. White Plains, N.Y.: Longman.
- Converse, P. E. (1970). The nature of *belief* systems in mass publics. In D. Apter (Ed.), *Ideology and Discontent*, New York: Free Press.
- Cook, T. (2002). Inclusive attitudes, strengths and weaknesses of pre-service general educators enrolled in a curriculum infusion teacher preparation program. *Teacher Education and Special Education*, 25,262-277.
- Cooper, C., & Schindler, D. (2000). *Business research methods*, McGraw-Hill Higher Education.
- DeGraft, J. (1970). *Through a Film Darkly*. Oxford University Press
- Dondo, J., Krystall, M. C., & Dorothy, T. A. (1974). *Report of an evaluation of the African Social Studies Programme*.
- Eggen, P. D., & Kauchak, D. P. (2001). *Educational Psychology. Windows on Classrooms*. New Jersey: Prentice Hall, Inc.
- Ehinderero, L., & Ajibade, A. (2000). *What our students say about how we teach*. Ife J. Education Studies.
- Encyclopedia Britannica (1977). Leather edition.
- Ennis, C. D., Cothran, D. J., & Loftus, S. J. (1997). The influence of teachers' educational beliefs on their knowledge organization. *Journal of Research and Development in Education*, 30(2), 73-86.
- Falk, J., & Derking, B. (1992). *The museum experience*. Washington D.C: Whalesback. Books.
- Farrant, J. S. (1980). *Principles and practice of education*. Longman.
- Fazio, K., & Roskes, J. (1994). Acting as we feel: When and how attitudes guide behaviour. In S. Shavitt & T. C. Brck (Eds.), *Persuasion*. Boston: Allyn & Bacon

- Fido, H. S. A., & Gayford, C. G. (1982). Field work and the biology teacher. A survey in secondary schools in England and Wales. *Journal of Biological Education*, 16 (1), 27-34.
- Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education*. McGraw-Hill: Boston.
- Fullan, M., & Stiegelbauer, S. (2000). *The new meaning of educational change* (2nd ed.). Britain: Cassell Educational Ltd.
- Fuller, F. F. (1969). Concerns of teachers: A developmental conceptualization. *American Education Research Journal*, 6, 207-226.
- Ghana Education Service (1987). *Report on the development of education in Ghana*. Presented at the 48th session of the International Conference of Education, Geneva, 2008.
- Glass, G., & Hopkins, P. (1996). *Statistical Methods in Education and Psychology*. Boston: Allyn and Bacon.
- Goodlad, J. (1983). *A place called school: Prospects for the future*. Hightstown, NJ: McGraw-Hill Book Co.
- Griffin, J. (1994). *Moving from task oriented learning strategies on school museums excursions*. Paper presented to Australian Science Education Research Association
- Griffin, J., & Symington, D. (1997). Moving from task-oriented learning strategies on school excursions to museums. *Science Education (informal science education-special issue)* 81(6), 763-780
- Hendrickson, L. (1985). *Community study*. ERIC Digest no. 28 ERIC Clearinghouse for Social Studies / Social Science Education boulder Co. In S. Koch (Ed.), *Psychology: A study of a science: Investigations of man as Socinus: Their place in psychology and the social sciences*, (pp. 94-172). New York: McGraw-Hill.
- Hug, G., & Wilson, H. (1965). *Curriculum enrichment outdoors*. New York: Harper & Row Publishers.
- Idowu, S. O. (2001). *Basic issues in Social Studies education for students of higher institutions*. Ijebu-Ode: Fembo Integra Publication.
- Iyewarun, S. A. (1984). *The teaching of Social Studies*. Ilorin: Author.

- Jarolimek, J., & Foster, F. (1995). *Teaching and learning in the elementary school*. London: Macmillan
- Jarolimek, J., & Walsh, H. M. (1965). *Readings for Social Studies in elementary education*. London: The Macmillan Company.
- Jekayinfa, A. A. (1993). Effects of instructional resources on the academic performance of students in history. *Nigerian Journal of Educational Foundations*, 4(1), 184 – 198.
- John, H., Falk, J., & Balling, D. (1979). *Chesapeake Bay Center for Environmental Studies*. Smithsonian Institution, Edgewater, Maryland.
- Kelman, H. C. (1974). Attitudes are alive and well and gainfully employed in the sphere of action. *American Psychologist*, 5(4), 310-324.
- Kitao, K., & Kitao, S. K. (1997). Selecting and developing Teaching Learning Materials. *The Internet TESL Journal*. <http://itelj.org/Articles/Kitao-Materials>.
- Klausmemeir, K., & Blount, D. (1968). *Teaching in the Secondary School*, (3rd ed.). New York, Harper & Row Publishers.
- Kochhar, S. K. (1988). *Teaching of Social Studies*. New Delhi: Sterling Publishers.
- Kubota, C. A., & Olstad, R. G. (1991). Effects of novelty - reducing preparation on exploratory behaviour and cognitive learning in science museum setting. *Journal of Research in science teaching*, 28, 225-234.
- Lam, K. (2000). Techophilia vs. technophobia: A preliminary look at why second language teachers do or do not use technology in their classrooms. *Canadian Modern Language Review*, 56, 389-410.
- Little, J. A., & Windeatt, S. (1989). *Beyond language learning*. Cambridge:
- Lucan, T. A. (1981). Social Studies as an integrated subject. In: Mehlinger, H. D. (Ed.), *UNESCO Handbook for the Teaching of Social Studies*, Paris: UNESCO.
- Martorella, P. (1985). *Elementary Social Studies. Developing Reflective, Competent and Concerned Citizens*. North Carolina State University.
- Mcluhan, M. (1964). *Understanding media*. New York: McGraw-Hill Publishers
- Merriam, M. (1998). *Research in education and qualitative approach*. San Francisco: Jossey-Bass.

- Ministry of Education Youth and Sports (2006). National Action Plan Education for all: Ghana Plan: polis iiep unesco.org
- Mkpa, M. A. (1987). *Curriculum Development and Implementation*. Owerri: Totan Publishers Ltd.
- Mumtaz, S. (2000). Factors affecting teachers' use of information and communications technology: A review of the literature. *Journal of Information Technology for Teacher Education*, 9 (3), 319-342.
- Muse, C., Chiarelott, L., & Davidman, L. (1982). Teachers utilization of field trips: Prospects and problems. *Clearing House*, 56 (3), 122-126.
- National Academy of Science, (1996). *Using community resources to enhance Mathematics and Science teaching*. National Academy Press
- Newcomb, T. (1959). *Individual systems of orientation*. In S. Koch, (Ed.), *In Psychology: The study of a science*. New York, McGraw-Hill.
- Ogundele, A. (1983). *A handbook of Social Studies for colleges*. Lagos:
- Ogunsanya, M. (1984). *Introduction to methodologies of Social Studies*. Ibadan: Evans Brother Limited.
- Okafor, C. F. (1988). *Nigerian teacher education, a search for new direction*. Enugu: Fourth Dimension Publication Co. Ltd.
- Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement*. London, UK: Pinter Publishers.
- Orion, N., & Hopstein, A. (1994). Factors that influence learning during a scientific field trip in a natural environment. *Journal of Research in science teaching*, 31, 1097-1119.
- Polit, P., & Hugler, G. (1996). *Instructor's guide to accompany "Essentials of Nursing Research"*. Lippincott Williams and Wilkins.
- Popoola, T. A. (1980). An investigation into relationship between instructional resources and students' academic performance in secondary schools in Psychology – *A study of a science*, 3, 384-422.
- Price, S., & Hein, G. E. (1991). More than a field trip: Science programmes for elementary school groups at museums. *International Journal of Science Education*. 13(5), 505-519.

- Richardson, V. (1996). *The role of attitudes and beliefs in learning to teach*. In J. Sikula (Ed.), (2nd ed., pp. 102-119). New York: Macmillan
- Sahin, S. (2006). Computer simulations in science education: implications for distance education. *Turkish Online Journal of Distance Education- TOJDE*, 7 (12), 132-146.
- Shavitt, S., & Brock, T. C. (1994). *Persuasion: Psychological insights and Perspective*. Boston: Allyn and Bacon.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57 (1), 1-22
- Sorrentino, A. V., & Bell, P. E. (1970). A comparison of attributed values with empirically determined values of Secondary School Science field trips. *Science Education*, 54 (3), 233-236.
- Taiwo, B. (2000). *Postdoctoral Research and Teaching. Fellow*. Carter G. Woodson Institute
- Tamakloe, E. K. (1988). *A survey of teaching of Social Studies in teacher training college in Ghana in African Social Studies Forum*. Nairobi. ASSP 2 (2).
- Tamakloe, E. K. (1992). A survey of the teaching of Social Studies in Teacher Training Colleges in Ghana. *African Social Studies forum*, 2 (2).
- Tamakloe, E. K., Amedahe, F. K., & Attah, E. T. (2005). *Principles and methods of teaching*. Accra: Ghana Universities Press.
- Tamir, P., & Zoor, H. (1977). The teacher's image as reflected by classroom experiences. *Journal of Biological Education*, 11(2), 109-112.
- Taylor, S. E. (2002). *The tending instinct: How nurturing is essential to whom we are and how we live*. Newyork: Holt.
- Tesser, T. (1993). On the importance of heritability in psychological research. The case of attitudes. *Psychological Review*, 100, 129-142
- Triandis, H. C., Adamopoulos, J., & Brinberg, D. (1984). Perspectives and issues in the study of attitudes. In Jones, R. L. (Ed.), *Attitudes and attitude change in special education: Theory and practice*. Reston, VA: The Council of Exceptional Children.
- Uche, U. W. (1982). The nature, objectives and teaching of Social Studies. In NERC (Eds.), *Social Studies teaching issues and problems*. Benin: Ethiope Publishing Corporation.

- UNDP. (1998). *Human Development Report 1998*, New York: Oxford University Press.
- Varella, G. (1989). Instructional materials: being an effective consumer. *The Agricultural Education Magazine*, 61(7), 20-21.
- Wilson, E., Readence, J., & Konopak, B. (2002, Spring). An examination of in-service and preservice Social Studies teachers' beliefs and instructional decisions about learning with text. *Journal of Social Studies Research*.
- Wittich, W. A., & Schuller, C. F. (1973). *Audiovisual materials, their nature and use*. (4th ed.). New York: Harper and Row Publishers.
- Wood, W. M. (1999). Attitudes vary with salient group identity. Unpublished data. Texas A&M Univ.
- Young, B. I. (1999). *Teacher job satisfaction: A study of the overall job satisfaction and work facet of K-8 teachers*. Dissertation Abstracts International (DAI) 49(7)
- Yusuf, M. O. (1991). *Effects of flat pictures on performance in Social Studies among junior secondary school students in Olorunda Local Government Area of Oyo State*. Unpublished Master's Thesis, Obafemi Awolowo University, Ile-Ife.
- Yusuf, M. O. (2007) Trends and barriers on the integration of Information and Communication Technology In *the Nigerian Association of Teachers Technology*. *JONNAT*. 6 (1), 163-171.
- Zana, R., & Ramphel, E. (1988). Formation of attitude in the adolescent. *Journal Educational Psychology*, 54(5), 21-33
- Zimbardo, P. G., & Leippe. M. (1991). *The psychology of attitude change and social influence* (3rd ed.). New York: McGraw-Hill.