

**UNIVERSITY OF EDUCATION, WINNEBA**

**TEACHERS' UTILIZATION OF COMMUNITY RESOURCES IN  
TEACHING SOCIAL STUDIES CONCEPTS AT SENIOR HIGH  
SCHOOLS IN THE HO MUNICIPALITY, VOLTA REGION**



**2023**

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IN THE HO MUNICIPALITY, VOLTA REGION**

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Faculty of Social Sciences Education, submitted to the school of  
Graduate Studies in partial fulfillment of  
the requirements for the award of the Degree of  
Master of Education  
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in the University of Education, Winneba**

**DECEMBER, 2023**

## DECLARATION

### Student's Declaration

I, Esther Ogochukwu Orish, hereby declare that this thesis 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.

**Signature**.....

**Date**.....



### Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of thesis laid down by University of Education, Winneba

**Name of Supervisor:** Dr Anthony Bordoh

**Signature**.....

**Date**.....

## **DEDICATION**

I dedicate this work to my husband, Verner Ndudiri Orish, and my children, Miss Josee, Miss Jean and Miss Joan, whose unwavering support and encouragement have been my driving force. This achievement is a testament to your belief in me.



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## ABSTRACT

This study investigates the utilization of community resources by Social Studies teachers in assessing concepts within Senior High Schools in Ho Municipality, Volta Region, Ghana. The research objectives include examining teachers' knowledge base on community resources, analyzing integration practices, and assessing barriers faced in deploying community resources. The study was carried out in Ho Municipality, focusing on OLA Senior High School, Mawuli Senior High School, and Mawuko Girls Senior High School. Adopting an interpretivism paradigm and qualitative approach, the researcher explored the teachers' experiences in deploying community resources. The target population consisted of Social Studies teachers in Senior High Schools within the specified municipality. The study employed purposive sampling, selecting 12 participants based on data saturation, ensuring a comprehensive exploration of teachers' perspectives. Data was collected through semi-structured interviews, revealing three key findings. First, teachers defined and identified community resources, emphasizing their relevance and suitability for teaching Social Studies. Second, the study highlighted various benefits, including curricular enrichment, cognitive development, and social-cultural engagement. Lastly, barriers were identified, including institutional policies, resource constraints, and resistance from students or parents. The study concluded by emphasizing on the alignment of teachers' practices with established theories such as constructivism and experiential learning. Recommendations include the development of clear guidelines by policymakers, ensuring adequate resources, and promoting awareness of the benefits of community resource deployment. Social Studies teachers are encouraged to be collaborative and respectful of community diversity, while future research should explore different contexts, utilize diverse research designs, and focus on various dimensions of community resource deployment in teaching Social Studies concepts.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The use of community resources in the context of teaching and learning has been recognized to improve students understanding of lessons across the globe. Social Studies is a recognized core subject in most countries as a result, teachers are expected to put up efforts including the deployment and integration of community resources that will inure to the achievement of lesson objectives. Odera (2018) refers to community resources as common places and experiences that are found within a community outside the school and that serve as effective teaching aids used to enable learners get first hand contact with reality of issues to be learnt.

In other part of the world, for instance in Turkey, Social Studies is a course taught in primary education and created based on a collective teaching approach involving the unification of learning areas under a unit or theme, in which the interaction of people with their social and physical environment is examined in the context of past, present and future, reflecting social sciences such as history, geography, economy, sociology, anthropology, psychology, philosophy, political science, law, and civics subjects in order to help the individual realize his/her social existence (Atabek, 2020). That is Social Studies course includes the subjects of various social sciences and features the collective teaching approach. The collective teaching approach is based on the unification of various disciplines under certain units or themes. Collective teaching aims to make students comprehend through various senses to achieve permanent learning of the concepts and form the basis of what will be learned in the future (Kaya, Kaya, Aydemir & Ebenezer, 2021).

In India, the use of community resources in teaching Social Studies is an important part of the primary school curriculum (Evans, 2021). Research has shown that using appropriate learning resources that best suit the specific objectives brings about outcomes that facilitate the teaching-learning process (Tebabal & Kahssay, 2011). Several studies have argued that fully completed and rounded teaching and learning should not occur just within the walls of the school but rather should be encouraged beyond the school and into the school community (Kerubo, 2015). Other researchers affirm that most learning in the educational context happens outside of the classroom through social constructivism, introducing students to experts in the communities, and engagement with other social and economic resources within the communities (Eames & Aguayo, 2020). Research has shown that some teachers have the wrong perception of using community properties in teaching and learning Social Studies (Alam, 2015). They think that the materials accessible for Social Studies instructions are limited to bookstores or markets and are kept in the school for use every time. Other teachers too focused on textbooks as the only resource media and forgot to use the appropriate community resource centres (Muturi, Samantar & Hussein, 2018).

In the Africa context for instance in Nigeria, related studies focus on community resources and teachers' qualification and competence. Atubi (2021) contends that, the value and quality of instructions using community resources depend to a large extent on the qualification of teachers; because the educational level of a country cannot rise above the level of education or standard of its teachers. Nwanekezi and Ibekwe (2017) expressed the significance of teachers' qualification and experience in the curriculum implementation of school subjects like Social Studies and Civic Education. The role of teachers as pilots, facilitators and creators when it comes to selecting and using community resources can never be contended. Teachers' perceptions, experience and

qualification are important in order for them to be able to change the educational experiences of learners through moving beyond the classroom walls to community resources. This will help in diversifying the learning opportunities of students and connect lessons to daily life (Abdulraheem & Amali 2013). Ajayi (2009) established that there is a nexus between qualification and professional skills. Ibagere (2019) opined that experienced and qualified teachers are more capable of using appropriate teaching methods such as the use of community resources to teach related topics Social Studies and Civic Education.

The use of community resources is very appropriate for the effective teaching of Social Studies and Civic Education (Parua, 2018). Atubi (2019) identified six influences of art galleries, museum galleries, banking institutions, traditional institutions, planning sessions and industries. Ikwumelu (2019), posited that communities are like workshops where Social Studies and Civic Education teachers and students can gain firsthand knowledge and experience about the environment, government, institutions, industries and professions. The usage of community resources in teaching cultural and environmental based subjects like Social Studies and Civic Education has become imperative since the school and the community which it is located are intertwined. In regards to appropriate use of instructional methods and resources, such as community resources, the Social Studies and Civic Education teacher's perception must be put into consideration, because this will determine their usage of community resources (Atubi, 2021).

In the context of Ghana, researchers and educators claim that operative teaching and learning cannot take place without adequate and appropriate learning materials, and the peculiar nature of Social Studies makes it possible for varied material resources to

be employed in the teaching-learning process (Bukoye, 2019; Oppong-Frimpong, 2021; Umar, Alheri Ibrahim, Gwari & Anthony Yaro, 2021).

Iddrisu (2015) conducted a study to examine the influence of teachers' variables for the utilization of fieldtrips for Environmental and Social Studies instruction among Colleges of Education in the Northern regions of Ghana. Based on the findings, recommendations were made that tutors should be orientated on the use of fieldtrips through attendance at seminars, workshops and conferences and that government through Teacher Education Division of Ghana Education Service should support Environmental and Social Studies tutors in Colleges of Education financially for improved efficiency on their use of fieldtrips to promote effective teaching and learning. Lecture time table should be flexible to allow tutors to organize fieldtrips in their respective Colleges to bring about effective teaching and learning.

Atubi (2021) conducted a study aimed at reporting the perception and usage of community resources by Social Studies and Civic Education teachers in Delta State, South South, Nigeria. Findings of the study demonstrated that Social Studies and Civic Education teachers of public schools in Delta State perceive the use of community resources to be high for effective teaching but usage of the resources was relatively low. Hence the study concluded by recommending that spirited effort be made by all the stakeholders involved to employ the judicious use of community resources for Social Studies and Civic Education instructions in secondary schools of Delta State.

Bordoh, Nyantakyi, Otoo, Boakyewa, Owusu-Ansah and Eshun (2021) conducted a study which focused on effective teaching of Social Studies Concepts in Basic Schools in Ghana. The study adopted the descriptive survey design using quantitative

approach. The population for the study consisted of all Social Studies teachers in the Junior High Schools (JHS) in the Tano South District. The study concluded that, in respect to the teaching effectiveness of Social Studies teachers, the general performance in all the thematic areas assessed indicate that, Social Studies teachers are not at their optimum best in terms of planning and preparation, instructional skills, classroom management, communication skills and assessment skills.

Despite the varied schools of thought on what Social Studies is or ought to be, a consensus has been built on citizenship education as the main goal of the subject in Africa more specifically in Ghana, hence teachers should be trained to that effect because pupils are trained toward the realisation of the ultimate goal of education in Ghana, which is creating a well-balanced individual with the requisite knowledge, skills, values, and attitudes for self-actualization and for the socio-economic and political transformation of the nation (National Council for Curriculum and Assessment [NaCCA], 2020). Social Studies has its goal which aims to help the realization of the national goals. The enduring goal of Social Studies is the development of reflective, competent, and concerned citizens (Martorella, 2001). Social Studies is therefore important in the school curriculum and the ability of teachers integrating community resources in teaching and learning is very important.

## **1.2 Statement of the Problem**

Despite all the efforts made by government and several researchers and workshops to promote Social Studies education in Ghana, the problems of teaching and learning Social Studies are still prevailing in the country (Brew, 2023). In the teaching of Social Studies, it has been noticed that students find it difficult understanding the abstract nature of concepts taught in the subjects (Atubi, 2021). One of the major

problems is teachers have continually used the same traditional methods in teaching Social Studies using the same resources textbook and chalkboard. Furthermore, Ekpenyong et al. (2015) observed that the interest of students in Social Studies is decreasing. This they attributed to the use of narration approach rather than the use of interactive learning methods and resources like those presented by community.

That is why; there is a need to consider the adoption of resources such as those found in communities for teaching the Social Studies concepts. Besides, teaching skills and methods have gone beyond the acts of transmitting knowledge, skills and concepts from teachers to students, to influencing students centered learning through personal observations and experiences like those presented by community resources. The use of community resources will not only provide solutions to problems of understanding the subject but will also motivate and contribute to high learning outcomes of the learners (Atubi, 2019). Kerubo (2015), noted that Social Studies teachers do not employ teaching tools to their full potential in his reading on the selection and use of educational resources. The same experiences are happening in various Social Studies classrooms and lessons within the Ghanaian context that need scholarly attention. For instance, most teachers do not recognize the potential of locally based resources like resource people and field trips. Most teachers are over-reliant on textbooks as the primary source of information.

The utilisation of community resources in Social Studies instruction has been the subject of numerous research. Though studies have been conducted (Osei Mensah, Enock Swanzy-Impraim, Da-Costa Marfo & Pearl Adiza Babah, 2023; Brew, 2023), there is dearth of knowledge on teachers' utilization of community resources in teaching Social Studies concepts within the Ghanaian context. Therefore, this study sought to bridge the existing gap by analyzing teachers' utilization of community

resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality.

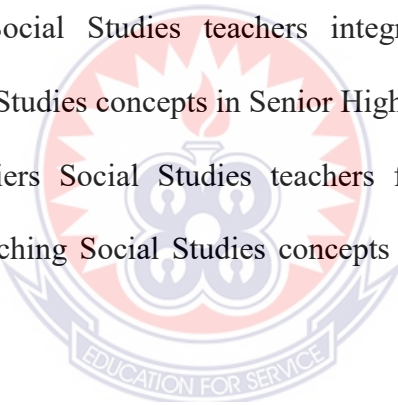
### **1.3 Purpose of the Study**

The purpose of the study was to analyze teachers' utilization of Community Resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality.

### **1.4 Research Objectives**

The objectives of the study were to:

1. examine the knowledge base of Social Studies teachers on community resources in teaching and learning in Senior High Schools in Ho Municipality.
2. analyse how Social Studies teachers integrate community resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality.
3. assess the barriers Social Studies teachers face in deploying community resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality.



### **1.5 Research Questions**

The study is guided by the following research questions:

1. what is the knowledge base of Social Studies teachers on community resources in teaching and learning in Senior High Schools in Ho Municipality?
2. how do Social Studies teachers integrate community resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality?
3. what barriers do Social Studies teachers face in deploying community resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality?



## **1.6 Significance of the Study**

The study is significant in many ways. The study will provide information to Social Studies teachers to appreciate the beauty and simplicity of community resources. Moreover, it will help Social Studies teachers to fully integrate community resources in teaching Social Studies in order to make Social Studies lessons more interesting and easier to understand and to bridge the gap between what is learnt in class and what actual happens in our communities.

The findings of this study will help the Ghana Education Service (GES) and National Council for Curriculum & Assessment (NAACA) on initiating programmes that offer teachers to improve on their ability the use of community resources and how they might be promoted to guarantee that the Social Studies objective are met. The outcome of the study will help Ghana Education Service (GES) to collaborate with all the teacher training institutions training Social Studies teachers to fashion out teacher development programmes such as workshops and short courses for Social Studies teachers.

It is also hoped that the findings of this study will provide Social Studies teachers with opportunities to develop awareness of community resources the roles and its important in the teaching of Social Studies.

Further, due to inadequate scholarly attention on teacher's utilisation of community resources in teaching of Social Studies concepts, the findings of this study will add to already existing literature. Therefore, the findings of this study can be used by other scholars who are interested in further investigating issues relating community resources and teaching of Social Studies concepts. That is foundational literature for future researchers.

### **1.7 Delimitation**

The study is constrained in terms of geographical and contextual scope. Geographically, the study focuses on the Ho Municipality in the Volta Region of Ghana. The study was limited to four (4) schools. That is; OLA Senior High School, Mawuli Senior High School, and Mawuko Girls Senior High School. In terms of the contextual scope, the study was delimited to teachers' utilization of community resources in assessing Social Studies concepts.

### **1.8 Operational Definition of Terms**

**Community Resources:** refer to common places and experiences that are found within a community outside the school and that serve as effective teaching aids used to enable learners get first hand contact with reality of issues to be learnt (Odera, 2018).

**Resources:** assets, materials or tools that are available for use to achieve specific goals or fulfil various needs.

**Utilization:** the effective and practical use of application of community resources to achieve specific goals.

### **1.9 Organization of the Study**

The study is organized into five (5) chapters. Chapter One dealt with the introduction which focused on the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, limitations, organization of the study and finally definition of terms. Chapter Two reviewed related literature which included theoretical framework that underpins the study. It continued to review the major themes highlighted by the research questions.

Chapter Three takes a look at the methodology of the study which comprises research approach, research design, population, sample and sampling techniques and procedure for collection of data, transparency and transferability of instruments and the techniques used in analyzing the data. Chapter Four presents the results and discussion of the findings while Chapter Five focused on the summary of the study, conclusions, recommendations and suggestions for further study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter of the study reviewed relevant literature regarding the topic under study. Scholarly works, research journals, books and other authorities have been consulted to unearth relevant information about teachers' utilization of Community Resources in assessing Social Studies concepts. The review first covered the theoretical framework that underpins the study followed by the key themes raised in the research questions. The review was as follows:

- Constructivism theory of learning
- Social Studies Concept
- Teachers Knowledge based on Community Resources
- Integrating Community Resources in Teaching and Learning
- Integrating Community Resources Effective Teaching of Social Studies
- Barriers for Teachers in Deploying/Using Community Resources

#### **2.1 Theoretical Framework**

This study is based on the constructivist theory of learning. Constructivism draws on the developmental works of Piaget, and Dewey among others. For Dewey, knowledge emerges only from situations in which learners have to draw them out of meaningful experiences. Dewey suggested that people learn through authentic experience and reflection. Dewey believed that learning is propelled by cognitive dissonance rather than reinforcement (Daniel, Quartz & Oakes, 2019).

Dewey also believed teaching using lecture, reinforcement, or other externally imposed methods led to less personally and socially meaningful learning. He felt real-world, practical problems lead to more experiential and lasting learning. In his theory of contemporary experiential education, he believed that learning through direct experience was the strongest form of learning, with an outcome that also builds a sense of community with the learner (Ewert, Gilbertson, Bates & McLaughlin, 2015).

Students cannot learn by means of rote memorization; they can only learn by "direct living" where concrete activities are combined with theory. The obvious implication of Dewey's theory is that students must be engaged in meaningful activities that induce them to apply the concepts they are trying to learn. Productive constructivist learning consists of learner-centered active instruction. In such learning, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, etc. By using community resources, learners are exposed to study experiences that they have already discussed in the classroom. Community resources bring out realism and they apply the new knowledge and skill to previous learning. This helps create a restructuring of thought (Daniel et al., 2019). Social Studies being a job-related subject should relate theory to practice. It is the teacher's role to provide relevant real-world experiences and facilitate the whole process of learning. Researchers affirm that most learning in the educational context happens outside of the classroom (Eames & Aguayo, 2020) through social constructivism, introducing students to experts in the communities, and engagement with other social and economic resources within the communities. This implies that traditional rote memorization is insufficient for meaningful learning, and instead, a constructivist approach is advocated. This approach emphasizes learner-centered

active instruction, where teachers provide experiences that encourage students to hypothesize, predict, manipulate objects, pose questions, and more.

## 2.2 Social Studies Concepts

Ghana Education Service (GES, 2001) defines Social Studies as an integrated body of knowledge, skills, and attitudes that will help the pupils develop a broader perspective of Ghana and the world. The official definition of the National Council for Social Studies (NCSS) contains a strong interdisciplinary focus on solving social problems. It states that Social Studies is the integrated study of the social sciences and humanities to promote civic competence within the school programme. According to the NCSS, because civic issues such as health care and crime are multi-disciplinary, understanding these issues requires multi-disciplinary education.

According to Kankam (2016), Social Studies is defined as the blending of ideas, theories, principles, generalisations, and knowledge from the social sciences and humanities to help learners to fit well into society. It is an integrated field that draws its subject matter from various other disciplines.

The National Council for the Social Studies (2001) provided a comprehensive definition of Social Studies as:

*The integrated study of the social sciences and humanities to promote civic competence. Within the school program, Social Studies provide coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology as well as appropriate content from the humanities, mathematics and the natural sciences.*

The National Council for Social Studies (2001) states that the basic goal of Social Studies education is to prepare young people to be humane, rational, and participating

citizens in a world that is becoming increasingly interdependent. The goals of Social Studies hang around five themes which are; (a) the development of civic responsibility and citizen participation; (b) the development of a global perspective through an understanding of students' life experiences as part of total human experience, past and present; (c) development of 'critical understanding' of the history, geography, and the pluralistic nature of the civil institutions of the United States; (d) development of a multicultural perspective of the worlds' peoples through an understanding of their differences and commonalities throughout time and space; (e) development of social students' capabilities for critical thinking about 'the human conditions' (Mensah, 2020).

Social Studies appears to have unlimited goals and importance. According to Jasim (2008) "the subject prepares the individual to fit into society". Again, it helps the learners to understand their society better; helps them to investigate how their society functions, and hence assists them in developing their critical and at the same time developmental kind of mind that transforms societies (Bielaczyc, 2013). According to the Ministry of Education Science and Sports (2007), the subject is designed to help the learners: develop the ability to adapt to the developing and ever-changing Ghanaian society; develop positive attitudes and values towards individual and societal issues, develop critical and analytical skills in assessing issues for objective decision- making; develop national consciousness and unity; develop inquiry and problem-solving skills for solving personal and societal problems and become responsible citizens capable and willing to contribute to societal advancement (Boer, 2013). This suggests that integrating community resources into the school curriculum not only enhances teaching effectiveness by motivating students and helping them achieve learning objectives but also fosters a connection between the classroom and

the real world, exposing students to diverse perspectives, providing a sense of purpose, and, in the context of science education, contributing to the development of scientifically literate citizens.

### **2.3 Teachers Knowledge Based on Community Resources**

It is an undeniable fact that many renowned writers and philosophers of old and current have made great contributions to information needed in the educational industry. This fact can be attested following the many Social Studies books written by authorities in the subject area. No effective teaching and learning can be done in our educational institutions today without consulting the ideas of these authorities from their books. Many of these writers talk about the important role that community resources play in the teaching and learning of Social Studies. Walkin (n.d) opines that if students rely on what they hear alone, they will not achieve much, as only 25 percent will be remembered after 48 hours have elapsed. Awoyemi (2001) states that community resource materials aid teaching and learning. They comprise a vital part of teaching and learning in the school system, which conveys the learning experience to the students and often determines the structure of the curriculum, they introduce students to ideas and information about Social Studies in a meaningful and understanding manner. The implication here is that the contributions of renowned writers and philosophers in the field of education, particularly Social Studies, are undeniable.

According to Awoyemi (2004), community resource materials are available to the teacher in the educational setting, which he uses to make his teaching meaningful and effective for students to attain the learning objectives already set for that particular lesson. The researcher classifies resources into these main categories that are, visual



objects, audio objects, and sensory objects. The researcher noted that visual materials are instructional materials that transmit information and could be decoded by the use of the sense of sight. They may be real concrete objects or prints, etc. This category of materials should be made to attract the attention of the students as soon as they see them to the extent that they will want to look at them closely. The audio materials are those whose information can only be decoded by the sense of hearing. These objects give students hearing and decode whatever is sent to the ears. The pitch of the speaker which denotes clarity of voice should be considered. The teacher may fall into these categories for most of what we talk out into the hearing of the students. Multi-sensory materials combine the two senses, hearing and seeing which have been talked about already. In other words, when these materials in the communities are in use, students will be able to learn from seeing materials as well as hearing the audio (sound) given out from the materials (Scoffers, 2011). The implications of Awoyemi's classification of community resource materials into visual, audio, and sensory objects for effective teaching in educational settings are far-reaching. Through recognizing and utilizing these diverse materials, teachers can cater to different learning styles and enhance the overall learning experience for students.

Moreover, according to Edinyang et al. (2017) all resources available to both the teacher and the student and utilised to improve teaching and learning are referred to as instructional materials. Which are essential in the educational sector, and their benefits are enormous. Community resources are an example of instructional resources that aid in tuition and learning Social Studies in education. Bernheim and Sorek (2020) defines community resources as the materials found in the environment where man lives. Communities are also of individuals with different skills, abilities, and knowledge that can be shared with others (Parson, 2020). Mupa (2015) asserts

that community resources are the materials within reach of the teacher and learners for effective teaching and learning. Thoothukudi (2014) opined that the practice reaches back several centuries in some form or other, and to some extent, the field trip, which is one method of utilising community resources, may have had their counterparts in the wandering and begging students of the middle ages. Cobbold (2009) states that the use of community resources (machines, media houses, etc.) has influenced and yielded many positive results that have great potential for use in education. The judicious use of these together with new functions and roles of educational personnel can bring about more efficient and effective learning. He further pointed out that we are no longer living in the age where the teacher may not use some teaching media aids in the process of instruction. This implies that the society now expects that the teacher and other educational personnel be part of the educational system.

Dray (2016) argued that the Social Studies teacher should not rely on verbal instructions and books as the exclusion of a wide range of fascinating media which can make teaching more valid to the child by expanding meaning and rendering impression more realistic. Mishra (2006) states that teachers must develop habits of aids in carrying out instructions because some communities are rich in educational resources. We must get away from the old notion that, only educational experiences are those that take place within the walls of the school and develop the corollary notion that, the community is the school's campus. He stated that a supervisor could do much to break the traditional barriers between the school and the community by suggesting sources of aid and by encouraging teachers to make full utilization of the resources which are available. One helpful technique for promoting the use of community resources is to organize tours to the community for teachers who are new

to the system. Miller (2011) posits that community resources suggest the materials obtained from the environment where man lives for teaching and learning. Learners are sent into the community to participate in lessons effectively, or a resource person is invited into the classroom. Additionally, this means that community resources include all learning situations that bring learners into contact with the community environment, including meeting people for interviews and visiting institutions. Studies have explored the use of community resources in tuition and the available types of community resources.

Tien (2023) in a study conducted on community properties, and outlined the following types: the physical environment, which contains man-made and natural resources: places, people, things, and processes. Standifer (2022) asserts that the local community encapsulates people with different skills and abilities that others can tap into. Such skills include carpentry, blacksmithing, farming, and beyond. In the course of instruction, learners can be taken to these places to have first-hand experience in practical work, or those people can be invited into the classroom as resource persons to interact with the learners. Ultimately, man-made and natural resources constitute buildings and structures in varied shapes and sizes produced by man. For instance, houses, national parks, recreational facilities, cemeteries, and airports. Studies suggest that the natural resources mountains, valleys, seas, lakes, and lagoons- provide learners and teachers with information that informs teaching and learning (Tien, 2023). The implication of Tien's study on community properties, as outlined by Standifer, underlines the rich educational potential inherent in the physical environment, encompassing both man-made and natural resources, places, people, and processes, suggesting that integrating these elements into instruction can offer

students firsthand practical experiences and interactions with skilled individuals, fostering a more immersive and engaging learning environment.

Aggarwal (2002) states that the community provides concrete, seeable, and tangible resources that are extremely dynamic, interesting, and meaningful for teaching and learning Social Studies. It is not enough for a child to know the factories, farms, council sessions, museums, and social agencies. Students must have the acquaintance with all these. A community is a child's laboratory for having first-hand learning about the way of living. The community with its rich and varied resources can enrich and supplement learning in Social Studies (Jaber, 2019). A planned programme can bring the school and the community close to each other. A school cannot remain an 'Ivory tower'. He further enumerated the importance of community resources. Ordinarily, he included only those community resources which are within "Walking distance". According to Aggarwal (2000), the following are the important community resources.

- i. Places of civic interest: These include village panchayat and state legislature.
- ii. Places of cultural interest: These include Art theatres, clubs, emporiums, galleries, museums, radio stations, TV centres, and zoos.
- iii. Place of economic interest: These include agricultural farms, banks, commercial centres, factories, and telephone exchange.
- iv. Places of historical interest: caves, churches, and archeological excavation.
- v. Places of geographical interest: These include dam sites, Hills Lake, rivers, river valleys, projects rocks, springs, tea gardens, and waterfalls.
- vi. Government buildings: These include fire stations, law courts, military installations, police stations, and public libraries.

Branch (2004) also explained how community resources helps the students or the learner in the following areas. That is to;

- a. have keener knowledge and understanding of social facts.
- b. develop a desire to take a more active part in community affairs.
- c. develop a more sympathetic attitude towards other people.
- d. have recognition of certain forces that shape personal and social living.
- e. develop a new interest in the occupational field.
- f. understand the problems of the community in a better way.

In bringing the community to the school, Aggarwal (2000) view celebration of festivals as important community resource. These he said, festivals are the ‘visible’ embodiment of our culture. They form an integral part of our community life. They can be exploited for purposes of education in school. To Aggarwal, religious festivals such as Christmas, seasonal festivals, days of national rejoicing accompanied by all kinds of fun, art, and music, national festivals such as independence day, republic day, and so on, celebration of the birth days of national heroes and literacy festivals are good examples.

Community resources are resources (human and non-human; natural and man-made) that are located within a given community (Williams & Olele, 2018). Olabode classified and characterised resources in the following manner: natural aspect or “land”, cultural aspect or “capital” and human aspect or “labour” (Olabode, 2016). The researcher further classified these community resources into four categories: Natural, technological, human, and Institutional. Natural resources are those resources coming from nature such as soil, minerals, water, and climate. Technological resources refer to the tools of science and invention such as highways, cars, bulldozers, chemical analysis, and airplanes. Human resources refer to people and

their potential. Institutional resources are found in organizations like schools, churches, research foundations, business firms, and science associations (Abolade, 2014). William and Olele gave their classification by resource groups. They are commercial, industrial, communication, transportation, government, social welfare health, historical, cultural, recreation, informal education, socio-civic, and association (Adetayo et al., 2021). The implication of the comprehensive classification of community resources into natural, technological, human, and institutional categories highlights the diverse and interconnected nature of resources within a community, emphasizing the need for educators to recognize and leverage this rich spectrum to create multifaceted learning experiences that encompass environmental, technological, human, and organizational dimensions for effective and holistic education.

Ungar (2011) posts that community resources are resources that enhance or facilitate the lives of people in a community and these resources are an integral part of every individual's development. The researcher stated that some examples of community resources are factories, educational institutions, cinema halls, libraries, religious places, hospitals, community centers, parks, etc. The researcher further concluded that it would be a great idea to make use of these resources in education as they develop a sense of value and belonging among students. The implication is that incorporating community resources into education not only enriches learning experiences but also fosters a sense of value and belonging among students.

According to Mensah (2020), educating learners using the resources in the community is not only different but also a relevant supplement to a formal classroom lesson. The researcher further explains that out-of-classroom experience enhances learning,

promotes unit taught, and provides first-hand experiences not gained in the classroom. Teachers should use community resources and institutions to make the academic subject more relevant to learners' everyday experiences. Community resources are necessary to provide learners with the requisite skills and knowledge for self-reliance and independent living. It can be inferred that education is not just a preparation for higher levels of learning but a preparation for one's life role as a citizen, a family member, and an informed individual. Abolade (2014), contends that immersing students in the community during the learning process exposes them to an exciting learning environment and various personalities and viewpoints, increasing their feeling of purpose. Generally, using community resources helps learners and teachers achieve the desired results of a study of a particular topic in a more engaging manner than the old use of textbooks.

Heng et al. (2018), affirm that learning will be more effective and in-depth if students can see a connection between academic and non-academic domains and between classroom and outdoor experiences. The researcher argues that this consistency and alignment aid students in connecting and applying their knowledge across disciplines inside and outside the classroom. Li et al. (2023), posit that community resources in teaching are a deliberate effort to aid students in spreading their knowledge and critical-thinking abilities to situations outside the school, which is an intelligent method to promote transfer learning. Importantly, we need to be open to all the options our community offers if we want students to successfully apply what they learn in the classroom (Li et al., 2023). The author further argues that we do not need to be in urban centers before learning, for the resources are all around us; historical monuments, parents of learners, and artisans.

Akpan et al. (2018) also affirm that whether the school is an urban, suburban, or rural area, the environment can and should be used as a resource for classroom study. Many communities have access to the chief palace, museums as well social communities in higher education, and industries. These can contribute greatly to the understanding of Social Studies and encourage students to further their interests outside of school. The physical environment in and around the school can be used also as a living laboratory for the study of social phenomenon (Akpan et al., 2018). This suggests that fostering connections between academic and non-academic domains, integrating classroom and outdoor experiences, and leveraging community resources in teaching are essential strategies to promote in-depth learning, critical thinking, and transferable knowledge, regardless of the geographical setting of the school

Daniel et al. (2019) added that the use of community resources in teaching can enrich the learning experience for students. Their knowledge with regard to the community will provide students with real-life opportunities for learning. It expands the spectrum of knowledge of students and helps them understand the functioning of different institutions in the community. It helps them be responsible and take the initiative to bring about positive changes in the society they live in. It also enables them to be exposed to different ideas and facilitates the formation of an inclusive atmosphere. In addition, as they encounter different institutions and professionals, they ignite an interest in certain professions and will be inspired to pursue them. Community resources would assist in picking up democratic traits and aid in understanding democracy in a broader sense. This would empower students and these experiences will help them develop ideas of their own (Daniel et al., 2019). This means that incorporating community resources in teaching not only enriches students' learning experiences by providing real-life opportunities but also broadens their knowledge



spectrum, fosters a sense of responsibility, encourages positive societal changes, promotes inclusivity, sparks interest in various professions, and contributes to the development of democratic traits, ultimately empowering students to form their own ideas.

Ciffone (1998) opined that the use of resources within a community can greatly enhance and expand the school curriculum. Community resources can help teachers teach more effectively by providing motivation to students, helping students achieve learning objectives, and exposing students to positive role models and real-life situations. Community resources can provide the motivation students need to see the connection between the classroom and the “real world” (Ciffone, 1998). Basically, involving students in the community gives them exposure to a stimulating learning environment and to different people and perspectives and provides students with a greater sense of purpose. Often, community-based activities can help students fulfill desired learning outcomes in a manner that is more engaging than traditional textbook assignments. The use of community resources can further the goals of science education by preparing students for the real world and helping students to become scientifically literate citizens (Olabode, 2016). This suggests that integrating community resources into the school curriculum not only enhances teaching effectiveness by motivating students and helping them achieve learning objectives but also fosters a connection between the classroom and the real world, exposing students to diverse perspectives, providing a sense of purpose, and, in the context of science education, contributing to the development of scientifically literate citizens.

Also, Bronstein and Mason (2016) suggest that students, families, and communities benefit from strong connections between educators and local resources, supports, and

people. These strong connections support learning and healthy development both in and out of school and help young people become more confident in their relations with the larger world. In distressed communities, this general principle takes on heightened urgency, as educators and the public recognize that conditions outside of school must be improved for educational outcomes to improve and that, reciprocally, high-quality schools are unlikely to be sustained unless they are embedded in thriving communities.

#### **2.4 Integrating Community Resources in Teaching and Learning**

A study on the application of community-based resources in promoting effective content delivery published in the Nigerian Journal of Curriculum Theorists and Education Technologists revealed that teachers do not use community resources (Adetayo et al., 2021). This is not good enough because the foundation of Social Studies is abundant in the community. According to Thoothukudi (2014), there are two ways in which the teacher may make use of community resources. One method is to bring some portion of the community into the school and the other method is to take the school to the community. The community can be brought to the school by inviting resource persons from different professions to interact with the students. Taking the school to the community could be done through field trips, community surveys, school camping, and others. While extended field trips can be rewarding, short school yard trips can be equally valuable (Thoothukudi, 2014). Whether the school is an urban, suburban, or rural area, the environment can and should be used as a resource for study. Many communities have access to Social Studies resource centers and museums which can contribute greatly to their understanding and encourage students to further their interest outside of school. The physical environment in and around the school can be used also for the study of natural

phenomenon (Akpan & Umoh, 2018). The study's findings, revealing the underutilization of community resources by teachers in Social Studies instruction, suggest a significant gap in aligning the subject's foundation with its potential wealth in the community, emphasizing the need for educators to adopt diverse strategies such as bringing community elements into the school and organizing field trips to bridge this gap and enhance effective content delivery. The implications from this study is that the resource persons otherwise known as Guest speakers are seen as people in the community with diversified interests, talents, occupations, and accomplishments. Visits by resource persons are valuable means of bringing demonstrations and specialized information into the classroom.

Guest speakers can provide the novelty needed to capture students' attention. Their elaborations on issues often provide a different context for the content of the class. Resource persons help students to acquire and retain information (Senyamator et al., 2020). According to Taiwo (2017), resource persons fascinate students as they get excited to see professionals like meteorologists, politicians, cartographers, experts in other fields of endeavour, etc. because they motivate students, and some aspire to be like them. They also provide current and authentic information that will not be available in textbooks. No community, either small or isolated is without resources people, or persons who can contribute to making classroom experiences more realistic and vital (Taiwo, 2017). This mean that incorporating resource persons or guest speakers into the classroom provides valuable opportunities for students to engage with diverse expertise, occupations, and real-world experiences, enhancing their understanding, motivation, and aspirations, while also offering current and authentic information that goes beyond what is available in textbooks, thereby enriching the learning environment and making classroom experiences more realistic and vital.

Olsen (2015) opined that resource persons contribute to the solution of problems, they help to enrich and broaden meanings, awaken and build worthwhile interests, acquaint students with varied aspects of their social and physical environment, and develop deep sensitivity to people, their ways of living, accomplishments and problems (Olsen, 2015). Resource persons can be of any age and come from all sectors of the community. Guest speakers from the community can provide new information and experiences to students and link the school to the outside world. Field trips provide an opportunity for real experience through which to gain valid understanding. They provide an experience not available in the classroom (Han, 2020). This denotes that resource persons play a crucial role in problem-solving, enriching meanings, and fostering worthwhile interests, while also serving as valuable conduits to acquaint students with diverse aspects of their social and physical environment, ultimately developing a deep sensitivity to people, their lifestyles, accomplishments, and challenges, thereby bridging the gap between the school and the outside world through meaningful experiences.

Theoretical concepts can be matched with real-life examples. They connect the students with the real-life experience. Students find themselves face-to-face with real-life situations that have previously only been talked about in the classroom. They enable students to get the concrete evidence necessary to build concepts (Han, 2020). Field trips arouse and create interest. Few learners fail to be motivated as they contemplate and examine things, processes, and ideas. They create a background of experience that will give meaning to reading and simple research done later in the formal study situations of the school classroom and library (Gavouyere et al., 2019).

The implication is that incorporating real-life examples and field trips in education enhances students' understanding by connecting theoretical concepts to tangible, experiential situations, fostering motivation, and creating a meaningful background of experience that enriches subsequent formal study activities in the classroom and library, thus promoting a more comprehensive and engaging learning process.

Field trips add value to the educational experience provided by schools. They provide an experience not available in the classroom. They give the teacher an opportunity to confront students with different learning challenges, which include enhancing investigative skills, problem-solving, and participating in extended periods of concentrative study. Many teachers see trips as an important motivating factor, perhaps a way of overcoming barriers with students who show signs of disaffection. Field trips allow students to meet and work with experts who are not normally available during school time (Gavouyere et al., 2019). If students are exposed to outside visits, learners are expected to exercise responsibility and self-control, the qualities of perseverance, initiative, and self-discipline (Green, 2018). This implies that field trips, by providing unique experiences beyond the classroom, offer valuable opportunities for students to confront diverse learning challenges, enhance skills such as investigation and problem-solving, serve as a motivating factor, and encourage the development of qualities like responsibility, self-control, perseverance, initiative, and self-discipline, ultimately contributing to a more well-rounded educational experience.

According to Kerubo (2015) field trips tend to be more meaningful and permit easier transfer of learning. They review and drill ideas learned in visiting factories. The idea

of learning about a plant and products manufactured can be better fixed in student's minds. The learners can have a positive impact on long-term memory due to the memorable nature of the fieldwork setting (Kerubo, 2015). Field trips not only enhance students' understanding of the subject but also facilitate good communication and relations between the students and teachers. The relationships between teachers and students can flourish and subsequently, there are huge dividends back in school (Green, 2018). This suggests that field trips, by providing a more meaningful and memorable learning experience, not only reinforce and solidify concepts but also foster positive communication and relationships between students and teachers, leading to dividends in the school setting as improved understanding and connections contribute to a more enriching educational environment.

Also, Olsen (2015) states that walking trips involve visiting nearby community workers, food stores plants, and so on. Walking trips provide invaluable study experiences within the immediate vicinity of the school. Walking trips make it possible for pupils themselves to watch important things happen. Students are given opportunities to leave the school grounds alone or in groups to investigate and report what they have found. Special learning trips include those organised around facilities maintained for the purpose of the school District itself which include museums, government agencies, etc. Work experience is a sustained intellect activity of body and mind carried on for purposes that are primarily pre-vocational in nature. It is a practical activity in the production or distribution of goods or services exercised in a normal way in business, industrial, professional, and industrial fields. The aim of work experience is to help young people acquire vocational orientation, specific skills and interests, and sustained self-discipline essential to their individual success in some vocational career. In this process, the community becomes a partner with the school

(Rogerson & Rogerson, 2019). The meaning is that walking trips and work experiences, whether within the immediate community or organized around facilities like museums and government agencies, serve as invaluable study experiences, offering students opportunities to witness real-life occurrences, investigate, and report their findings, thereby fostering vocational orientation, specific skills, sustained self-discipline, and a collaborative partnership between the school and the community.

Moreover, Coughlin (2012) points out that the lived learning that occurs through the use of field trips is optimised only when teachers actively integrate the content of the field trip with the curriculum. Therefore, it seems that field trips can be an important part of education, as they allow students to learn through an alternative method. However, it is important the field trip is viewed as a learning experience that incorporates the curriculum in order for the activity to be truly beneficial. National Association of School Nurses (2016), explain field trips as trips that school, and district offer to enhance or supplement the educational experience of students. It includes events or activities where students leave the ground for curriculum-related study or outdoor education. According to Lerch (2017) there are basically two approaches to utilising community resources. These approaches include

1. Taking the school to the community.
2. Bringing the community to the school.

Taking the school to the community is based on the following

- i. Fieldtrips to places of civic, cultural, geographical, social and scientific interest. These trips provide wide range of experience to students.
- ii. Community service which includes, social service such as attending funerals, attending to the sick, planting of trees, checking of erosion, helping to clean the

community and so on. These services provide a good social environment between the school and the community thereby enhancing social activities (Aggarwal, 2000).

Bevan et al. (2012), advocate for the use of field trips to farms, stating that based on research, students' knowledge may be enhanced about growing vegetables after a farm field trip that offers experiential learning and vegetable-tasting opportunities. Pugh and Bergin (2005) also assert that more interactional, alternative education methods lead to a higher level of school-to-real-world transfer as evident in their statement: Learning that involves the development of deep-level, connected knowledge structures and metacognitive knowledge in relation to the subject matter is more likely to be accessible in novel contexts and when solving real-world problems than learning that is superficial and disconnected. Thus, it can be concluded that experiential learning methods, such as field trips, can be more beneficial to students' holistic learning than worksheets and other day-to-day tasks.

Another advocate of field trip is Krakowka (2012) a geography teacher who feels that field trips are a great way to help students internalise information she states that informal discussions with the students several years after they have taken the class suggests that what they remember most are the field trips. Krakowka (2012) then goes on to describe that field trips include any learning experience that occurs outside a classroom. Kolb's experiential learning theory was emphasized, supporting Krakowka's (2012) belief that learning is the process whereby knowledge is created through the transformation of experience. Kolb (2018) suggests that field trips are a form of active learning and students get valuable added experience when seeing things for themselves. As mentioned earlier, Leatherbury (2011) encourages teachers



to use resources such as the library in order to plan for pre-field trip lessons. Coughlin (2012) also advocates for the pairing of teachers with outside resources in order to develop appropriate materials to be used before and after the visit. Doing this can ensure that the information given on the field trip will be better received and also that the curricular standards are fully achieved. Thus, it can be said that field trips align with Kolb's experiential learning theory, emphasizing that learning occurs through the transformation of experience, with the added value of active learning when students see things for themselves; however, effective preparation, as suggested by Leatherbury and Coughlin, using resources like the library and collaborating with outside experts, is crucial for maximizing the educational impact of field trips.

According to Wong and Wong (2009), the educator/teacher plays a very important role in enhancing the learning experiences of students on a field trip. He or she has to be actively involved in the different phases of organizing the field trip and also has to perform different roles and functions. In the pre-departure phase, the educator/teacher needs to carry out careful planning and preparation; this might include the matching of the subject's syllabus, learning objectives, and outcomes with all of the activities on the field trip. According to Berntsen et al. (2012) states that this is our most powerful kind of memory in terms of capacity, as there are episodes in our lives that we can recall clearly no matter how long ago they may have occurred. The researchers added that episodic memories are, as the name implies, memories of events that come to mind spontaneously, that is, with no preceding retrieval attempts. These everyday memories are typically emotionally positive and are brought on by some overlap of cues in the current situation and the remembered event. The implication is that the educator's active involvement in careful planning and preparation, aligning the field trip activities with the subject's syllabus and learning objectives, can enhance students'

episodic memories, creating powerful and emotionally positive recollections of the events experienced during the trip, thereby contributing to a more impactful and memorable learning experience.

Pause (2013) asserts that even the experience of the same emotion that we experienced during an event can trigger episodic memory. The implication of this knowledge is that experiences, such as field trips, from a teacher's childhood could influence the way that he or she teaches in the classroom. Perhaps, sometimes without even realizing it, teachers are reminiscing on field trips of days past and incorporating the knowledge gained from this experience into a lesson. Tal and Morag (2009) described field trips as student experiences outside of the classroom at interactive locations designed for educational purposes. Each student observes natural settings and creates personally relevant meaning to the experience. Interactive exhibits help students play with concepts; activities often not possible in the classroom. Earlier course content suddenly becomes relevant as students assimilate and accommodate new understanding and cognition (Tal & Morag, 2009). This implies that experiences, particularly field trips, have the potential to shape teachers' instructional approaches by triggering episodic memories, possibly influencing their teaching methods based on personal childhood experiences, and reinforcing the significance of field trips as valuable opportunities for students to observe natural settings, create personal meaning, and engage in interactive learning experiences not always possible within the confines of the classroom.

Furthermore, a field trip with a single focus will provide a potential impact on students' cognitive skills, knowledge, interests, and future careers (Hutson et al., 2011). This may be particularly true for students who are academically challenged or

described as 'at risk' due to low performance on high-stakes tests or performance in the classroom. Field trips offer a unique opportunity for students to create connections, which will help them gain understanding and develop an enjoyment of learning. Students on field trips sharpen their skills of observation and perception by utilizing all their senses (Nabors et al., 2009). Students develop a positive attitude toward learning, motivating them to develop connections between the theoretical concepts in the classroom and what has been experienced (Hudak, 2003). Outdoor field trips provide an opportunity for students to develop an increased perception, a greater vocabulary, and an increased interest in the outdoors (Hoisington et al., 2010). Developed interest stimulates curiosity, empowering students to ask questions, discuss observations, consider past experiences, or simply ponder the topic (Farmer et al., 2007). When on a field trip, the venue is not the only location that affects students, they also gain knowledge and understanding about their neighborhoods and communities as they travel from the school to the field trip venue (Nabors et al., 2009). This also implies that field trips, particularly those with a single focused theme, have a significant impact on students' cognitive skills, knowledge, interests, and future career development, offering a unique opportunity for academically challenged or 'at-risk' students to create meaningful connections, sharpen observation skills, develop a positive attitude towards learning, and foster increased perception and curiosity, ultimately enriching their overall educational experience.

Leveraging community resources and local partnerships supports high-quality academic and enrichment opportunities by broadening the experiences that may be typically offered to students and by expanding access to local expertise (Murry & Gross, 2021). Better aligning and utilising these resources can also help school systems identify and access low-cost services or facilities to support learning

opportunities on and off school sites. Pulling in local resources such as health and human services agencies, departments of public safety and parks and recreation, community colleges, businesses, community-based organisations, and other entities can effectively maximise opportunities for students and school systems (Murry et al., 2021). Bronstein and Mason (2016) suggest that students, families, and communities benefit from strong connections between educators and local resources, supports, and people. These strong connections support learning and healthy development both in and out of school and help young people become more confident in their relations with the larger world. In distressed communities, this general principle takes on heightened urgency, as educators and the public recognize that conditions outside of school must be improved for educational outcomes to improve and that, reciprocally, high-quality schools are unlikely to be sustained unless they are embedded in thriving communities.

Filinson and Maigret (2017) opined that community service projects can enhance learning. These are cooperative group activities organised and carried out by students as specific contributions to civic welfare. These projects have the capacity to link with most curriculum areas. Two specific examples of benefits stemming from this are positive gains and skills and an improved understanding of design and technology-related issues (Filinson et al., 2017). A youngster who serves his fellows as a safety patrol man or as an assistant in the library, office, or laboratory gains a feeling of personal significance, a sense of belonging, a new maturity, and finer loyalty to his school community (Olsen, 2015). Community resources also include documentary materials available in every community. They not only make learning more interesting and functional but also bridge the gap between the school and the community. Documentary materials can be secured from standard publishers, government

officials, civic organizations, and business organizations (Olsen, 2015). In effect, implies that community service projects contribute positively to students' skills and understanding of design and technology-related issues, while engaging in such projects, like serving as safety patrol or assistant in various capacities, fosters a sense of personal significance, belonging, maturity, and loyalty, thereby reinforcing the connection between the school and the community.

#### **2.4.1 Integrating community resources in effective teaching of Social Studies**

Social Studies teachers make little or no use of community resources in the teaching of Social Studies. Teachers' lack of community resources may be accounted for by the constraints they face in using community resources. The reasons identified are lack of funds, inadequate training, lack of technological skills, and low teachers' morale as inhibiting factors against the effective use of community resources (Adetayo & Williams-Ilemobola, 2021). According to Ayaaba (2011) Social Studies is distinguished from other subjects by its problem-solving nature, which concerns itself with personal and societal problems of human survival. By this, teachers must teach the subject so that learners can gain the relevant knowledge, positive attitudes, values, and skills to enable them to solve their personal and societal problems. The subject must also be taught so that attitudinal change can be achieved in the learners. These objectives can be achieved if teaching and learning are linked to the environment.

Drake (2004) opined that the Social Studies teacher sees the subject as an assortment of knowledge without considering how such knowledge and concepts can be discovered by the students, which is to acquire the needed skills, positive attitudes, and values that will help him or her solve individual and societal problems. The author recognizes the use of community resources as the cornerstone of the Social

Studies curriculum and the importance of integrating it into the teaching and learning of Social Studies cannot be overemphasized. Community experiences and first-hand learning through immediate sensory contact with the environment is a basic psychological learning approach. Through these contacts, the pupil uses the community as a learning laboratory. The most effective way to help students to become informed about their social and natural environment is to provide for them learning experiences which are real or lifelike and which are available to them for firsthand scrutiny, questioning, and cognition (Olsen, 2015). Integrating community resources (ICRs) provides the motivation some students need to see the connection between the classroom and the real world. Involving students in the community gives them exposure to a stimulating learning environment and to different people and perspectives; it provides students with a greater sense of purpose. Relatively new, too, is awareness throughout society that we are all in some measure responsible for the care and preservation of our environment, in towns and cities just as much as in the countryside (Melaville et al., 2006). Thus, this means that the Social Studies curriculum should prioritize the integration of community resources, emphasizing real-life or lifelike learning experiences through direct sensory contact with the environment, as this approach serves as a fundamental psychological learning strategy, motivating students to connect classroom knowledge with the real world and fostering a greater sense of purpose and environmental responsibility.

The integration of ICRs is also an attitude of mind that needs to be fostered as increasing numbers of children and young people are encouraged to move out of the school environment into the world beyond. In particular, students need to be aware that some areas of town and country are sensitive to over-use, that some habitats are rare and precious, and that much of the world needs to be conserved and be damaged

as much by overuse by those who care for it as by the more obviously destructive attitudes of developers, the thoughtlessly careless, or those whose behaviour is clearly anti-social (Abramsohn, 2022). However, making the community a classroom becomes more and more important when we consider the role of the school as an agent of social change. The sole aim of education is to encourage learners to develop into good citizens of their community. Learning will become more powerful and deeper if students can see continuity from classroom to outdoor experiences, from academic to non-academic domains. It is this continuity and alignment that helps students to connect and apply their learning across disciplines in and out of the classroom (Akrofi, 2018). This implies that fostering the attitude of mind for the integration of community resources is crucial as children and young people are encouraged to explore the world beyond the school environment, making them aware of the need for conservation, sensitivity to overuse, and the role of education in shaping good citizens for their community, emphasizing the importance of continuity and alignment in learning experiences.

This conscious effort to ICRs help students transfer their knowledge and thinking skills to non-academic contexts is a good way to facilitate transfer learning (Peto et al., 2018). Education is a reconstruction or reorganization of experience which adds to the meaning of experience (Dewey, 2015). The increment of meaning corresponds to the increased perception of the connections and continuities of the activities in which we are engaged. Teachers always face the task of pulling together the diverse understanding their students bring into the classroom. The ICRs provide a shared memory for the class. The event becomes part of the common knowledge of the class and can be referred to in subsequent lessons. What is learned is, thus, reinforced and

extended in later discussions as the teacher refers to field observations. Field trips as a method of teaching cannot be left out in the teaching and learning of Social Studies.

Mensah (2023) opined that the education process should be everywhere a reflection of the life experiences of society and service to the same system. A teacher talks about reality as if it is motionless, static, compartmentalised, and predictable. Or else he expounds on a topic completely alien to the existential experience of the students. His task is to "fill" the students with the contents of his narration- contents that are detached from reality, disconnected from the totality that engendered them, and could give them significance. Words are emptied of their concreteness and become hollow alienated and alienating verbosity (Mensah, 2023). The researcher observed that if you wish to teach a child geography, you provide him with globes, spheres, and maps. What is the use of all these symbols; why not begin by showing him the real thing so that he may at least know what you are talking about (Olsen, 2015). Hence the education process should reflect the life experiences of society and serve the same system, emphasizing the limitations of detached, alienating teaching methods and highlighting the importance of providing students with real, tangible experiences and tangible representations to ensure a meaningful understanding of the subject matter.

Attitude development results from the student's contact with his social environment. This cannot be achieved if school and community are separate environments. In order for Social Studies students to make the transfer of classroom lessons to real-world applications, we need to be open to all the possibilities our community offers (Mensah, 2023). We do not need a big city in which to teach because the resources are all around us; parents' businesses, zoos, museums, nature centers, parks, etc. We are as rich in our community resources as in our imaginations and have the opportunity to



partner with the community to create meaningful relevant lessons. Social Studies teachers and students should make personal contacts and become a part of the community through active participation in its activities (Mensah, 2023). The Social Studies teachers' major goal is to ICRs to help individuals and families live more effectively. He is thus obliged to be aware of all community forces and their influence. He must be familiar with the information about the community's background, attitudes, practices, and resources. A keen understanding of these aspects of community living that are imposed upon individuals and their families will increase the ability to put over the subject matter in such a manner that it should take (Mensah, 2023). This suggests that, as emphasized by Mensah, fostering attitude development in Social Studies students necessitates a seamless integration of school and community environments, with a focus on exploring the wealth of resources within the community, engaging in personal contacts, and active participation in community activities, enabling teachers to effectively use community resources to create meaningful and relevant lessons that address the practical needs of individuals and families.

Brew (2023) conducted a study to investigate the effectiveness of community resources in the teaching and learning of Social Studies in the school. The respondents were asked to describe the behaviour of the learners during the use of community resources in lesson delivery. Respondents said they do use the community resources in their lesson delivery, one of them said the learners were once taken to see the rocks on the school compound. His interviewees asserted that:

*“The only time that I took the learners around the school compound to have a look at the types of rocks, I realised they were very eager to learn. Even those who are dormant in class were very active on that day” (p. 12).*

*“Almost all the students, including the low achievers were able to score high marks in the assessment after the only field trip we embarked upon around the school premises. I realised that most of the students performed better in the assessment than in the previous ones. I am sure they remembered everything they saw on the field and were able to write them accordingly” (p. 13).*

The responses suggest that learners were happy when they were presented with learning experiences that were real or lifelike were available for firsthand scrutiny and cognition and the outcome of the assessment given to the learners proves that learners always perform better when presented with assessment tasks in real life situations (Osman, 2021). This means that, as evidenced by Brew's study and the responses from teachers, the use of community resources in Social Studies teaching, such as taking students to explore rocks on the school compound, enhances learner engagement and performance, indicating that real-life, firsthand experiences contribute to better understanding and retention of content, ultimately improving assessment outcomes.

The of ICRs in education have made it imperative for teachers to use the local community as a source of resources outside the classroom. These resources can ensure students' involvement in learning events and in building their understanding of the environment, and the nature of the world, and also increase their ability to observe and interpret their environment. When students use field trips, they develop skills of working in groups, forming questions, collecting data, and observing the environment, which are inherent skills in Environmental and Social Studies. Thus, through the use of field trips, the experience of the students can be diversified and school lessons can be connected with daily life and real problems (Bariham, 2015). By using field trips, students are given the golden opportunity to see, in practical terms, what they have heard, read, or imagined, and are also able to collect data, observe, record, and extract

necessary information from the environment (Ayaaba & Odumah, 2007). Field trips provide students with an enduring view of the physical, social, and political environment of the learners.

Again, field trips open up opportunities for students to be acquainted with real situations, problems, and potentials, and thus bring about critical thinking and inquiry mind thereby making Social Studies lessons move from mere teacher-centered verbal instruction to student-centered activity (Yusuf, 2006). More significantly, field trips when used effectively by either experienced or less experienced Environmental and Social Studies teachers assist learners to retain, recall, and apply the knowledge gained when the need arises. This view is shared by Evans (1985) when he carried out research on the usefulness of field trips in teaching and learning and concluded that classes that used the planned field trip technique learned more, retained more, and did better on tests than did classes not participate in field trips. Many researchers have also documented the cognitive and affective benefits of field trips, including increased motivation for learning (Arcodia et al., 2021), a more positive attitude toward science and environmental concepts, the acquisition of knowledge and skills, stimulated interest in natural resource-related careers and result in an improved attitude toward the site visited (Knapp, 2000; Tamakloe, 2008). This implies that field trips in Environmental and Social Studies teaching not only promote critical thinking and inquiry-based learning but also contribute to better retention, recall, and application of knowledge, as evidenced by research indicating cognitive and affective benefits, increased motivation, positive attitudes toward science and the environment, and enhanced interest in related careers.

## **2.5 Barriers for Teachers in Deploying/Using Community Resources**

Despite the widespread recognition of the benefits of employing community resources, studies reveal that they have not yet been integrated into the teaching process as one may have imagined. Most Social Studies educators frequently rely solely on textbooks to impart knowledge. Research was conducted by the National Foundation for Educational Research on a review of outdoor learning in primary school pupils, secondary school students, and undergraduate learners (Wales & Dillon 2005). According to their findings, opportunities for outdoor learning by school students have decreased substantially in recent years. There is evidence that fieldwork is restricted to science.

The provision of outdoor learning is affected by a wide range of barriers and opportunities. These barriers include fear and concern about the health and safety of the students (Filinson, 2017). Teachers did not want to take responsibility for accidents happening to the students while they were out of the classroom. It was further found that teachers lack confidence when teaching outside of the classrooms. They may not be able to control the behaviours of students, some students may be distracted. He further observed that shortage of time, resources and support were contributing factors. His final observation was wider changes within and beyond the education sector were a contributing factor (Filinson, 2017). This also implies that despite the recognized benefits, the integration of community resources, particularly outdoor learning and fieldwork, faces significant challenges such as a decrease in opportunities, safety concerns, teachers' lack of confidence in outdoor teaching, shortage of time and resources, and broader changes in the education sector, highlighting the need for addressing these barriers to enhance the incorporation of community resources in teaching.

Again, Taiwo (2017) conducted a study on the influence of teachers' variables on the use of community resources for social instruction. From the findings of the researcher's study, the following observations. The majority of Social Studies teachers made little or no use of community resources to enhance their teaching. The teachers identified factors such as lack of experience with community-oriented pedagogy, inadequate time to integrate community resources, administrators' non-support, lack of funds, inadequacy of pre-service training, low teacher morale, the school timetable and distance of needed resources to the schools as inhibiting factors against the effective use of community resources (Taiwo, 2017). Delvin et al. (2011) warn that the mere availability of materials is therefore not enough. More innovative ways of understanding how schools work and how quality may be improved are the issues. Centre for Education Policy Research (2010) further propounds that although some gains in learning will result just from giving textbooks to children, learning gains can be increased much more if teachers organise students' use of their textbooks.

An investigation into the use of resource persons for quality control of Social Studies instruction in schools revealed that female teachers are less inclined to attend workshops and conferences where resource persons are known to present papers (Bola, 2015). This is because sometimes workshops and conferences in which resource persons' features may be outside their station. Thus, traveling outside the station may not attract female teachers. Bola's study also revealed that Social Studies teachers in government schools are more aware of the existence of resource persons than those in community and schools. The trend is a result of the location of most government schools in townships and more importantly, the ministry often supports its teachers to attend workshops and conferences where resource persons present papers concerning improving the quality of instruction and the education policy, held

in universities whenever the need arises. Thus, it is not surprising that Social Studies teachers from government schools know that resource persons are available. Bola's study also revealed that teachers with higher academic qualifications are more inclined to invite resource persons to schools. They perceive resource persons as partners in progress and seek their expertise for the improvement of instruction in schools (Bola, 2015). This implies that the female teachers may be less inclined to attend workshops and conferences with resource persons due to logistical reasons, while government school teachers, especially those with higher academic qualifications, are more aware and likely to engage resource persons in improving the quality of instruction.

Teachers continue to be doubtful about the instruction provided by members of the community who may well be themselves "uneducated" as well as unskilled in the art of teaching (Chatterjee, 2018). Learners remain unwilling to give due respect to such instructors and the local instructors who have often found their work uncongenial and have tended to be unreliable and fall away. He further observed that teachers of Social Studies area who wish to take their classes out of school to visit a museum or post office, for instance, may not find it easy to persuade their colleagues to allocate sufficient blocks of time on the timetable for the purpose or to give up their claims on the school bus or lorry (Chatterjee, 2018). The implication is that teachers may encounter skepticism and reluctance from both learners and colleagues when incorporating community members as instructors or arranging educational visits outside the school, highlighting challenges in utilizing community resources for instruction.

Teachers face administrative problems among them scheduling, transportation, expenses, and liability (Filinson, 2017). Teachers encounter many problems in using community resources. Many educational systems practice strict schedules that are not flexible enough to allow planning for an extended visit (Azeb, 2018). This rigidity has left teachers with no time to use community resources. He further observed that financial problems are very dominant because no funds are allocated for this purpose. Azeb found out that many teachers had negative attitudes towards the use of community resources because this gives them extra responsibilities. He noted that parents feel that the use of these resources in a particular area tends to base education on the needs of the particular community and this means students will be trained for life within the community only. The findings pointed out that head teachers fear that students will perform poorly in examinations if they are offered experiences outside materials assigned by the Ministry of Education (Azeb, 2018). This means that teachers encounter administrative challenges such as scheduling, transportation, expenses, and liability, hindering the effective utilization of community resources in education, with financial constraints and negative attitudes towards additional responsibilities contributing to these challenges.

A study on the use of community resources for teaching Social Studies in primary schools and her observations were that planning educational trips for students has been hindered by several factors such as lack of time for good preparation or opportunity for a trip itself. Also, the biggest task seems to be getting students and teachers to establish good attitudes towards such endeavour. The researcher further observed that the use of resource persons is not without problems. Resource people or persons are sometimes not taken seriously by students, and this makes them unwilling to turn up when invited again. Others are suspicious that they were not invited in good

faith. Very superior resource people are so busy with their occupations that they are not reliable. Some resource persons need payment which is normally not forthcoming (Awino, 2018). This also means that the challenges in planning educational trips include a lack of time for preparation, reluctance from students and teachers, and issues with the reliability and payment of resource persons.

According to Waigera (2020), the duration of lessons is also too short to allow adequate use of resource persons. Also, the researcher conducted another study on the use of community resources in primary schools and made the following findings, that the use of resources is affected by a lack of articulation of the need for utilisation of resources in the educational objectives and policies at the national curricular and instructional levels. Teachers and administrators felt that the classes were too large in terms of enrolment. Large classes in terms of enrolment negatively affected the incorporation of community resources and community-oriented activities since teachers were influenced to design lesson delivery systems and strategies that suited the overcrowding conditions of their classes. Another constraint observed was the lack of guidelines for the acquisition and utilisation of community resources. It was found that some schools used the official school syllabi as guidelines for the selection and utilisation of resources even though such documents were not sufficiently oriented to the communities surrounding the school (Waigera, 2020). This suggests that challenges in utilizing community resources in primary schools include short lesson durations, insufficient articulation of the need for resource utilization in educational objectives and policies, large class sizes negatively impacting resource incorporation, and a lack of guidelines for acquiring and utilizing community resources.



A study conducted by Aryeh-Adjei (2021) on an inquiry into the use of community resources in the teaching of secondary schools revealed that textbooks, charts, and specimens were instructional resources used by most teachers. Even though resources found in the local environment were used in the teaching of Social Studies, it was limited. Resource persons, field trips, factories/industries, and forests just to mention a few played a limited role in teaching and learning of the subject. He observed that a lack of finance and support from the administration accounted for the inadequacy of most community resources (Aryeh-Adjei, 2021). This implies that despite the potential benefits of incorporating diverse community resources such as resource persons, field trips, factories, and forests in the teaching of Social Studies, the predominant reliance on conventional instructional materials is hindered by financial constraints and inadequate support from school administrations.

Wanza (2018), also reported on a study on the use of community resources in secondary schools and revealed that 75% of the respondents indicated that community resources were available even though they were inadequate. Community resources are inexpensive materials that can be found within the schools. The study came out with measures to encourage teachers to make use of community resources while teaching (Wanza, 2018). This implies that although 75% of respondents acknowledged the presence of community resources in secondary schools, their inadequacy suggests a potential underutilization of these cost-effective materials, prompting the need for measures identified in the study to encourage teachers in maximizing the use of available community resources during their teaching activities.

Taiwo (2017) conducted a study to ascertain the challenges encountered in the use of these community resources. The respondents were asked to mention the reasons why

they do not use these resources in the assessment of Social Studies concepts. Their responses are summarised below;

- The school timetable does not make provision for taking students outside the campus for studies
- The time allocated for the teaching of Social Studies is not enough. Teachers only have one hour for the lesson and therefore cannot use part of this time to take the learners out for an educational tour.
- The bureaucratic procedure involved in seeking permission from the education directorate before embarking on the educational tour is also a setback.

The researcher also stated that financial constraints in organising the educational trips and most parents are not willing to pay for anything concerning the education of their wards. Because of government directives that the students should not pay any fees, it is difficult to request for any money from them (Taiwo, 2017). This implies that the challenges outlined, including limitations in the school timetable, insufficient time allocated for teaching Social Studies, bureaucratic hurdles in obtaining permission for educational tours, financial constraints in organizing trips, and reluctance of parents to contribute due to government directives against student fees, collectively hinder the effective utilization of community resources in the assessment of Social Studies concepts

Torrance (2015) opined that the fear of an accident or any misfortune happening during field trips is because the teacher may be held responsible. The researcher further stated that most parents are not willing to allow their wards to go to the communities for the studies because they are afraid their wards may engage in immoral practices or there may be accidents occurring. Bekoe, et al., (2017)

conducted a study on the challenges that Social Studies teachers face in utilising community resources and the teachers reported that whenever education officers from the Municipal Directorates visit the school, they are only interested in the number of exercises given to the students but not the impact you made in their lives. Kankam, et al., (2014) reported that teachers are judged based on the number of assessment items administered. One respondent stated that;

*I could remember we had an open day forum in the school and some parents wanted to know the number of exercises given to their wards. Teachers who gave four exercises in the month were chastised and labeled as non-performers. Because of that, we also concentrate on what they want.*

Brew (2023) conducted a study to investigate the effectiveness of community resources in the teaching and learning of Social Studies in the school. The respondents were also asked whether they used any of the community resources in their lesson delivery and the assessment of Social Studies concepts. Their responses showed that they hardly involve these community resources in their lessons. One of the respondents said:

*“Because of the numerous challenges associated with the use of the community resources, I do not use them in my lesson delivery. It was only once that I took the students around the school compound to look at the various types of rocks. Since then, we never went anywhere to study”*

The findings also suggest that even though the respondents knew what community resources are, they did not involve any of the community resources in their teaching and assessment practices (Brew, 2023). This implies that the collective challenges identified, ranging from concerns about accidents during field trips, parental reservations about students engaging in immoral practices, educational officers prioritizing quantity over impact, the pressure on teachers to focus on assessment item

quantity, and the reported reluctance of teachers to use community resources due to associated challenges, collectively contribute to the limited integration of community resources in teaching and assessing Social Studies concepts.

Research has shown that some teachers have the wrong perception of using community properties in teaching and learning Social Studies (Alam, 2015; Muturi et al., 2018). They think that the materials accessible for Social Studies instructions are limited to bookstores or markets and are kept in the school for use every time. Other teachers too focused on textbooks as the only resource media and forgot to use the appropriate community resource centres. It could be true that teachers might have been taught that way; however, teachers must know the subject matter changes. Thus, the methodology must also change to make teaching and learning effective. According to Fägerstam (2012), well-documented teachers' perceptions of barriers regarding the use of community resources include lack of confidence, time and resource constraints, as well as over-crowdedness of students on the bus and the visiting scene, and inflexible curricula. The author maintains that disciplinary issues, such as students' behaviour and lack of interest, are also a concern to teachers. This highlights that teachers' misconceptions about utilizing community resources in Social Studies instruction, coupled with barriers like lack of confidence and time constraints, impact effective teaching and learning.

Rickinson et al. (2004) posit that studies that have investigated the use of community resources and out-of-door activities suggest that health and safety issues represent one of several difficulties facing school staff in their resolve to embark on outdoor activities. It is important to recognise that concerns about children's well-being and safety are part of what is called a prevailing social trend, not only towards making

things safer but also towards seeking compensation for acts or omissions that result in personal injury. In other words, the growth of a litigation culture is another dimension of teachers' and schools' concerns about out-of-door activities (Thomas, 2005). Titman (1999) opined that the main reason for teachers not using community resources was the belief that the National Curriculum neither prescribes nor provides sufficient flexibility to permit the use of community resources for teaching. Titman went further to state that, teachers think that the school timetables is insufficient to undertake out-of-door activities during a single lesson period, or are unwilling to extend out-of-door activities beyond a double lesson for fear of 'incurring the wrath of their peers for taking students out of their classes and/or generating relief lessons.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter discusses the research methodology and procedure that were employed to explore teachers' utilization of community resources in assessing Social Studies concepts in Senior High Schools in Ho Municipality. The following were looked at in this chapter; the research paradigm, research approach, research design, population, sample and sampling procedure, instrumentation, methods of data collection as well as method of data analysis and ethical considerations.

#### 3.1 Philosophical Paradigm

The study was conducted through the lens of the interpretivism paradigm. Weaver and Olson (2006) defined paradigm to unearth the effects of research and how this could be regulated by a certain perspective. They stated that paradigms are patterns of beliefs and practices that regulate inquiry within a discipline by providing lenses, frames, and processes through which investigation is accomplished. Interpretivism also known as the naturalist paradigm is based on the view that reality, or truth is based on the understanding of multiple, intangible mental constructions, which are socially and experientially grounded. It is narrow and specific but contingent on the individual or groups holding the constructions (Lincoln, Lynham & Guba, 2011). Goldkuhl (2012) notes that interpretivism seeks to work with the subjective meanings that already exist in the social world to reconstruct them, understand them, avoid distorting them, and use them as a building block for theorizing. The interpretations of realities in interpretive research are likely to shift over as their constituents and circumstances change. This is a result of the transformation, transfer, and usage of the

meanings. Interpretive researchers employ qualitative methods in finding answers to their research questions. They tend to use case studies, ethnographic studies, and phenomenology as preferred research methods (Goldkuhl, 2012).

Hammersley (2013) stated that it is originally rooted in the fact that methods used to understand knowledge related to human and social sciences cannot be the same as its usage in physical sciences because human interprets their world and then acts based on such interpretation while the world does not (Hammersley, 2013). Interpretive researchers believe that reality consists of people's subjective experiences of the external world; thus, they may adopt an inter-subjective epistemology and the ontological belief that reality is socially constructed. Consequently, interpretivists adopt a relativist ontology in which a single phenomenon may have multiple interpretations rather than a truth that can be determined by a process of measurement. Virtually, with an interpretivism perspective, researchers tend to gain a deeper understanding of the phenomenon and its complexity in its unique context instead of trying to generalise the base of understanding for the whole population (Siddiqui, 2019). In the same way, Hammersley (2013) emphasises that since multiple interpretations are developed among humans' relationship, interpretivist researchers should try to understand "the diverse ways of seeing and experiencing the world through different contexts and cultures" and try to avoid bias in studying the events and people with their interpretations.

Myers (2009) argues that the premise of interpretive researchers is that access to reality (whether given or socially constructed) is only through social constructions such as language, consciousness, and shared meanings. Interpretive paradigm is underpinned by observation and interpretation, thus to observe is to collect information about events, while to interpret is to make meaning of that information by

drawing inferences or by judging the match between the information and some abstract pattern (Aikenhead, 1997). Wellington and Szczerbinski (2007) stated that it provides more authentic information related to the object of research. As leveraging key method of the interactive interview which “allows the researcher to investigate and prompt things that we cannot observe, researchers can probe an interviewee’s thoughts, values, prejudices, perceptions, views, feelings and perspectives”. Thus, valuable data collected will provide researchers with better insights for further action later. Reeves and Hedberg (2003, p. 32) note that the “interpretivist” paradigm stresses the need to put analysis in context. The interpretive paradigm is concerned with understanding the world as it is from the subjective experiences of individuals. They use meaning (versus measurement) oriented methodologies, such as interviewing or participant observation, that rely on a subjective relationship between the researcher and subjects. Interpretive research does not predefine dependent and independent variables but focuses on the full complexity of human sense-making as the situation emerges (Pervin & Mokhtar, 2022).

### **3.2 Research Approach**

This study adopted the qualitative approach. According to Crompton (2019), the task of qualitative research is to gain insights into constructions of reality, that is, to tease out the nature of the world as it is experienced, structured, and interpreted by people in the course of their everyday lives. Bryman (2006) suggests that qualitative research follows a set of procedures: general research question, selecting a relevant subject, collection of relevant data, interpretation of data, conceptual framework, and findings, also there is a bidirectional between the interpretation of data and theoretical work. He goes on and define qualitative research as follows: qualitative research usually emphasizes words rather than quantification in the collection and analysis of data.



Kombo and Tromp (2006) clarify that qualitative research is a form of research that involves a description of the data obtained. It seeks to describe and analyse the behaviour of groups from the point of view of those being studied. Also, this approach enables a researcher to relate particular aspects of behaviour to the wider context. Creswell (2009) agrees and defines qualitative research as a means for exploring and understanding the meaning individuals or groups ascribe to social or human problems. The process of research involves emerging questions and procedures; collecting data in the participants' setting; analyzing the data inductively; building from particulars to general themes; and making interpretations of the meaning of the data. Robinson (2014) adds that qualitative methods are appropriate in situations where one needs to first identify the variables that might later be tested quantitatively. In the same context, qualitative research is an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible (Robinson, 2014).

Moreover, Patton (2002) lists the vital characteristics of qualitative research as the goal of obtaining understanding and meaning, the researcher as the main instrument of data collection and analysis, the use of fieldwork, inductive direction to analysis, and findings that are richly explanatory. The qualitative study maintains that knowledge or reality is subject to interpretations to better understand social phenomena; the ontology of this paradigm indicates that there is no single reality, but multiple ones subject to interpretations and experiences of humans; and the methodological position of this paradigm is mainly qualitative by means of interviews, and observations, among others (Saunders et al., 2012). Tenny et al. (2020) are of the view that qualitative research gathers experiences, perceptions, and behaviour of participants themselves. They again posit that it answers the hows and

whys instead of how many or how much. This research approach is therefore interested in how people make sense of their world and how they experience events. It aims to understand 'what it is like' to experience particular conditions and how people manage situations.

The qualitative research approach can provide answers to the questions of who, what, when, where, and how relevant to a particular research problem. In broad terms, it seeks to understand and explore rather than to explain and manipulate variables and it is contextualized and interpretive, emphasizing on the process or patterns of development rather than the product or outcome of the research (Nassarji, 2020). This qualitative inquiry sought to elicit, collect, organize, synthesize, and analyze information from data sources including, interviews with teachers and students. Qualitative research according to Anas and Ishaq (2022) is used to understand people's beliefs, experiences, attitudes, behavior, and interactions. Hence the study on teachers' utilization of community resources in assessing Social Studies concepts in Senior High Schools in Ho Municipality required the use of a qualitative approach to allow the researcher to study the phenomenon in detail. That is qualitative approach was used to enable the researcher to get direct explanations and views of participants. Since the qualitative approach allows the researcher to ask questions that come in textual form to understand human experience, it was necessary to employ this approach for the study.

### **3.3 Research Design**

In this study, a case study design was used. A case study is an attempt to examine a contemporary phenomenon in its real-life context, especially when boundaries between the phenomenon and context are not clearly evident (Yin, 2018). Gustafsson

(2017) simply defines a case study as an intensive study about a person, a group of people, or a unit, which is aimed to generalize over several units. This design was used because it aims to understand the in-depth case involved, and in its natural setting, recognizing its complexity and its context as well as having a holistic focus aimed at preserving and understanding the wholeness and unity of the case (Punch, 2005). Since the case study design explores phenomenon in-depth, it was used to explore teachers' utilization of community resources in assessing Social Studies concepts in Senior High Schools in Ho Municipality.

### **3.4 Study Area**

The Ho Municipal, one of the 5 Municipalities in the Volta Region, was established by a Legislative Instrument (L.I) 2074 of 2012. Originally, Agotime – Ziope and Ho West were all part of the then Ho District until 2012 when these Districts were carved from it. The Municipality has Ho as its capital which also serves as the capital and economic hub of the Volta Region. The Municipality was the home of missionaries who founded the Evangelical Presbyterian Church in the then Gold Coast (Ghana Statistical Service, 2014).

The Municipality is located between latitudes 6° 20'' N and 6 ° 55'' N and longitudes 0° 12'E and 0 ° 53'E. The Municipality shares boundaries with Adaklu and Agotime-Ziope Districts to the South, Ho West District to the North and West, and the Republic of Togo to the East. Its total land area is 2,361 square kilometers thus representing 11.5 percent of the region's total land area (Ghana Statistical Service, 2014).

The general relief of the Municipality is made up of both mountainous and lowland areas. The mountainous areas are mostly to the north and northeast which are part of the Akuapim - Togo Range and have heights between 183–853 metres tall. The

notable areas are Awudome stretch in the southwest and Matse and Klefe in the northeast. The lowland areas are to the South of the Municipality and are between 60 – 152 metres in height (Ghana Statistical Service, 2014).

### **3.5 Population**

The target population of the study comprised Social Studies teachers teaching in Senior High Schools in Ho Municipality, in the Volta Region.

The rationale for selecting Social Studies teachers in Senior High Schools in Ho Municipality as the target population stems from their pivotal role in shaping students' understanding of social concepts. Hence, by focusing on this specific group, the research aims to gather insights directly related to the individuals responsible for implementing Social Studies curriculum, ensuring the findings are relevant to the actual practitioners in the field. Additionally, examining the experiences and challenges faced by this group contributes to a more nuanced understanding of how community resources are utilized or hindered in the teaching of Social Studies concepts in the specified geographical context of Ho Municipality.

### **3.6 Sample Size and Sampling Technique**

The research sampled 12 Social Studies teachers from three selected schools (OLA Senior High School, Mawuli Senior High School and Mawuko Girls Senior High School) in Ho Municipality. The sampling technique used was purposive sampling. The purposive sampling technique, also called judgment sampling, is the deliberate choice of information due to the qualities the informant possesses. Purposive sampling and convenience sampling are both non-probability sampling techniques, but for the use of this research purposive sampling suit better because the researcher intentionally selects specific individuals for the population and the purpose of the

study. Also it is not convenience sampling technique because the researcher requires in-depth understanding of specific group experience.

The number of participants used for the study comprised 4 Social Studies teachers from each of the three selected schools (OLA Senior High School, Mawuli Senior High School, and Mawuko Girls Senior High School) in in Ho Municipality. The researcher sampled 12 participants from a data saturation viewpoint, thus the numbers were achieved from saturation point. In all 12 participants were selected for the study.

### **3.7 Method of Data Collection**

The task of data collection begins after a research problem has been defined and the research design/plan checked out. Data collection is a systemic way of gathering information, which is relevant to the research purpose or questions (Tikito, 2020). Fraenkel, Wallen, and Spencer (2015) maintain that certain data collection procedures or methods have been identified with qualitative research such as interview transcripts, field notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, textbooks pages, and anything else that can convey the actual words or actions of people. The researcher first obtained authorization permits from the schools involved. The researcher visited the schools to identify the Social Studies teachers with the help of the headmaster. After identifying the participants (the Social Studies teachers) the researcher briefed them about the purpose of the research and scheduled interviews with them. This method helped the researcher to establish a warm atmosphere between him and the participants in facilitating smooth and trustworthy data collection.

### 3.8 Data Collection Instrument

The main instrument for data collection was the semi-structured interview guide. The kind of interview done on the field was the face-to-face interview. Interviewing is typically done in a face-to-face encounter (Silverman & Patterson, 2021). According to Edwards and Holland (2013), a fundamental tool for researchers in asking questions in qualitative interviews is an interview or topic guide. This guide is a list of questions or issues that must be covered during the interview, sometimes in a certain sequence and manner, sometimes not (in-depth). Interview as a method of collecting data involves the presentation of oral or verbal stimuli and replies in terms of oral-verbal responses. Interview guides can be quite precise, entailing types of questions and how they should be asked (Edwards & Holland, 2013). In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to discover their perspectives on a particular idea, program, or situation (Knott, Rao, Summers & Teeger, 2022). An interview involves the oral or vocal questioning technique or discussion. Through this interaction, the required data are taken for the aim of fulfilling the study objectives.

In a semi-structured interview, the respondents react in their own terms while the interviewer employs a series of preset questions. To make sure that all respondents offer information on the same themes, some interviewers utilise a topic guide that doubles as a checklist. Based on the respondent's responses, the interviewer can focus on particular topics or ask follow-up questions to get more information. When detailed information needs to be systematically gathered from a large number of respondents or interviewees, semi-structured interviews might be helpful (Portigal, 2023). In semi-structured interviews, sentiments and experiences can be expressed freely, and the interviewers have the leeway to veer from the planned questions to

elicit additional information (using probes) (Kusi, 2012). The semi-structured interview guide was used because it offered a clear set of instructions for interviewers and also offered reliable, comparable qualitative data. Semi-structured interview guide was used because it allows interviewees a fair expression of individual views.

### **3.9 Trustworthiness**

Polit and Beck (2014) stated that the trustworthiness of a research study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study in simple terms, trustworthiness refers to the accuracy of a research study, its data, and findings. The trustworthiness of the qualitative field data obtained was also ensured by the researcher in four dimensions, that is, credibility, confirmability, transferability, and dependability.

#### **Credibility**

The credibility of the interview data obtained from the study was enhanced by aligning the interview guide items with research questions. This aided the researcher in obtaining insightful information from the participants interviewed. Additionally, member checking, which Eisner (2017) deemed the most important method for establishing credibility, was applied. The researcher used member checking to get feedback from the participants on the data and interpretations in order to validate the veracity of the facts and the narrative. Individual participants were given the opportunity to examine the raw data in the form of verbatim transcriptions of the interview transcripts and to offer feedback on its accuracy. They were permitted to offer insightful criticism of the narratives. To improve the validity of the empirical analysis, the participants reviewed the transcribed data and made corrections where necessary.

### **Confirmability**

Confirmability was ensured through reflexivity. This was done by making sure that the researcher's bias did not skew the opinions shared by the participants who were interviewed as a fabricated narrative during the transcription phase. Hence, the opinions shared by the participants of the study were reported verbatim and were reflected in the analysis of data, findings, and discussions. Put differently, to ensure the confirmability of the qualitative data, the researcher's analysis of the participants' standpoints reflected the participants' views expressed (Stahl & King, 2020).

### **Transferability**

Korstjens and Moser (2018) suggested that transferability in qualitative study looks at the degree to which the research results can be transferred to other contexts or settings with other respondents. In other words, transferability is interested in how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts. In this case "Other contexts" can mean similar situations, similar populations, and similar phenomena. To establish the element of transferability, the study provided a thick description of the research setting and participants, the sample size as well as the data collection technique and instrument used (Nyirenda et al., 2020).

### **Dependability**

Dependability determines whether the same research findings would be consistently repeated when replicated in the same or similar context. In simple terms, it is the stability of research findings over time. This study adopts the inquiry audit approach to enhance the study's dependability. Thus, experts in research methods and the research supervisor reviewed and examined the data collection. It is also necessary for



researchers to monitor the influence of their values and passions (Stahl & King, 2020).

### **3.10 Method of Data Analysis**

The thematic qualitative data analysis method was used to analyse the data. Thematic analysis, according to Braun and Clarke (2013), is “a method for identifying, analysing, and reporting patterns (themes) within data by describing the data in rich detail” (p. 6). Simon (2011) asserts that qualitative data could be analysed using perspective codes that reflect the participants’ shared ways of thinking and their points of view on a phenomenon being studied. In answering the entire research questions, the analysis began with transcribing and reading through the data gathered to obtain a general idea from the varied perspectives of the participants. According to Thomas (2008), the systematic organization and synthesis of the research data and the testing of research hypotheses, using those data. Thematic analyses provide a systematic element to data analysis. It also serves to organize and describe data that are rich in detail. Its analysis is considered the most appropriate for any study that seeks to discover using interpretations. It allows the researcher to associate an analysis of the frequency of a theme with one of the whole contents. Akinyode (2018) ideas for coding qualitative data, the analysis in this step identified and classified all processes that the participants explained or referred to in the interviews. This process was accomplished in several iterations: First, the transcriptions were read to attain an overall idea of the interviewees’ responses. Second, themes were recognized by arranging the initial scheme into main categories and subcategories. The categorization reflected the similarity of responses. Next, the transcripts were reread, in particular looking for repeatedly occurring terms and unpredicted material that supplied unusual evidence of participant experience. The responses were categorized

according to several initial themes. Third, the themes were reviewed to determine how they might contribute to an understanding of the subject under study. Finally, the responses were reread and categorized into dimensions of the subject under study. A coding book was created into which preliminary coding schemes and coding sheets that were crafted around specific passages from the transcripts were entered.

### **3.11 Ethical Considerations**

Researching on a topic like this requires the observation of individual ethics. Ethics refers to questions of right and wrong. A researcher must ask if it is right or wrong to conduct a certain study or investigate a certain question. Ethical matters are important in carrying out a research work. The researcher considered all research directives, which included maintaining confidentiality, consent seeking, anonymity, etc. Given this, a consent was sought from participants, to explain that the research's goal and the objective were solely for the academic purpose; and to seek their consent to involve their children in the study. These helped to avoid unnecessary distress, fear and harm among participants and enabled the researcher build trust among the participants on the field.

The researcher made sure that all identifying personal information gathered from teachers in the study was erased from the final report to ensure the ethics of confidentiality throughout the field data collected. In addition, when audio recordings were collected from the persons questioned, the audio files were kept on the researcher's laptop as password-protected files, preventing outsiders from reading or editing the transcribed data. Furthermore, the informants who were interviewed were coded to safeguard their anonymity. In order to avoid plagiarism, secondary

information from books, journals, newspapers, and online theses that supplied significant literature on the topic was properly credited.

## CHAPTER FOUR

### FINDING AND DISCUSSION

#### 4.0 Introduction

This section of the study presents the findings and discussion of the study that ensued from the data analysis. The findings and discussion were carried out based on the themes, and subthemes. The discussion also explored the implications of the results, compare them with existing literature, and offer insights into the broader significance of the study.

#### 4.1 Organisations of Themes and Subthemes

**Table 4.1: Organisations of themes and subthemes**

Theme	Sub-Theme
Knowledge Base of Social Studies Teachers	Understanding of Community Resources
	Examples of Relevant Community Resources
	Seeking Information about Community Resources
Integration of Community Resources	Importance of Knowledge about Community Resources
	Successful Instances of Integration
	Strategies for Identifying and Selecting

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	Community Resources
	Student Engagement in Utilizing Community Resources
Barriers in Deploying Community Resources	Institutional Policies or Guidelines
	Accessing Relevant Community Resources
	Handling Adequacy or Inadequacy of Community Resources
	Resistance or Reluctance from Students or Parents

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The table organizes the research questions into three main themes: Knowledge Base of Social Studies Teachers, Integration of Community Resources, and Barriers in Deploying Community Resources. Each theme is further divided into relevant sub-themes, providing a structured framework for addressing the research objectives.

Under the theme of Knowledge Base, the sub-themes include understanding community resources, examples of relevant resources, seeking information about resources, and the importance of knowledge about these resources. The Integration theme encompasses sub-themes such as successful instances of integration, strategies for selecting resources, and student engagement in utilizing community resources. Finally, the Barriers theme is subdivided into institutional policies, accessing relevant resources, handling adequacy or inadequacy of resources, and resistance or reluctance from students or parents. This organization allows for a systematic exploration of Social Studies teachers' knowledge, integration practices, and challenges related to community resource utilization, offering a comprehensive view of the research objectives.

## **4.2 Knowledge Base of Social Studies Teachers**

The first theme that emerged from the interview data was the knowledge base of Social Studies teachers on community resources in teaching and learning in Senior High Schools in Ho Municipality. This theme explored how Social Studies teachers understood, identified, accessed, and evaluated community resources that were relevant and useful for teaching Social Studies concepts. The theme also examined how Social Studies teachers perceived the importance and benefits of using community resources in their teaching practice. The theme was further divided into four sub-themes, which were: Understanding of community resources, Examples of relevant community resources, seeking information about community resources, and Importance of knowledge about community resources.

### **4.2.1 Understanding of community resources**

This subtheme surfaced through the exploration of the teachers' conceptualization of the term "community resources" in the context of teaching Social Studies. The initial question, "How would you describe your understanding of the term 'community resources' in the context of teaching Social Studies?" prompted insightful responses that unveiled the teachers' perceptions. The Social Studies teachers had a general and broad understanding of community resources, but lacked a clear and consistent definition of the term in the context of teaching and learning Social Studies. The participants gave different descriptions of community resources, such as the various assets and opportunities, the sources of information and knowledge, and the elements of a community that could be utilized to enhance Social Studies education. Some of them provided a precise and operational definition of community resources that could guide their identification, selection, and integration of the resources in their lessons. For instance, during the course of the interview, Respondent A expressed,

*I understand community resources as the various assets and opportunities that exist within a local community that can be used to enhance the teaching and learning of Social Studies. Community resources can be physical, human, cultural institutions or institutional in nature, and they can provide authentic and relevant learning experiences for students*

This response illustrates a comprehensive understanding of community resources, emphasizing the richness embedded within the local community that can be leveraged for educational purposes. The mention of cultural institutions and institutional in nature suggests an awareness of various elements contributing to the learning environment. The deduction from this response is that the teacher recognizes the nature of community resources, encircling not only physical landmarks but also the expertise present within the community. The implication is that a teacher with such an understanding is likely to integrate a variety of resources, making lessons more engaging and applicable to real-life scenarios.

Respondent B contributed,

*My understanding of community resources is that it is rooted in the sources of information, knowledge, skills, values, and perspectives that are available in a community that can support the teaching and learning of Social Studies. Community resources can be tangible or intangible, and they can help students connect Social Studies concepts to their own lives and interests.*

This response probes into the inclusive nature of community resources, extending beyond physical aspects to include the collective knowledge, skills and expertise of community members. The inference is that this teacher recognizes the holistic nature of community resources, incorporating both tangible and intangible elements. The implication is that such an understanding may lead to a more varied and inclusive integration of resources, fostering a deeper connection between theoretical concepts and real-world applications.

Respondent C provided insights, stating,

*"For me, community resources are the elements of a community that can be utilized to enrich the teaching and learning of Social Studies. Community resources can be material or immaterial, and they can foster critical thinking, inquiry, and problem-solving skills among students. This could be anything from local government structures, community organizations, to natural resources. It's about connecting the theoretical with the practical."*

This assertion highlights the teacher's focus on real-life illustrations and the connection between theoretical concepts and practical applications. The suggestion of natural resources demonstrates an awareness of the diverse components contributing to community resources. The deduction is that this teacher views community resources as tools for making abstract concepts tangible.

Collectively, the responses indicate an understanding among Social Studies teachers regarding community resources. The emerging theme reflects recognition of the complex nature of these resources, including physical landmarks, local expertise, and various community elements. This suggests that teachers perceive community resources as integral components of effective Social Studies education. The importance placed on these resources aligns with the broader educational goals of fostering practical understanding, community engagement, and civic responsibility among students. It underlines the transformative potential of community resources in shaping a meaningful and relevant Social Studies curriculum

#### **4.2.2 Examples of relevant community resources**

This subtheme investigates the teachers' ability to identify and provide examples of community resources they deem relevant to teaching Social Studies concepts. This subtheme aims to uncover the specific resources teachers envision incorporating into their lessons and the reasoning behind their choices. During the course of the study, Social Studies teachers were able to provide some examples of community resources

that they believed were relevant to teaching Social Studies concepts, but the examples varied in terms of the type, scope, and quality of the resources. The participants mentioned some examples of community resources, such as libraries, museums, historical sites, cultural centers, civic organizations, religious groups, media outlets, local leaders, experts, activists, elders, volunteers, events, festivals, ceremonies, rituals, and traditions. For example, Respondent A articulated,

*Some examples of community resources that I think are relevant to teaching Social Studies concepts are local museums, historical sites, cultural centers, civic organizations, religious groups, media outlets, resources persons etc. Students can learn about the history, culture, politics, economy, and society of different communities and regions. Additionally, field trips can provide students with firsthand experiences."*

This response highlights the teacher's emphasis on firsthand experiences by incorporating field trips to historical sites, local museums, historical sites, and cultural centers. The examples provided are engrained in the local context, offering students concrete connections to the past. The inference here is that the teachers recognizes the value of experiential learning and believes that engaging with local experts (resources persons) and historical sites can significantly enhance the understanding of Social Studies concepts. The implication is that incorporating such resources can make lessons more immersive and memorable for students.

Respondent D contributed,

*Some community resources that I find relevant to teaching Social Studies concepts are local leaders, experts, activists, elders, volunteers, etc. These resources can help students interact with and learn from people who have firsthand experience and knowledge of various Social Studies topics and issues.*

This emphasizes the integration of economic concepts through collaboration with local businesses. The examples provided involve practical applications, such as visits to local markets and interactions with entrepreneurs, aligning with the curriculum.



The assumption is that this teacher recognizes the potential of community resources to directly illustrate economic concepts in a practical manner.

Respondent F shared that,

*Some community resources that I consider relevant to teaching Social Studies could include collaborating with local cultural events local events, festivals, ceremonies, rituals, traditions, etc. These help students to observe and participate in the social and cultural practices of different communities and groups.*

This response emphasises the importance of cultural events, guest speakers (resources persons), as community resources. The emphasis on relating global concepts to immediate surroundings suggests a desire to make Social Studies more relatable and connected to students' experiences.

The finding from this subtheme suggests that Social Studies teachers in the Ho Municipality are capable of identifying diverse and contextually relevant community resources. The examples provided include a range of subjects, including history, economics, culture, and current events. The teachers demonstrate an awareness of the local context and an intention to make Social Studies concepts more physical and relatable through the incorporation of specific community resources. However, the examples were not exhaustive, and some of the resources were more general and abstract than specific and concrete. Moreover, some of the resources were more accessible and reliable than others, and some of the resources were more aligned and integrated with the curriculum and the students' needs than others. This suggested that the participants had uneven awareness and recognition of the community resources that were available and suitable for their Social Studies classes.

### 4.2.3 Seeking information about community resources

Furthermore, the study probed into the teachers' proactive approach to stay informed about potential community resources that can be integrated into their Social Studies lessons. This subtheme explores into the teachers' strategies for staying updated on available resources and their perceived importance in seeking such information. The social studies teachers were asked, during the course of the study, to indicate how often they seek information about community resources that can be integrated into your Social Studies lessons. Their responses suggested that the sought information about community resources that could be integrated into their Social Studies lessons, but the frequency, sources, and methods of seeking information differed among the participants. The participants reported that they sought information about community resources on a regular, occasional, or rare basis, depending on their availability, interest, and motivation. The participants also reported that they used various sources of information, such as the internet, books, journals, newspapers, magazines, colleagues, administrators, and community members, depending on their convenience, preference, and trustworthiness. The participants also reported that they used different methods of seeking information, such as researching, consulting, contacting, or visiting, depending on their feasibility, effectiveness, and efficiency. Some of their remarks were as follows;

*I seek information about community resources that can be integrated into my Social Studies lessons on a regular basis. I use various sources such as the internet, books, newspapers, magazines, to find out about the resources that are available and suitable for my Social Studies classes. I also consult with my colleagues to get recommendations and feedback on the community resources that I can use*

Respondent F contributed,

*I seek information about community resources that can be integrated into my Social Studies lessons occasionally. I use some sources such as the various textbooks, and in the internet to research about the*

*resources that are relevant and accessible for my Social Studies classes.*

These remarks indicate a proactive approach to seeking information, involving active use of the internet, books, newspapers, involving and collaboration with fellow teachers, attendance at workshops, and active participation in community events. The teachers recognize the value of continuous effort to stay informed about potential resources to enhance their teaching practices. The teacher emphasizes the importance of adapting teaching materials to include the latest and most relevant resources. The inference from these responses is that the teachers recognizes the value of collaboration and sees seeking information as an adaptive process.

The findings from this subtheme indicate that Social Studies teachers in the Ho Municipality exhibit a proactive and intentional approach to seeking information about community resources. The teachers engage in a variety of strategies, including active participation in community events, collaboration with peers, and networking with local resource persons. The findings suggest that a proactive approach to seeking information is perceived as crucial for staying updated on relevant materials and enhancing the overall quality of teaching.

#### **4.2.4 Importance of knowledge about community resources**

The study further explored the teachers' opinions on the significance of being knowledgeable about and utilizing community resources in their teaching practices. The teachers were asked to explain how important is it for Social Studies teachers to be knowledgeable about and utilize community resources in their teaching. The responses from the teachers suggested that they recognized the importance and benefits of being knowledgeable about and utilizing community resources in their teaching, but the level of importance and the perceived benefits varied among the

participants. The participants expressed that it was very important, important, or somewhat important for Social Studies teachers to be knowledgeable about and utilize community resources in their teaching, depending on their attitude, belief, and value. The participants also expressed that using community resources in their teaching could provide various benefits, such as providing meaningful and engaging learning experiences, fostering critical thinking and inquiry skills, enhancing civic engagement and social responsibility, developing communication and collaboration skills, motivating and inspiring students, increasing student achievement and retention, improving student attitudes and interest, enriching curriculum and instruction, and strengthening school-community partnerships, depending on their perception, expectation, and experience. On the subject, Respondent D expressed,

*In my opinion, it is immensely important for Social Studies teachers to be knowledgeable about and utilize community resources. It bridges the gap between theoretical concepts and real-world applications, making the learning experience more engaging and relevant for students. Community resources can also help Social Studies teachers to align their curriculum and instruction with the goals and standards of Social Studies education*

This response emphasises the teacher's belief in the immense importance of being knowledgeable about and utilizing community resources. The emphasis on bridging the gap between theoretical concepts and real-world applications indicates recognition of the transformative impact on the learning experience.

Respondent G remarked,

*"Being knowledgeable about community resources is paramount for Social Studies teachers. It adds authenticity to our lessons, helping students see the direct impact of what they are learning on their immediate surroundings. It fosters a sense of connection and community engagement."*

This response emphasizes the paramount importance of being knowledgeable about community resources, particularly in adding authenticity to lessons. The remark of the

direct impact on immediate surroundings and fostering a sense of connection and community engagement suggests a belief in the broader societal implications of utilizing community resources. The inference from Respondent G' remark is that being knowledgeable about community resources is crucial in adding authenticity to the lessons, and fosters a sense of connection and community engagement. Thus, such an understanding may lead to intentional efforts to incorporate community resources that directly resonate with students' immediate surroundings, thereby enhancing the overall educational experience.

Respondent C shared insights, stating,

*"I strongly believe that Social Studies teachers should be well-versed in community resources. It not only enriches the learning experience but also empowers students to be active participants in their community. It cultivates a sense of responsibility and civic awareness among the students."*

This assertion suggests a strong belief in the importance of Social Studies teachers being well-versed in community resources. The reference of enriching the learning experience, empowering students to be active participants in their community, and cultivating a sense of responsibility and civic awareness indicates a broader perspective on the impact of community resources. In effect, such a belief may drive teachers to actively integrate community resources that contribute to a holistic and socially conscious educational experience.

Generally, the findings from this subtheme reveal that Social Studies teachers in the Ho Municipality attribute immense importance to being knowledgeable about and utilizing community resources in their teaching practices. The teachers believe that community resources bridge the gap between theoretical concepts and real-world applications, add authenticity to lessons, foster a sense of connection and community engagement, and empower students to be active participants in their community.

These findings suggest that teachers perceive community resources as integral to creating a transformative and socially conscious learning environment.

In conclusion, Theme 1, focusing on the Knowledge Base of Social Studies Teachers, provides a comprehensive exploration of teachers' understanding of community resources, their ability to identify relevant examples, their proactive approach to seeking information, and the perceived importance they place on being knowledgeable about community resources. The subthemes emerged organically during interviews, with each subtheme contributing valuable insights into the teachers' perspectives and practices. The teachers demonstrated a nuanced understanding of community resources, showcasing an awareness of the diverse elements within the local environment that can enhance the learning experience.

#### **4.3 Integration of Community Resources Introduction**

The second theme that emerged from the interview data was the integration of community resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality. This theme explored how Social Studies teachers integrated community resources into their Social Studies lessons, and how they engaged students in the utilization of community resources during teaching Social Studies concepts. The theme also examined the challenges and opportunities that Social Studies teachers faced and encountered in integrating and utilizing community resources in their teaching practice. The theme was further divided into three sub-themes, which were:

- Successful instances of integration
- Strategies for identifying and selecting community resources
- Student engagement in utilizing community resources

The sub-themes were derived from the interview questions that were designed to elicit the participants' views and experiences on the theme. The sub-themes were also informed by the literature review that highlighted the key aspects and dimensions of the theme. The sub-themes were coded and categorized based on the keywords and phrases that captured the essence of the questions and responses. The sub-themes were then analyzed and discussed in relation to the research objectives, questions of the study. The sub-themes also provided insights into the practices and outcomes of the participants' integration and utilization of community resources and the implications for Social Studies education.

#### **4.3.1 Successful instances of integration**

One of the major sub-theme that emerged from the interview data was the successful instances of integration of community resources into Social Studies lessons. This sub-theme was derived from the fifth interview question, which asked the participants to describe a specific instance where they successfully integrated a community resource into a Social Studies lesson. The purpose of this question was to elicit the participants' concrete examples and experiences of using community resources in their teaching practice, and to understand how they integrated and utilized the community resources to enhance the teaching and learning of Social Studies concepts. The question also aimed to identify the types, scopes, and qualities of the community resources that the participants used, and the benefits and outcomes that they achieved from using them.

The participants gave different responses to the question, and they described various instances where they successfully integrated community resources into their Social Studies lessons. The responses also provided some perspective into the practices and

outcomes of the participants' integration and utilization of community resources and the implications for Social Studies education.

The analysis of the responses revealed that the participants integrated community resources into their Social Studies lessons in various ways, such as inviting guests (resource persons) organizing field trips, using online media, etc. These ways reflected the different types and categories of community resources that the participants used, such as physical, human, and institutional resources. The ways also reflected the different levels and modes of integration and utilization of community resources that the participants adopted, such as direct, indirect, active, and passive.

For example, one participant said:

*One instance where I successfully integrated a community resource into a Social Studies lesson was when I taught a unit on the history of the Ewe people in Ghana. I invited a local historian and a cultural leader to my class to share their knowledge and experiences with the students. They also brought some artifacts and photographs that illustrated the historical and cultural of the Ewe people. The students were very interested and engaged in the lesson, and they asked many questions and learned a lot from the guests.*

This remark showed that the participant used a human and institutional resource (the local historian and the cultural leader) to integrate a physical resource (the artifacts and photographs) into a Social Studies lesson on the history and culture of Ghana. The response also showed that the participant used a direct and active mode of integration and utilization of the community resource, as the guests interacted and communicated with the students and the students participated and responded to the guests.

It was further apparent that the teacher integrated community resources into their Social Studies lessons to enhance the teaching and learning of Social Studies concepts, such as history, culture, geography, environment, politics, economy, etc.



These concepts reflected the different topics, themes, and issues that the participants covered in their Social Studies curriculum and syllabus. The concepts also reflected the different objectives, outcomes, and indicators that the participants aimed to achieve in their Social Studies education. For example, another participant said:

*Well, I remember, onetime I organized a field trip to a nearby national park (Nfojo Park) where the students observed and explored the natural features and resources of Ghana. They also participated in some activities and games that helped them understand the environmental issues and challenges facing Ho, and Ghana at large. The students enjoyed and appreciated the field trip, and they gained much and broader understanding of the environment of Ghana.*

This response showed that the participant used a physical and institutional resource (the national park) to integrate a human resource (the park staff and guides) into a Social Studies lesson on the environment of Ghana. The response similarly showed that the participant used a direct and active mode of integration and utilization of the community resource, as the students observed and explored the natural features and resources of their community and the park staff and guides facilitated and supported their learning.

Another participant said;

*Aside the excursions, and the use of resources persons, I have once tried using the some media outlets to pass current and reliable information and analysis on the political and economic developments and trends in Ghana. I brought a television to class, and showed them a video documentary on effect of galamsey by Joynews. The students were curious and critical in the lesson, and they developed some knowledge on the happenings around, as well as of the nature of our political economy.*

This assertions illustrate that the social studies teachers sometimes use an institutional and human resource (the online media outlets and platforms) to integrate a physical resource (the information and analysis on galamsey) into a Social Studies lesson on the politics and social economy of Ghana. The response also showed that the participant used an indirect and passive mode of integration and utilization of the

community resource, as the students accessed and evaluated the information and analysis on galamsey and the media outlets and platforms provided and delivered them.

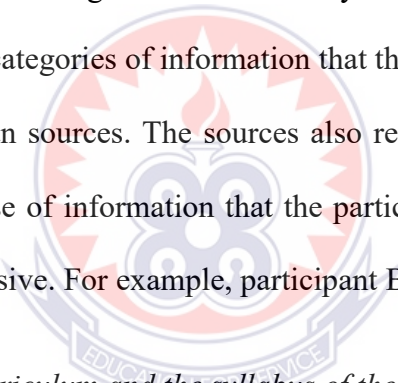
The overall analysis of the responses under this subtheme revealed that the social studies teacher integrated and utilized community resources in their Social Studies lessons in various ways, and that they achieved various benefits and outcomes from using them. The analysis also revealed that the participants had some strengths and weaknesses in their integration and utilization of community resources, such as the diversity and variability, the relevance and suitability, the accessibility and reliability, the effectiveness and efficiency, etc. The analysis also revealed that the participants had some implications and recommendations for Social Studies education, such as developing a clear and consistent framework, expanding and diversifying the examples, increasing and improving the sources and methods, emphasizing and demonstrating the benefits, etc. The analysis also revealed that the participants had some gaps and limitations in their integration and utilization of community resources, which could be addressed by further research and inquiry.

#### **4.3.2 Strategies for identifying and selecting community resources**

Another sub-theme that emerged under the interview data was the strategies for identifying and selecting community resources that aligned with specific Social Studies concepts. This sub-theme was derived from the sixth interview question, which asked the participants what strategies they used to identify and select community resources. The tenets of this question was to elicit the participants' approaches and skills of finding and choosing community resources that were relevant and suitable for their Social Studies classes, and to understand how they evaluated and

prioritized the community resources. During the interview session, the participants gave different responses to the question, and they described various strategies that they used to identify and select community resources. They also provided insights into the approaches and skills of the participants' identification and selection of community resources and the implications for Social Studies education.

When asked about the strategies they use to identify and select community resources that align with specific Social Studies concepts, the responses revealed they use different sources of information to seek information about community resources that were relevant and suitable for their Social Studies classes, such as the internet, books, newspapers, magazines, colleagues and community members. These sources reflected the different types and categories of information that the participants accessed, such as online, print, and human sources. The sources also reflected the different levels and modes of access and use of information that the participants adopted, such as direct, indirect, active, and passive. For example, participant B said:



*I consult the curriculum and the syllabus of the Social Studies course. I look at the objectives, outcomes, and indicators of the topic. I then make a list of the potential community resources that I can use and prioritize them based on their relevance, accessibility, and reliability.*

This comment showed that the participant used a print source (the curriculum and the syllabus) to seek information about community resources. The response also showed that the participant used a direct and active mode of access and use of information, as the participant consulted and examined the curriculum and the syllabus and made a list and prioritized the community resources.

Moreover, some of the teachers indicated to result to researching, consulting, contacting, or visiting. These methods reflected the different processes and procedures that the participants followed, such as searching, analyzing, synthesizing, or

evaluating information. The methods also reflected the different skills and competencies that the participants developed, such as information literacy, critical thinking, problem-solving, or decision-making skills. For instance, another participant noted:

*Well, I network with other Social Studies teachers through the workshops and seminars that are organized by the G.E.S. I pick some ideas from them, then I try it with my students*

This suggests that the participant used a human method (networking) to seek information about community resources. The response also showed that the participant used an indirect and passive mode of access and use of information, as the participant joined and attended some professional associations, groups, workshops, and seminars and got some recommendations and feedback from them.

Additionally, some of the teachers indicated to use different criteria and standards to select community resources, such as relevance, accessibility, reliability, suitability, effectiveness, and efficiency. These criteria and standards reflected the different factors and considerations that the participants took into account, such as the alignment and integration of the community resources with the curriculum and the students' needs, the availability and convenience of the community resources, the quality and validity of the community resources, the appropriateness and usefulness of the community resources, the impact and outcome of the community resources, etc.

Participant G submitted that:

*I ask the students about their interests, needs, and preferences and see what resources can meet them. I then involve them in the planning, implementation, and evaluation of the resources and ensure that they are aligned with the Social Studies concepts and the learning outcomes.*

This suggests that the participant used a human criterion (involvements) to select community resources. The response also showed that the participant used a direct and

active mode of selection and use of community resources, as the participant asked and involved the students and the community members in the process.

The findings under this subtheme depicts that the social studies teachers in Ho Municipality used different sources, methods, and criteria to identify and select community resources, and that they evaluate and prioritized the community resources based on various factors and considerations. The analysis from the teachers responses suggest that they had some strengths and weaknesses in their identification and selection of community resources, such as the convenience and preference, the trustworthiness, the feasibility and effectiveness, etc.

#### **4.3.3 Student engagement in utilizing community resources**

This sub-theme emerged from the responses of the social studies teachers on student engagement in utilizing community resources during teaching Social Studies concepts. This sub-theme was derived from the seventh interview question, which asked the participants how they engaged students in the utilization of community resources during teaching Social Studies concepts. The purpose of the question was to elicit the participants' views and practices of engaging students in the exploration, investigation, creation, collaboration, and reflection on the community resources, and to understand how they assessed and evaluated the students' learning outcomes. The participants gave different responses to the question, and they described various ways that they engaged students in the utilization of community resources during teaching Social Studies concepts.

The analysis of their responses revealed that they used a variety of instructional strategies and methods that were appropriate and effective for the community resources, such as inquiry-based learning, project-based learning, cooperative

learning, experiential learning, etc. These strategies and methods reflected the different types and levels of engagement that the participants fostered and promoted among the students, such as cognitive, affective, and social engagement. The strategies and methods also reflected the different processes and outcomes that the participants facilitated and supported among the students, such as exploration, investigation, creation, collaboration, and reflection. For instance, a participant noted that;

*I use inquiry-based learning to engage my students. I pose some questions or problems that are related to the Social Studies and the resources, and I guide the students to find and use the resources to answer or solve them. I also encourage the students to ask their own questions or problems and to use the community resources to answer or solve them. I also help the students to analyze the information and knowledge that they gain from the community resources and to apply and transfer them to other contexts and situations.*

This remark showed that the teachers used an instructional strategy (inquiry-based learning) that was appropriate and effective for the community resources, as it engaged the students in the cognitive, affective, and social dimensions of learning and development. The response also showed that the participant used an instructional method (posing and guiding questions or problems) that was appropriate and effective for the community resources, as it engaged the students in the exploration, investigation, creation, collaboration, and reflection processes and outcomes.

Moreover, some of the teachers scaffolded and supported the students' learning and development with the community resources, such as providing background information and guidance, providing feedback and reinforcement, providing differentiation and adaptation, etc. These scaffolds and supports reflected the different types and levels of assistance that the participants provided and offered to the students, such as informational, instructional, motivational, and emotional assistance.

The scaffolds and supports also reflected the different factors and considerations that the participants took into account, such as the students' prior knowledge and experiences, the students' current and future goals and aspirations, the students' diverse abilities and needs, etc. Another participant said;

*I scaffold and support their learning and development with the community resources. For example, I provide some background information and guidance on the community resources before, during, and after the lesson. I also provide some feedback and reinforcement on the students' performance and progress with the community resources.*

This response showed that the teacher scaffolded and supported the students' learning and development with the community resources, as it provided and offered informational, instructional, motivational, and emotional assistance to the students. The response also showed that the participant took into account the students' prior knowledge and experiences, the students' current and future goals and aspirations, and the students' diverse abilities and needs with the community resources.

In addition, some of the teachers mentioned to foster and promote their students' interest and motivation with the community resources, such as connecting the community resources to the students' lives and interests, connecting the community resources to the students' goals and aspirations, connecting the community resources to the students' values and identities. These connections reflected the different types and levels of relevance and meaning that the participants established and maintained between the community resources and the students, such as personal, social, and cultural relevance and meaning. The connections also reflected the different types and levels of ownership and responsibility that the participants encouraged and challenged the students to take for their learning with the community resources, such as individual, group, and community ownership and responsibility. The teachers

demonstrated a number of ways of integrating community resources, such as inviting guests, organizing field trips, and using media outlets. This finding aligned with the literature, emphasizing the importance of real-life experiences and hands-on learning in Social Studies (Olsen, 2015). Also, it was found that the teachers employed various strategies, including consulting the curriculum, networking with other teachers, and involving students in the selection process. This concurs with existing literature, emphasizing the need for relevance, accessibility, and reliability when selecting community resources (Brew, 2023). Involving students in the process reflects the student-centered approach recommended by Akrofi (2018), promoting active engagement and alignment with students' interests and needs.

It was further found that the teachers utilized instructional strategies such as inquiry-based learning and provided support to engage students effectively. This aligns with the findings of Yusuf (2006), whose finding emphasizes experiential and project-based learning. Also, connecting community resources to students' lives, interests, and goals fosters motivation and ownership; consistent with the literature's emphasis on making lessons personally meaningful (Mensah, 2023).

In sum, the findings resonate with existing literature, emphasizing the importance of community integration in Social Studies education. Successful instances of integration highlight the positive impact on student engagement and learning outcomes, consistent with the idea that experiential learning enhances knowledge retention (Evans, 1985). Strategies for identifying and selecting community resources reflect a thoughtful and purposeful approach, aligning with the literature's call for relevance and suitability.



Moreover, student engagement practices align with the literature's emphasis on student-centered learning, promoting critical thinking and inquiry skills (Abramsohn, 2022). The study also acknowledges some weaknesses, such as variability in resource selection and potential gaps that require further research. Recommendations from the teachers, such as developing clear frameworks and expanding examples, align with the literature's call for comprehensive guidelines and diversified resources (Melaville et al., 2006).

#### **4.4 Barriers in Deploying Community Resources**

The third and final theme that emerged from the study was the barriers in deploying community resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality. This theme emerged in attempt to find answer to the third objectives of the study. Accordingly, this theme explored the challenges and difficulties that Social Studies teachers faced and encountered in integrating and utilizing community resources in their teaching practice, and how they addressed and overcame them. The theme also examined the factors and causes that contributed and led to the barriers in deploying community resources in Social Studies education. The theme was further divided into four sub-themes, which were:

- Institutional policies or guidelines
- Accessing relevant community resources
- Handling adequacy or inadequacy of community resources
- Resistance or reluctance from students or parents

The sub-themes were derived from the interview questions that were designed to elicit the participants' views and experiences on the theme. The sub-themes were also informed by the literature review that highlighted the key aspects and dimensions of the theme. The sub-themes also provided insights into the challenges and difficulties

of the participants' deployment of community resources and the implications for Social Studies education

#### **4.4.1 Institutional policies or guidelines**

A sub-theme that emerged from the interview data, under this section of the study, was the institutional policies or guidelines that restricted the use of community resources in Social Studies lessons. This sub-theme emerged from the eighth interview question, which asked the participants if there were any institutional policies or guidelines that restricted the use of community resources in their Social Studies lessons. The purpose of this question was to ascertain the participants' awareness and understanding of the institutional policies or guidelines that they had to comply with and adhere to when they integrated and utilized community resources in their teaching practice, and to understand how they affected their choices and decisions of community resources.

During the course of the study, the teachers were asked about the institutional policies or guidelines that restricted the use of community resources in their Social Studies lessons. They gave different responses to the question, and they described various institutional policies or guidelines that restricted the use of community resources in their Social Studies lessons. The analysis of the responses revealed that they faced and encountered some institutional policies or guidelines that restricted the use of community resources in their Social Studies lessons, such as the need to get approval, follow protocols, and limit options. These policies or guidelines reflected the different types and categories of restrictions that the participants had to deal with, such as administrative, ethical, safety, quality, For example, a participant said;

*Yes, there are some institutional policies or guidelines that restrict the use of community resources in my Social Studies lessons. I often need*

*to get approval from the school administration before I can invite any guest speakers or organize any field trips.*

This showed that the participant faced and encountered some administrative, ethical, and safety restrictions that were formal and explicit, such as the need to get approval and follow protocols. The participants were aware and understanding of the institutional policies or guidelines that restricted the use of community resources in their Social Studies lessons, but the awareness and understanding were not uniform, consistent, or coherent. The participants had different levels and degrees of awareness and understanding of the institutional policies or guidelines, such as high, medium, low, etc. The participants also had different sources and methods of awareness and understanding of the institutional policies or guidelines, such as direct, indirect, active, passive, etc. For instance, participant E noted;

*No, there are no institutional policies or guidelines that restrict the use of community resources in my Social Studies lessons. I have the freedom and flexibility to use any community resources that I think are relevant and suitable for my Social Studies classes. I only need to inform the school that I plan to use and the learning objectives that I intend to achieve. I also need to ensure that the community resources are appropriate and respectful for the students and the community.*

This remark showed that the some of the teacher do not face any institutional policies or guidelines that restricted the use of community resources in their Social Studies lessons, or that the participant ignored or dismissed them. The response also showed that some of the teacher had a high level and degree of freedom and flexibility to use any community resources, and that these teachers used a direct and active source and method of informing and ensuring the appropriateness and respectfulness of the community resources.

#### **4.4.2 Accessing relevant community resources**

Another sub-theme that emerged from the interview data was the accessing relevant community resources for Social Studies classes. This sub-theme was derived from the ninth interview question, which asked the participants if there were any barriers in accessing relevant community resources for their Social Studies classes, and if so, what were they. The motive for this question was to identify the challenges and difficulties the teachers face in finding and choosing community resources that were relevant and suitable for their Social Studies classes, and to understand how they affected their availability and convenience of community resources. The question also meant to identify the types, scopes, and qualities of the barriers that the participants faced and encountered, and the solutions and strategies that they adopted and implemented.

The participants gave different responses to the question, and they reported various barriers in accessing relevant community resources for their Social Studies classes. The responses were coded and categorized based on the keywords and phrases that captured the essence of the responses. The responses were then analyzed and discussed in relation to the research objectives, questions of the study. The responses also provided insights into the challenges and difficulties of the participants' accessing relevant community resources for their Social Studies classes and the implications for Social Studies education.

The responses from the social studies teachers suggest that they faced and encountered some barriers in accessing relevant community resources for their Social Studies classes, such as the lack of time, funding, support, access, adequacy, etc. These barriers reflected the different types and categories of constraints and limitations that the participants had to deal with, such as temporal, financial, human,

physical, informational, etc. The barriers also reflected the different levels and modes of constraints and limitations that the participants had to cope with, such as internal, external, personal, professional, etc. For example, participant C remarked that;

*Yes, there are some barriers in accessing relevant community resources for my Social Studies classes. One of the barriers is the lack of time and funding to plan, organize, and implement the community-based learning activities. I have to manage my time and budget carefully and efficiently to use the resources. Another barrier is the difficulty in finding and contacting the community resources that are reliable and available for my Social Studies classes. I have to do a lot of research and networking to identify and select the appropriate resources.*

This response indicated that the participant faced and encountered some temporal, financial, and informational barriers that were internal and personal, such as the lack of time and funding and the difficulty in finding and contacting the community resources. The response also portrayed that the participant had to deal with the management and efficiency of time and budget and the research and networking of community resources.

Additionally, some of the teachers indicated to be aware of the barriers in accessing relevant community resources for their Social Studies classes, but the awareness and understanding were not uniform, consistent, or coherent. The participants had different levels and degrees of awareness and understanding of the barriers, such as high, medium, low, etc. The participants also had different sources and methods of awareness and understanding of the barriers, such as direct, indirect, active, and passive, etc. For example, participant G said;

*No, there are no barriers in accessing relevant community resources for my Social Studies classes. I have enough time and funding to plan, organize, and implement the community-based learning activities. I also have a lot of support and assistance from the school administration, the colleagues, and the community members to find and contact the community resources. I have a good relationship and communication with the community resources.*

This showed that the participant was not aware or understanding of any barriers in accessing relevant community resources for their Social Studies classes, or that the participant ignored or dismissed them. The response also showed that some of the participants had a high level and degree of time and funding and a lot of support and assistance from the school administration, the colleagues, and the community members. The response also suggests that some of the participants used a direct and active source and method of finding and contacting the community resources and had a good relationship and communication with them.

Nevertheless, some of the teachers indicated that they try to address and overcome some of the barriers in accessing relevant community resources for their Social Studies classes, such as planning, organizing, implementing, researching, networking, etc. These actions reflected the different types and levels of responses and solutions that the participants adopted and implemented, such as informational, instructional, motivational, emotional, etc. The actions also reflected the different factors and considerations that the participants took into account, such as the time, funding, support, access, adequacy, etc. For instance, participant E asserted that;

*It depends on the type and category of the community resources that I want to access for my Social Studies classes. Some community resources are easier to access than others. I can easily access some media outlets and platforms that provide current and reliable information and analysis on various Social Studies topics and issues, because the school have provisions for it. However, I have to face some challenges and difficulties when I want to access some local leaders and elders who have immediate experience and knowledge of various Social Studies topics and issues. I have to overcome some barriers such as distance, language, culture, etc.*

This response points out that the teachers faced and encountered some barriers in accessing relevant community resources for their Social Studies classes, and that they were aware and understanding of them, and that they addressed and overcame them.

The analysis also revealed that the participants had some strengths and weaknesses in their accessing relevant community resources for their Social Studies classes, such as the diversity and variability, the convenience and preference, the trustworthiness and reliability, the feasibility and effectiveness, etc. The analysis also revealed that the teachers had some implications and recommendations for Social Studies education, such as developing a clear and comprehensive framework, expanding and diversifying the examples, increasing and improving the sources and methods, emphasizing and demonstrating the benefits.

#### **4.4.3 Handling adequacy or inadequacy of community resources**

The third sub-theme that emerged from the interview data was the handling adequacy or inadequacy of community resources for teaching specific Social Studies concepts. This sub-theme was derived from the tenth interview question, which asked the participants how they handled issues related to the adequacy or inadequacy of community resources for teaching specific Social Studies concepts. The purpose of this question was to ascertain the social studies teachers' views and practices of dealing with the alignment, integration, suitability, effectiveness, and efficiency of community resources for teaching specific Social Studies concepts, and to understand how they affected their appropriateness and usefulness of community resources.

When asked about how they handle issues related to the adequacy or inadequacy of community resources for teaching specific Social Studies concepts, the teachers gave different responses to the question, and they explained how they handled issues related to the adequacy or inadequacy of community resources for teaching specific Social Studies concepts. One of participants, participants H mentioned that;

*I handle issues related to the adequacy or inadequacy by adapting and supplementing the community resources with other resources. That is,*

*if the resource is adequate and sufficient for teaching a specific Social Studies concept, I use it as the main or primary resource and I supplement it with some other resources such as books to reinforce and enrich the learning. However, if the resource is inadequate or insufficient for teaching specific Social Studies, I use it as a secondary or supplementary resource and I adapt it with the textbooks to fill the gaps and enhance the learning.*

This demonstrated that the some of the teacher faced and encountered some curricular, pedagogical, and instructional issues that were conceptual and procedural, such as the alignment, integration, suitability, effectiveness, and efficiency of the community resources. The also showed that the participants had to deal with the adaptation and supplementation of the community resources with other resources.

Furthermore, the responses from the teachers suggested that they had different levels and degrees of awareness and understanding of the issues, such as high, medium, low, etc. The participants also had different sources and methods of awareness and understanding of the issues, such as direct, indirect, active, and passive, etc. For example, another participant said:

*I handle issues related to the adequacy or inadequacy of community resources for teaching specific Social Studies concepts by integrating and utilizing the community resources with other community resources*

The analysis of the remarks by the teachers depicted that they faced and encountered some issues related to the adequacy or inadequacy of community resources for teaching specific Social Studies concepts, and that they were aware and understanding of them, and that they addressed and overcame them. The analysis also revealed that the participants had some strengths and weaknesses in their handling adequacy or inadequacy of community resources for teaching specific Social Studies concepts.

#### **4.4.4 Resistance or reluctance from students or parents**

The final sub-theme that ensured during the course of the study was the resistance or reluctance from students or parents towards the integration of community resources in



Social Studies education. This sub-theme emerged from the eleventh interview question, which asked the participants if they perceived any resistance or reluctance from students or parents towards the integration of community resources in Social Studies education, and how they addressed this. The rationale behind this question was to elicit the participants' views and experiences of dealing with the attitudes, beliefs, values, and preferences of students or parents regarding the use of community resources in Social Studies education, and to understand how they affected their interest and motivation of community resources. The responses from the participants on the subject matter suggest that they encountered some resistance or reluctance from students or parents towards the integration of community resources in Social Studies education. These resistances included the lack of awareness, understanding, interest, motivation, preference, and habit. These resistance or reluctance reflected the different types and categories of challenges and difficulties that the participants had to deal with, such as cognitive, affective, and social challenges and difficulties. The resistance or reluctance also reflected the different levels and modes of challenges and difficulties that the participants had to cope with, such as personal, interpersonal, and contextual challenges and difficulties. For example, one participant said:

*Yes, I perceive some resistance or reluctance from students and their parents towards the integration of field trips in my class. Some of the reasons were the fear of accidents. Some of the parents showed lack of awareness and understanding of the benefits and outcomes of fieldtrips. They see it to be unfair, has nothing to do with education. They only prefer the traditional and conventional ways of teaching and learning Social Studies. I try to educate the students and parents about the benefits and outcomes of fieldtrips by reassuring them of safe trips...*

The deduction from this response suggest that the teachers faced some cognitive, affective, and social challenges and difficulties that were personal, interpersonal, and contextual, such as the lack of awareness and understanding, the fear and anxiety, and

the preference and habit of the students and parents. The response also showed that the teachers had to deal with the informing and educating, the reassuring about the safety of using a particular community resource (field trip).

Furthermore, the responses from the teachers suggest some resistance or reluctance from students or parents towards the integration of community resources in Social Studies education, such as informing, educating, reassuring, supporting, respecting, accommodating

These findings align with the literature reviewed in chapter two, on the subject matter. The study found that institutional policies or guidelines pose a significant barrier to the deployment of community resources. This concurs with the literature, which highlighted issues such as the need for approval, following protocols, and limitations imposed by administrative, ethical, safety, and quality considerations. The findings resonate with Filinson's (2017) observation that teachers face barriers related to fear and concern about student safety, administrative problems, and the need for permission from educational authorities.

Accessing relevant community resources emerged as another significant barrier. The study highlighted challenges such as lack of time, funding, support, and difficulty in finding reliable community resources. This aligns with previous literature discussing financial problems, negative attitudes, and parental concerns as barriers to using community resources (Azeb, 2018; Waigera, 2020).

Moreover, the sub-theme of handling adequacy or inadequacy of community resources revealed that teachers adapt and supplement resources based on their suitability. This finding corresponds with the literature, which emphasizes the importance of teachers being resourceful and creative in utilizing community

resources effectively (Fägerstam, 2012). The study also echoes the literature's focus on the need for flexibility and adaptability in teaching methodologies (Titman, 1999).

The study similarly identified resistance or reluctance from students and parents as a barrier to integrating community resources in Social Studies education. This aligns with the literature that discusses concerns about safety during field trips, lack of awareness, and preference for traditional teaching methods (Torrance, 2015; Aryeh-Adjei, 2021). This finding reinforces the idea that addressing these concerns requires efforts in informing, educating, and reassuring students and parents about the benefits of using community resources.



## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary, conclusion, and recommendations of the study. The study aimed to explore the deployment of community resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality. The study was motivated by the problem and the gap of the lack of awareness and understanding of the deployment of community resources in teaching Social Studies concepts in the context of the study. The study was guided by the following research questions;

- RQ1: How do Social Studies teachers deploy community resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality?
- RQ2: What are the benefits and outcomes of using community resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality?
- RQ3: What are the barriers in deploying community resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality?

Qualitatively, the study used a case study research design to collect and analyse the data from 12 Social Studies teachers who participated in semi-structured interviews. The study used the thematic analysis method to code and categorize the interview data into three main themes and 12 sub-themes. The study also used the literature review and the theoretical framework of the study to interpret and discuss the findings. The study also provided some recommendations for the governments and policy makers, the Social Studies teachers, and the future researchers based on the findings of the study. The study also identified some limitations and suggestions for further research.

## **5.1 Summary of the Major Research Findings**

The summary of the major research findings based on the themes and sub-themes are as follows;

### **5.1.1 The deployment of community resources in teaching Social Studies concepts**

The first objective of this study was to examine the knowledge base of Social Studies teachers on community resources in teaching and learning in Senior High Schools in Ho Municipality. The findings from the study suggest that the social studies teachers defined and identified community resources as the people, places, organizations, groups, and events, media that are available and accessible in the local and global community and that are relevant and suitable for teaching and learning Social Studies concepts.

The study also found that the social studies teacher used different types and categories of community resources, such as human, physical, informational, and local, national, international. The teachers also used different criteria and indicators to select and evaluate the community resources, such as relevance, accessibility, reliability, suitability, effectiveness, efficiency.

The findings from the study also established that the social studies teachers used different sources and methods of accessing community resources, such as online, offline, direct, indirect, active, and passive. The teacher likewise used different strategies and techniques to integrate and utilize the community resources, such as inquiry-based learning, project-based learning, cooperative learning, and experiential learning.

Furthermore, from the findings, the social studies teachers gave different examples and instances of using community resources, such as guest speakers, field trips, online media, and local organizations. They also gave different reasons and purposes of using community resources, such as enhancing the curriculum, engaging the students, developing the skills, and promoting the values.

### **5.1.2 The benefits and outcomes of using community resources in teaching Social Studies concepts**

The second objective of this study was to analyse how Social Studies teachers integrate community resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality. The results from the study indicated that the social studies teachers reported some curricular and pedagogical benefits and outcomes of using community resources, such as enriching the content, diversifying the methods, aligning the objectives, and improving the assessment.

The study finding also illustrated that the teachers reported some cognitive and affective benefits and outcomes of using community resources, such as increasing the knowledge, developing the thinking, stimulating the interest, enhancing the motivation.

Moreover, the teachers indicated some social and cultural benefits and outcomes of using community resources, such as fostering the communication, collaboration, participation, and citizenship.

Finally, under this section of the study, the teacher reported some personal and professional benefits and outcomes of using community resources, such as improving the confidence, competence, satisfaction, and growth.

### **5.1.3 The barriers in deploying community resources in teaching Social Studies concepts**

The third and final objective of this study was to assess the barriers Social Studies teachers face in deploying community resources in teaching Social Studies concepts in Senior High Schools in Ho Municipality. The finding from the interview data showed that the social studies teachers faced and encountered some institutional policies or guidelines that restricted the use of community resources, such as the need to get approval, follow protocols, and limit options.

They are also mentioned to face and encountered some barriers in accessing relevant community resources, such as the lack of time, funding, support, access, and adequacy, as well as some issues related to the adequacy or inadequacy of community resources, such as the alignment, integration, suitability, effectiveness, and efficiency.

The teachers finally mentioned to face and encountered some resistance or reluctance from students or parents, such as the lack of awareness, understanding, interest, motivation, preference, and habits.

### **5.2 Conclusion**

The conclusion of the study is based on the interpretation and discussion of the major research findings in relation to the literature review and the theoretical framework of the study. The study concluded that Social Studies teachers deployed community resources in their teaching practice in different ways, and that they had different views and experiences of the deployment of community resources. The study also concluded that the deployment of community resources was influenced by various factors and considerations, such as the definition and identification, the types and categories, the sources and methods, and the examples and instances of community resources. The

study also concluded that the deployment of community resources had various benefits and outcomes, such as the curricular and pedagogical, the cognitive and affective, the social and cultural, and the personal and professional benefits and outcomes. The study also concluded that the deployment of community resources faced and encountered various barriers, such as the institutional policies or guidelines, the accessing relevant community resources, the handling adequacy or inadequacy of community resources, and the resistance or reluctance from students or parents.

Furthermore, the study concluded that the deployment of community resources in teaching Social Studies concepts was consistent and aligned with the literature review and the theoretical framework of the study. The study also concluded that the deployment of community resources in teaching Social Studies concepts supported and confirmed the existing theories and models, such as the constructivist theory, the experiential learning theory, the social learning theory, the community of practice model, the situated learning model, etc. The study also concluded that the deployment of community resources in teaching Social Studies concepts contributed and added to the existing knowledge and literature, such as the definition and identification, the types and categories, the sources and methods, and the examples and instances of community resources, and the benefits and outcomes, and the barriers of the deployment of community resources in teaching Social Studies concepts.

### **5.3 Recommendations**

The recommendations of the study are based on the findings of the study and the implications for Social Studies education. The recommendations are sectioned into three categories; recommendations to the governments and policy makers,



recommendations to the Social Studies teachers, and recommendations to the future researchers.

### **5.3.1 Recommendations to the governments and policy makers (the Ministry of Education and the Ghana Education Service)**

1. The governments and policy makers should develop a clear and consistent framework and guideline for the deployment of community resources in teaching Social Studies concepts, which should include the definition and identification, the types and categories, the sources and methods, and the examples and instances of community resources, and the benefits and outcomes, and the barriers of the deployment of community resources in teaching Social Studies concepts. This would help to standardize and regulate the deployment of community resources in teaching Social Studies concepts, and to ensure the quality and validity of the community resources and the community-based learning activities.
2. The governments and policy makers should provide adequate and sufficient time, funding, support, access, and adequacy for the deployment of community resources in teaching Social Studies concepts, which should enable and facilitate the planning, organization, implementation, and evaluation of the community-based learning activities. This would help to overcome and reduce the barriers in accessing relevant community resources, and to enhance and improve the availability and convenience of the community resources and the community-based learning activities.
3. The governments and policy makers should promote and encourage the deployment of community resources in teaching Social Studies concepts,

which should include the dissemination and communication of the benefits and outcomes, and the solutions and strategies of the deployment of community resources in teaching Social Studies concepts. This would help to raise and increase the awareness and understanding, and the interest and motivation of the students, the parents, the teachers, and the community members towards the deployment of community resources in teaching Social Studies concepts, and to address and resolve the resistance or reluctance from students or parents.

### **5.3.2 Recommendations to the Social Studies teachers**

The Social Studies teachers should also be collaborative and communicative with the students, the parents, the school administration, and the community members who are involved and engaged in the deployment of community resources in teaching Social Studies concepts, and they should use various methods and platforms to share and exchange the information, feedback, suggestions, and experiences of the community-based learning activities. The Social Studies teachers should also be respectful and appreciative of the diversity and variability, the appropriateness and respectfulness, the availability and convenience, and the relevance and meaning of the community resources, and they should use various ways and means to acknowledge and celebrate the contributions and achievements of the community resources in teaching and learning Social Studies concepts.

### **5.3.3 Recommendations to the future researchers**

The future researchers should conduct more studies on the deployment of community resources in teaching Social Studies concepts in different contexts and settings, such as rural and urban areas, public and private schools, lower and higher grades, etc. and

they should use different research designs and methods, such as quantitative, mixed, experimental, etc. to generate more data and evidence on the benefits and outcomes, and the barriers of the deployment of community resources in teaching Social Studies concepts.

The future researchers should also explore other aspects and dimensions of the deployment of community resources in teaching Social Studies concepts, such as the impact and influence of the community resources on the students' academic performance, attitudes, values, and behaviors, the role and function of the community resources in the curriculum development and implementation, the challenges and opportunities of the community resources in the professional development and collaboration of the Social Studies teachers, etc. and they should use different theoretical frameworks and models, such as the critical theory, the transformative learning theory, the community of inquiry model, etc. to analyze and explain the findings and implications of the deployment of community resources in teaching Social Studies concepts.

The future researchers should also develop and test some tools and instruments for the deployment of community resources in teaching Social Studies concepts, such as the guidelines and checklists for the selection and evaluation of the community resources, the rubrics and scales for the assessment and reflection of the community-based learning activities, the surveys and questionnaires for the measurement and feedback of the benefits and outcomes, and the barriers of the deployment of community resources in teaching Social Studies concepts, etc. and they should use different techniques and technologies, such as the online databases and platforms, the mobile applications and devices, the artificial intelligence and machine learning, etc. to

facilitate and enhance the deployment of community resources in teaching Social Studies concepts.



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