

EVALUATION OF HUMAN AND MATERIAL RESOURCE INPUT UTILIZATION AND COMPETENCY OF TEACHERS IN IMPLEMENTATION OF SOCIAL STUDIES CURRICULUM AT UPPER BASIC 11 EDUCATION LEVEL IN SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

The study was carried out to evaluate human and material resource input utilization and competency of teachers in implementation of social studies curriculum at Upper Basic 11 Education level in secondary schools in Enugu State. The design of the study was Evaluative Survey research design. The population of the study consisted of all the social studies teachers in both urban and rural schools at Upper Basic 11 Education Level in Secondary Schools in Enugu State. The census sampling technique was applied to sample all 192 social studies teachers at Upper Basic 11 Education Level in the three education zones that made up Enugu State. The instrument for data collection titled, 'Evaluation of Human and Material Resource Input Utilization and Competency of Teachers Questionnaire' (EHMRIUCTQ) was developed by the researcher. The instrument was validated by three experts, two in curriculum studies and one in measurement and evaluation, all from college of education, Michael Okpara University of Agriculture, Umudike. The overall reliability index of the instrument was 0.73. The data were analyzed using percentage, mean and standard deviation to answer the research questions. Also, t-test statistics was used to test the null hypothesis at 0.05 level of significance. Some of the major findings include the material resource input were moderately utilized, the teachers of social studies were competent in the use of material resource for implementation of social studies curriculum. Based on the findings, it was recommended that adequate modern material resource inputs should be provided by Enugu State ministry of Education. Social studies teachers should be re-trained on the needed skills for utilization of instructional materials input for the implementation of social studies curriculum at Upper basic 11 Education level in Enugu State.

Keywords: Curriculum, Human and material resources, Implementation, Social studies

Introduction

Educational resources are used in a learning environment to help in pupils' development and learning. They are designed to reinforce learning and, in some cases, allow pupils to put their knowledge to the test. The achievement of the goals of a programme depends on how well the resource inputs are utilized towards attainment of the objective of the programme. Osiyale (2008) explained that resource inputs encompass all persons and things capable of conveying information, values, experiences and techniques that could be used to actively engage the learners in the learning process. Ezenwa and Patrick (2018) stated that educational resource inputs are all teaching and learning materials adjudged to be vital in educational process. In the context of this write up, resource inputs are those things that help to facilitate the achievement and the objectives of Social Studies Education as a programme. Awaobodu (2016) has classified resource inputs into human and material resource inputs. Human resource inputs as described by Harbison in Ezenwa and Patrick (2018) are total energies,

skills, talents and knowledge of people which are potentially applied to the production of goods and rendering of useful services.

Also, Olayide and Heady (2017) described human resource inputs as individuals that are responsible for decision making and planning of activities in any programme. In addition, Usman (2015) has stated that human resource is an individual who has versatile knowledge in the field of education with cognate experience, expertise and know-how in teaching and learning. In the present study, human resource inputs as contained in the minimum academic standard for Social Studies at the Universal basic Education level were be examined. These include teachers of all categories who are involved in implementation of the Social Studies Educational Programme through interaction with material resource inputs. Material resource input in the view of Okolo (2017), comprises all available and accessible theoretical, practical and skill oriented instructional materials which facilitate learning. Also, Ojo (2012) stated that material resource inputs are facilities and tools necessary for effective implementation of a programme. In this study, material resource input will include all the material resource inputs contained in curriculum for Social Studies Education Programme as recommended in the Universal Basic Education guidelines.

Social studies is one of the basic education subjects in Nigerian education system. Social studies as a school subject deal with the study of man in relationship with his social and physical environment (Nnamani, 2009). Environment is anything that surrounds man which influences man's thinking and ideas positively or negatively. The environment of man could be social, economic, political, cultural and physical DUBY in (Ndan, 2002). Social environment refers to people in society and their relationship with each other, how man interacts, provides his needs and solves his problems while physical environment refers to physical things that surround man and that influence his behavior (Odele & Egotanwa, 2006). However, Engle (2003) defines social studies as a discipline on its own right, drawing knowledge from all the social science disciplines, dealing with social ideas and problems as they occur to the average person. Social studies is the aspect of learning which deals with how to get on with one's environment, both physical and human which involves development of skills, knowledge, attitude and values that characterize responsive and responsible citizenship in a free and democratic society. Social studies is recommended to be taught at the Upper Basic Education level in Nigerian schools (Federal Republic of Nigeria, 2004). The philosophy of Social Studies in Nigerian schools is to make students competent in decision making, problem solving, dealing with change and developing attitudes appropriate for effective citizenship (Okobia, 2012). This philosophy cannot be achieved without effective implementation of designed curriculum. Social studies at junior secondary school level (upper basic education) derives its contents from broad range of subjects such as Economics, Anthropology, Philosophy, Geography, and History in addition to Elementary or Basic Science (Bozimo & Ikwumelu, 2008). Hence, Okobia (2012) maintained that social studies at the junior secondary school level is an important subject because it is meant to prepare citizens for active participation in the society and help students to acquire basic knowledge, positive attitudes, values and social skills needed for responsible citizenship and contributing member of the society.

Social studies curriculum at the Upper Basic Education level adopted broad field approach and covers the areas like culture, time, continuity, and change; people, individual, and environment; individual development and identity; individual, groups, and institutions; power, authority, and governances; science, technology, and society; global connection, social issues, civic ideas and practice (Universal Basic Education, 2007). Nevertheless, these outlined curriculum

components cannot be achieved without adequate resource inputs in terms of the availability and utilization of relevant human and material resources, and appropriate knowledge and skills. In striving to achieve these goals, social studies curriculum employs a multi-disciplinary approach that takes cognizance of the social economic, political, religious, physical, scientific and technological aspects of life. The contents of social studies at the basic education level are thematically organized in order to make teaching and learning realistic. Also, the objectives behind this position include: to help student develop ability to adapt to his or her changing environment; become responsible and disciplined individuals capable and willing to contribute to the development of the society; inculcate right type of values in learner; develop a sense of comprehension towards other people's cultures, history and those fundamental things that make them human; develop the capacity to reorganize the many dimensions of human beings in different cultural and social contents and develop a sense of solidarity and sharing based on a sense of security in one's own identity (UBE, 2007). The teachers' ingenuity in adapting and maximizing the utilization of appropriate methods as well as the often-inadequate instructional materials can have tremendous impact in the successful implementation of Social Studies curriculum.

Curriculum consists of the entire situation that the school may select and consistently organize for the purpose of bringing changes in behavior of individuals (Obanya, 2004). Offorma (2002) also defined curriculum as a total experience involving the school in the process of educating the young people. It includes the teacher, subjects, contents, methods of teaching and evaluation as well as the physical and psychological dimension of the experiences. This shows that curriculum is a document or instrument planned by policy makers which contains what to learn and how to learn and who should learn. Kanno (2012) added that curriculum is a plan or blueprint or instructional guide used for teaching and learning to bring about positive and desirable learner's behaviour change. In the context of this study, curriculum consists of all the activities engaged by teachers and students of social studies in Basic Education level in order to achieve the stated objectives. The objectives of the social studies curriculum for Basic Education level have been adjudged as laudable and there is evidence to show that even though students find social studies interesting, many of them obtain poor results as shown by previous results of Basic Education examination in many states, including Enugu State. Students that scored credit and above are regarded as those that achieved well. Achievement is seen in this study as the learning outcome of the students in social studies. Majority of the students however scored less than credit in Basic Education Certificate Examination (BECE), between 2014-2017.

In the context of this study, curriculum implementation entails the interaction between the teacher, the learner and the learning environment. How well the teacher implements the curriculum is determined by the teachers' knowledge, professional training, competence, initiative, interest and motivation. Though such factors as student's interest and readiness as well as availability and utilization of learning materials and equipment may be constraining, a knowledgeable and competent teacher can always make the best out of any situation.

Although Social Studies at basic education level is regarded as an important core subject, its implementation seems to face some challenges. For instance, Akomolaofe (2005) pointed out that teaching materials are not adequate for teaching social studies in Nigerian schools and even the available ones are not used but stored in principal's offices as some teachers see them as time consuming. This practice could affect the implementation of social studies curriculum at the Basic Education level negatively. The Federal Republic of Nigeria, (2014), has also outlined the minimum qualification for teaching social studies in Basic Education levels as Nigerian Certificate in Education, Bachelor in Education (B.Ed.) in lower and upper Basic

Education levels respectively and students-teacher ratio of 1:50. Experience and observation have shown that most teachers employed to teach social studies seem not qualified and even the seemingly qualified ones may not be specialists of social studies (Akinsolu, 2003). Furthermore, the curriculum document of social studies for Basic Education level has outlined the instructional materials for effective implementation of the subject. These include costumes, maps, atlases, newspaper, dictionary, conducive classroom, among others. Nonetheless, observation and experiences tend to show that students learn social studies in dilapidated classroom and with little or no instructional materials. This situation if it exists, may affect students' learning negatively. Thus, there is need to check and control the seeming current practices, if not, it may mar the effective implementation of social studies curriculum at the junior secondary school level.

Curriculum implementation can be evaluated in a number of ways using different evaluation models. Some of the evaluation models may include: the Provus discrepancy evaluation model by Provus (1971), Goal-Free Evaluation Model by Scriven (1972), Needs Assessment Model by within (1977), Stufflebeams (1971), Context, Input, Process, Product (CIPP) model among other models of evaluation. In the present study, the Stufflebeam's context, input, process and product (CIPP) model of curriculum evaluation was used. The CIPP model detects the presence of any weakness in the context, input, process and product as these would be identified and remedial measures provided. The CIPP model was chosen because it is comprehensive, purposeful and accepted and used by curriculum evaluators. The indicators of curriculum implementation are the teachers, the students, teaching materials and utilization.

According to Chukwu (2009), utilization of instructional materials in the implementation of a given curriculum is dependent on teacher's qualification as well as teaching experience. It is noted that while the qualified teachers were observed to use diverse instructional methods and materials, the non-qualified and less experienced teachers do not. However, there may be variations in the opinions of teachers with Bachelors of Education in social studies and those of none specialist teachers of social studies on the level of utilization of teaching materials for social studies. Also, there may be differences in the responses of teachers of social studies at the urban and rural locations on the extent of utilization of instructional materials in teaching social studies as information from one location may not provide reliable and valid information with regards to extent of utilization of instructional materials. There is, therefore, a need to compare the opinion of social studies teachers located at different school settings (urban and rural locations) on the extent of utilization of instructional materials and human resources. Though some instructional materials may be available, the extent of the utilization of such materials by teachers of social studies was not certain. Also, the competency of the human resource inputs were not known; These unanswered questions on the issues of the resource inputs in the implementation of social studies curriculum necessitated researcher's interest in this study.

Another variable of interest in consideration of the resource inputs for the implementation of social studies curriculum was the human resource inputs with regards to the level of competency they possessed. Competency is the ability to do something successfully or efficiently. It is an important skill that is needed to do a job. In relation to the present study, competency of human resource inputs refers to the extent the social studies teachers have the ability to implement the social studies curriculum at the upper basic education level. It means extent of capability although it could be used to explain a sufficient qualification. It is the aggregate of skills, knowledge and attitudes manifested in the teachers' behavior for achieving the objectives of social studies (Hoffman, 1999). In view of the importance of social studies in Nigerian educational system and considering the poor performance of students in the subject

at the Basic Education level, the curriculum of social studies deserves to be adequately implemented to achieve the set goals. Therefore, the need for the researcher to embark on the evaluation of resources inputs in the implementation of social studies curriculum at upper basic education level, bearing in mind the outlined unanswered questions, particularly in Enugu State. In an attempt to carry out the study, the influence of school location on the responses of the social studies teachers were considered worthy of investigation. Schools could be located in rural or urban setting and this might have influence on the resource inputs availability, adequacy, effectiveness, suitability, and utilization in the implementation of social studies curriculum at the upper basic education level. Also, the competency as well as the competency improvement needs of the human resource inputs might differ along the line of school locations, hence the need to investigate the influence of school location on the ratings of social studies teachers in the implementation of social studies curriculum at upper basic education level in Enugu state.

In spite of the laudable objectives and design of social studies curriculum for the Basic Education level in Nigeria, the performances of students in the subject at Basic11 Education Certificate Examination (BECE) in Enugu State schools have been poor. Also, the central philosophy of social studies which is to make students competent in decision making, problem solving, dealing with change and developing attitudes appropriate for effective citizenship do not seem to be achieved. Both poor achievement in social studies in Basic Education Certificate Examination and the none attainment of the philosophy of social studies as exhibited by the students in Enugu State schools may be attributed to some issues of resource inputs in the implementation of social studies curriculum. There are further claims that available resources in Enugu state schools are not utilized by teachers and students for effective implementation of social studies, that the competency level of the human resource inputs were in doubt, Available literatures records seemed to further indicate that scanty or no studies have been carried out to adequately address the reality or otherwise of the enumerated claims of poor teacher utilization of instructional materials among other claims. If these claims and unanswered questions with regards to resource inputs in the implementation of social studies were not adequately addressed, the sole aims and objectives of teaching social studies at the upper basic education level in Enugu state might not be realized. There was therefore the need to evaluate these aforementioned claims. The problem of this study was therefore to evaluate extent of utilization and the level of competency of human resource inputs for the implementation of social studies curriculum at the upper basic education level in Enugu state.

The purpose of this study was to evaluate the extent of utilization and teachers' competency in the implementation of social studies curriculum at upper basic II Education level in Enugu state. Specifically, the study sought to:

1. Determine the extent of utilization of material resource inputs for implementation of Social Studies curriculum.
2. Ascertain the competency of human resource inputs for the implementation of the Social Studies curriculum.

Research Questions

1. What is the extent of utilization of material resource inputs for implementation of Social Studies curriculum?
2. What is the level of competency of human resource inputs for the implementation of the Social Studies curriculum?

Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

1. There is no significant difference between the mean ratings of teachers in urban and rural schools on the extent of utilization of material resource inputs for the implementation of social studies.
2. There is no significant difference between the mean ratings of teachers in urban and rural schools on the level of competence possessed by human resource inputs in the implementation of social studies curriculum at upper basic II education level in Enugu state.

Method

The design of the study was evaluative survey research design. According to Nworgu (2006), survey research is one which a group of people are studied by collecting and analyzing data from only a few groups. The area of study is Enugu State. The population of the study was all teachers and students of social studies at Upper Basic II Education level in Enugu State comprising 192 (88 urban and 104 rural teachers of social studies (Planning, Research and Statistics Department, Secondary Education Management Board, Enugu State (2022)). The sample size of the study was 192 Social Studies teachers. A purposive sampling technique was used to select all the social studies teachers from the three educational zones that made up Enugu state. This was because the population size was small as the study was survey type that required large sample size for generalization of the findings (Ovute, 2021). Also, all the one hundred and ninety-two (192) social studies teachers were stratified according to school location. This was because the study investigated the influence of school location on the ratings of social studies teachers on all the variables of the study. Accordingly, 104 social studies teachers were located in rural schools while 88 were located in urban schools in Enugu state.

The instrument for data collection was titled “Evaluation of Resource Inputs for social studies curriculum Implementation Questionnaire (ERISSCIQ)”. The instrument was arranged in sections A and B. Section A was on personal biodata of the respondents (urban/rural school) while section B, was subdivided into two parts, namely: Part 1 (extent of utilization of material resource inputs); Part 2 (extent of competency of human resource inputs); The instrument was structured on CIPP evaluation format. The CIPP evaluation format consists of four different categories namely, content, input, process and products. There were four response options in all the subsections rated 4 points, 3 points, 2 points and 1 point respectively for positive items and the reverse for negative items. The instrument was validated by one expert in Measurement and Evaluation in the Department of Science Education and two Curriculum Education experts from Adult and Continuing Education from Michael Okpara University of Agriculture, Umudike. The Social Studies Implementation Questionnaire was administered to 20 social studies teachers in secondary schools in Abia State. The same questionnaire was administered to the same group after two weeks interval. Their responses were rated, scored and used to determine the test-retest reliability.

The reliability of the instrument was established by using Pearson product moment coefficient reliability index. The subgroup reliability indices were 0.69, 0.76, respectively for parts 1 and 2. A total reliability coefficient of 0.73 was established. The researcher used three briefed research assistants. She briefed the researcher on how to distribute and collect the questionnaire. The research assistants comprise one each from each three selected Education Zone of the State. A total of 192 copies of questionnaire were distributed and returned after the respondents had completed the copies. Percentages, mean, standard deviation and

improvement needs index were used to answer the research questions while t-test statistic was employed in testing the null hypotheses at 0.05 level of significance. Also, percentages was used to analyze data on secondary school social studies teachers' competency. In deciding on the level of competency of social studies teachers in Secondary Schools, the following percentages were used: 70% or above - highly competent, 60% - 69% - moderately competent, 50% - 59% - slightly competent, Below 50% - Very slightly competent

Results

Research Question 1: What is the extent of utilization of material resource inputs for implementation Social Studies curriculum?

Table 1: Mean ratings of teachers in Urban and Rural schools on extent of utilization of material resource inputs for implementation Social Studies curriculum

S/N	Resource	Urban Teachers		Rural Teacher				
	Inputs	\bar{x}_1	SD ₁	\bar{x}_2	SD ₂	\bar{x}_G	SD _G	
Remark								
1.	Chart	2.64	0.74	2.86	1.21	2.75	0.97	HU
2.	Picture	2.79	0.62	3.35	1.01	3.07	0.81	HU
3.	Documentary	1.90	0.49	2.70	0.99	2.30	0.74	LU
4.	News Paper	2.61	0.74	3.68	0.65	3.14	0.69	HU
5.	Nigerian coat of arms	2.67	0.58	2.93	1.10	2.80	0.84	HU
6.	posters	2.59	0.64	2.44	0.91	2.51	0.77	HU
7.	Story books	2.77	0.96	2.46	1.01	2.61	0.85	HU
8.	Social studies book	2.78	0.55	2.95	1.10	2.86	0.82	HU
9.	Photographs	2.88	0.55	2.83	1.12	2.85	0.83	HU
10.	Art works and drawing	3.06	0.92	3.04	1.05	3.05	0.98	HU
11.	Social studies curriculum	2.97	0.90	2.90	1.04	2.93	0.97	HU
12.	World map, map of Africa	2.72	0.58	3.00	0.88	2.86	0.73	HU
13.	Nigeria constitution	2.58	0.59	2.27	0.64	2.42	0.61	LU
14.	Journal of social studies	2.22	0.44	1.84	0.61	2.03	0.52	LU
15.	Models	2.88	0.55	3.18	0.82	3.03	0.68	HU
16.	Radio sets	2.97	0.50	3.05	0.74	3.01	0.62	HU

17.	Magazines	2.77	1.19	2.90	0.98	2.83	1.08	HU
18.	Films and videos	2.81	0.57	2.89	1.04	2.85	0.80	HU
19.	Hand bills	3.01	0.28	3.31	0.97	3.16	1.62	HU
20.	School flag	2.86	0.55	3.00	1.07	2.93	0.81	HU
21.	Chalk board	2.76	0.67	3.06	1.06	2.91	0.86	HU
22.	Flip charts	2.40	0.52	2.39	0.51	2.40	0.51	LU
23.	Strip chart	2.18	0.53	2.06	0.41	2.12	0.47	LU
24.	Simple chart	2.54	0.74	3.13	1.11	2.83	0.92	LU
25.	Tree charts	2.88	0.46	3.21	1.10	3.04	0.74	HU
26.	Time and sequence chart	2.68	0.76	2.88	1.04	2.78	0.90	HU
27.	Stream chart	2.65	0.54	3.14	0.93	2.89	0.73	HU
28.	Graphs	2.65	0.72	3.36	0.90	3.01	0.81	HU
29.	Cartoons	2.65	0.85	2.65	1.06	2.65	0.95	HU
30.	Cornices	2.75	1.10	2.96	1.08	2.85	1.09	HU
31.	Billboards	2.57	0.85	3.75	1.21	3.16	1.03	HU
32.	Pictorial graph	2.72	0.63	3.38	0.86	3.05	0.74	HU
33.	Simple bar graph	2.43	0.45	2.32	0.43	2.37	0.44	LU
34.	Atlases	2.35	0.39	2.15	0.31	2.25	0.35	LU
Pooled mean		2.67	0.65	2.88	0.87	2.77	0.76	HU

Where \bar{X} = Mean, SD= Standard deviation HU=Highly Utilized, LU= Low Utilized, \bar{X}_G =Grand mean and SD_G =Grand standard deviation

Data in Table 4.8 showed that the pooled mean response values of both urban and rural teachers were 2.67 and 2.88 with standard deviation of 0.65 and 2.88 respectively. The grand mean of the respondents was 2.77 with standard deviation of 0.76. This is within the real limit of number range of 2.50-3.49 which implied highly utilized extent mean responses. This indicated that the teachers agreed that the material resource inputs for implementation of social studies curriculum at upper basic education level in Enugu State were highly utilized.

H₀₁: There is no significant difference between the mean ratings of teachers in urban and rural schools on the extent of utilization of material resource inputs for the implementation of social studies.

Table 2: t-test analysis of Mean rating scores of teachers in urban and rural schools on the extent of utilization of material resource inputs for the implementation of social studies

Teachers	N	\bar{X}	SD	df	t-calculated	t-critical	Remark
Urban	88	2.67	0.65	190	-1.91	1.96	NS
Rural	104	2.88	0.87				

Where N=Number of respondents, \bar{X} = Mean, SD= Standard deviation, df= degree of freedom, NS=Not significant

Data in table 2 revealed that the calculated t- value is -1.91 and the critical t-value is 1.96 at degree of freedom 190 at 0.05 level of significant. Since the t-calculated value of -1.91 is less than t- critical value of 1.96, the null hypothesis stated was not rejected. Thus, there was no significant difference between the mean ratings of teachers in urban and rural schools on the extent of utilization of material resource inputs for the implementation of social studies curriculum at upper basic II education level in Enugu state.

Research Question 2: What is the level of competency of human resource inputs for the implementation of the Social Studies curriculum?

Table 3 Man ratings of teachers in Urban and Rural schools on level competency of human resource inputs for the implementation of the Social Studies curriculum

S/N	Resource	Urban Teachers		Rural Teacher				
	Inputs	\bar{x}_1	SD ₁	\bar{x}_2	SD ₂	\bar{x}_G	SD _G	
	Remark							
1.	Chart	3.51	0.71	3.54	0.65	3.52	0.68	HC
2.	Picture	3.14	0.57	3.30	0.81	3.22	0.69	MC
3.	Documentary	3.10	0.83	3.19	1.02	3.14	0.92	MC
4.	News Paper	3.57	0.85	3.60	0.71	3.58	0.75	HC
5.	Nigerian coat of arms	3.16	0.76	2.98	1.10	3.07	0.94	MC
6.	posters	3.07	0.68	2.97	3.11	3.02	1.89	MC
7.	Story books	2.91	0.70	2.78	0.99	2.84	0.84	MC
8.	Social studies book	3.22	1.25	2.89	1.05	3.05	1.15	MC
9.	Photographs	3.18	0.71	3.03	1.09	3.10	0.90	MC

10.	Art works and drawing	3.31	0.55	3.04	0.98	3.15	0.76	MC
11.	Social studies curriculum	3.13	0.64	3.20	0.98	3.16	0.81	MC
12.	World map, map of Africa	3.00	0.72	3.43	0.85	3.21	0.78	MC
13.	Nigeria constitution	3.23	0.81	2.98	1.06	3.20	1.80	MC
14.	Journal of social studies	3.46	2.14	3.06	0.90	3.26	1.52	MC
15.	Models	3.10	0.83	3.09	1.02	3.09	0.92	MC
16.	Radio set	2.82	0.83	3.60	0.71	3.21	0.77	MC
17.	Magazines	3.13	0.64	3.16	1.10	3.14	0.87	MC
18.	Films and videos	3.19	0.69	3.15	0.95	3.15	0.82	MC
19.	Hand bills	2.78	0.70	2.91	0.99	2.84	0.84	MC
20.	School flag	2.79	0.57	3.07	2.14	2.93	1.35	MC
21.	Chalk board	3.58	0.71	3.53	1.09	3.55	0.90	HC
22.	Flip charts	3.31	0.55	3.09	0.95	3.20	0.75	MC
23.	Strip chart	3.13	0.64	3.20	0.98	3.16	0.81	MC
24.	Simple chart	2.98	1.06	3.43	0.85	3.20	0.79	MC
25.	Tree charts	3.98	0.81	3.23	1.06	3.60	0.93	HC
26.	Time and sequence chart	2.90	0.91	2.88	1.04	2.89	0.97	MC
27.	Stream chart	3.15	0.50	3.16	0.93	3.15	0.71	MC
28.	Graphs	3.10	0.60	3.37	0.89	3.23	0.74	MC
29.	Cartoons	3.01	0.38	3.21	1.06	3.11	0.72	MC
30.	Cornices	2.97	0.71	2.90	1.28	2.93	0.99	MC
31.	Bill boards	2.93	0.62	3.32	0.96	3.12	0.79	MC
32.	Pictorial graph	3.09	0.67	2.88	0.68	2.98	0.67	MC
33.	Simple bar graph	3.23	0.52	3.38	0.89	3.30	0.70	MC
34.	Atlases	3.14	0.70	2.87	0.86	3.00	0.78	MC

Pooled mean	3.15	0.77	3.06	0.88	3.11	0.83	MC
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Where \bar{X} = Mean, SD= Standard deviation HC=High Competence, MC= Moderate competence, \bar{X}_G =Grand mean and SD_G =Grand standard deviation

Data in Table 3 showed that the pooled mean response values of both urban and rural teachers were 3.15 and 3.06 with standard deviation of 0.77 and 0.88 respectively. The grand mean of the respondents was 3.11 with standard deviation of 0.83. This is within the real limit of number range of 2.50-3.49 which implied moderate competency mean responses. This indicated that the teachers agreed that level of competency of human resource inputs for the implementation of the Social Studies curriculum in Enugu State were moderate competent. The corresponding hypothesis that addressed the above research question is

H₀₁: There is no significant difference between the mean ratings of teachers in urban and rural schools on the level of competence possessed by human resource inputs for the implementation of social studies curriculum at upper basic II education level in Enugu State.

Table 4 t-test analysis of Mean rating scores of teachers in urban and rural schools on the level of competence possessed by human resource inputs for the implementation of social studies curriculum

Teachers	N	\bar{X}	SD	df	t-calculated	t-critical	Remark
Urban	88	3.15	0.77	190	0.75	1.96	NS
Rural	104	3.06	0.88				

Where N=Number of respondents, \bar{X} = Mean, SD= Standard deviation, df= degree of freedom, NS=Not significant

Data in table 4 revealed that the calculated t- value is 0.75 and the critical t-value is 1.96 at degree of freedom 190 at 0.05 level of significant. Since the t-calculated value of 0.75 is less than t- critical value of 1.96, the null hypothesis stated was not rejected. Thus, there was no significant difference between the mean ratings of teachers in urban and rural schools on the level of competence possessed by human resource inputs for the implementation of social studies curriculum at upper basic II education level in Enugu State.

Discussion of Findings

The study also revealed that material resource inputs for implementation of social studies curriculum indicated that documentary, Nigeria constitution, journal of social studies, flip chart, strip charts, simple chart, simple bar graph and atlases were at low level of utilization whereas charts, picture, Newspaper, Nigerian coat of arms, posters, story books, photographs among others were highly utilized and there was no significant difference between the mean ratings of teachers in urban and rural schools on the extent of utilization of material resource inputs for the implementation of social studies curriculum at upper basic II education level in Enugu state. This is not in agreement with Ubulomet (2021) who evaluated the availability of some input resource utilized for instructional delivery of entrepreneurship education and reported that entrepreneurship education programme is very low and that infrastructures are not available and utilized for effective infrastructural delivery.

The result also revealed that the level of competency of human resource inputs for the implementation of the social studies curriculum indicated highly competence with charts, Newspaper, chalkboard and tree chars whereas picture, documentary, Nigerian coat of arms, posters, story books, photographs, artwork and drawing among others where at rang of moderately competency. The pooled mean indicated moderately competency of the items and there was no significant difference between the mean ratings of teachers in urban and rural schools on the level of competence possessed by the human resources inputs for the implementation of social studies curriculum at upper basic II education level in Enugu state. The finding is in line with Fathiah (2007) who stated that a chemistry teacher should have a high level of proficiency in handling equipment and installation of apparatus as that are part of their job scope. If teachers have problems in manipulating the laboratory equipment, they will also face problems in teaching and assessing the experiment. When chemistry teachers are incompetent in manipulating equipment and conducting practical, it will also affect the quality of scientist that will be produced in future.

Summary of the Study

This study determined Evaluation of material, human and infrastructural facility resource inputs for the implementation of social studies curriculum at upper basic II education level in Enugu State. The study adopted evaluative survey research design. The sample size of the study was 192 Social Studies teachers drawn using purposive sample technique. The instrument for data collection was questionnaire which was validated, and its reliability established. The data was collected and analyzed using Percentages, mean, standard deviation and improvement needs index were used to answer the research questions while t-test statistic was employed in testing the null hypotheses at 0.05 level of significance. The result showed that the available material resource inputs for implementation of social studies curriculum were highly utilized and the level of competency of human resource inputs for the implementation of the social studies curriculum were moderately competent.

Conclusion

The study evaluated material, human and infrastructural facility resource inputs for the implementation of social studies curriculum at upper basic II education level in Enugu State. Based on the analysis carried out and the results of the study, it could be concluded that:

1. The available material resource inputs for implementation of social studies curriculum were highly utilized and there was no significant difference between the mean ratings of teachers in urban and rural schools on the extent of utilization of material resource inputs for the implementation of social studies curriculum at upper basic II education level in Enugu state.
2. The level of competency of human resource inputs for the implementation of the social studies curriculum were moderately competent and there was no significant difference between the mean ratings of teachers in urban and rural schools on the level of competence possessed by the human resources inputs for the implementation of social studies curriculum at upper basic II education level in Enugu state.

Recommendations

Based on the findings the following recommendations were made;

1. Most of the recommended resources inputs were either not available or not adequate; the government in conjunction with the Upper basic level education administrations should source funds to provide the adequate number of the necessary resources inputs materials. This fund raising could take the form of buying shares from reputable banks,

establishing fund generating businesses like filing stations, etc which will be yielding money to the school on regular bases.

2. Workshops, seminars and conferences aimed at training the social studies teacher on the techniques and importance of improvisation of necessary resources inputs should be organized by the school Administration on regular basis.
3. The result of the study revealed that the greatest problem facing usage of material and infrastructural facilities resource inputs for implementation of social studies curriculum were lack of teaching materials, inadequate of teaching materials, teachers lack of competence and skills for teaching social studies, lack of motivation of teachers, lack of prescribed text books, large content and lack of classroom among others. Based on this the researcher recommended that adequate infrastructure should be made available through parent teachers association, old school association and other non-governmental body should aid in the provision of infrastructural facilities for social studies learning
4. Every educational program should be evaluated from time to time based on the objectives to know the level of implementation as most programs fail at this stage. Every nation to ensure strict implementation of all educational programs.

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