RELEVANCE OF SOCIAL STUDIES RESOURCE ROOM AT THE JUNIOR SECONDARY SCHOOLS IN ACTUALISING A SUSTAINABLE HUMAN SOCIETY

———————————

Danbaba **UBANDOMA**, Ahmed **AHMED** &
Nanret Gulleng **YOHANNA**
Department of Social Science Education
Faculty of Education, University of Jos

Abstract

Resource room as a factor in the academic environment remains the most important socialization factor for learners/users after their family. It is an institution the educational world uses to effectively manage the dozens of hours young learners spend in the school environment in order to achieve multiple goals including socialization and the attainment of educational objectives for a sustainable society. To achieve these, educational systems worldwide have chosen Education Resource Room as a compensatory educational institution for the effective transition of learners from known to unknown, the development and sustenance of worthwhile skills in learners. Resource room (RR) at all levels of education has the potential of arresting the youngsters and preparing them for a better tomorrow. This paper considers the relevance of 21st century SSRR in actualizing a sustainable human society. The paper then suggested among others introduction of courses that will ensure effective management of modern technological devices into Social Study training Colleges/Universities.

Keywords: Social Studies, Resource room, Expediencies, Sustainable human society.

Introduction

The concept of education emphasizes the acquisition of skills, improvement of skills, knowledge and the enhancement of values through human resource development. As a tool for human development and empowerment, education occurs in both formal and informal ways. Whichever direction it takes, education equips the learner with necessary skills geared towards the achievement of a better and higher quality of life. Kazi (2012) viewed education as a way of life that goes on all the time in society, planned or unplanned, aimed at the personal-social and human development of the individual and the overall society. The practice is achieved through the weaving of knowledge with the choice of methods, techniques, and resources. The process leads to character building, behaviour modifications, and the preparation of individual learners to fit into and cope with the growing industrial and socio-political/ religious challenges. Social Studies according to Bozimo, (2002) is a specialized area of study that deals with the study of man and his environments and how they interact with each other. Kazi, (2017) opined that, Social Studies is an eclectic distillation of social phenomena for socio-civic living. He further stated that all learning in Social Studies is aimed at inculcating norms, values and profitable knowledge that will ensure useful co-existence for a sustainable human society.

Social Studies which has formative effects on the way one thinks, feels or acts was seen and accepted as the means for the development of man's competencies to enable him solve and manage all socio-civic, economic, physical and political forces arising in daily living to achieve greater role in the sustainability of the human society. Okobia in Okam, (1998) observed that, the main philosophy behind the birth of Social Studies in the sixties (1960s) in Nigeria was the mobilization of youths, students and young learners for the purpose of helping to activate an awareness and understanding that would transform them into citizens with skills, attitudes, competencies, moral values and reasonable judgment to live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the Nigerian society.

On the other hand, the Academic Advisory Committee for the Office of Sustainability at the University of Alberta (2010) defined Sustainability as the process of living within the limits of available physical, natural and social resources in ways that allow the living systems in which humans are embedded to thrive in perpetuity. To achieve this, the classroom dispensers of Social Studies must handle the subject as a "value-free and value-laden subject" with adequate use of resource room. This paper discusses the expediencies for instructions, Social Studies resource room (SSRR), relevance, how to achieve a sustainable society through SSRR, managers of SSRR, vision for a new SSRR, problems and way forward, philosophical bases of SSRR, conclusion and suggestions.

Expediencies for Instructions in Social Studies

Expediencies are core demands required to make teaching/learning more meaningful. They are the routes to the attainment of set objectives. To actualize the noble dreams of Social Studies, strict adherence to these experiences is key. These expediencies are briefly discussed thus:

Objectives

Social Studies objectives are those most relevant expectations in the teaching and learning of the subject. For a dreamed human habitation, NERDC in Kazi (2017) outlined the following as the objectives of Social Studies education in junior secondary schools in Nigeria: To make students aware of the problems of their country and others in general and to appreciate the interdependence between people. To create an awareness and understanding of the evolving social and physical environment, its natural and man-made cultural and spiritual resources together with rational and conservation of these resources for development. To develop in the students a positive personal contribution to the creation of a united Nigeria. To develop a capacity to learn and to acquire essentials for the formation of a satisfactory professional life that is commendable and sound.

Contents

The concept of contents in Social Studies education according to Mezieobi (2005) and Adekeye, (2008) is "the knowledge, ideas, concepts, generalizations, skills, attitudes, methods, structure, procedures, values and principles which the learner is exposed to and guided to learn. Contents are also seen as the direct products of a given curriculum/syllabus as major concerns of the society to be translated to the learners. Sources of content include experiences, disciplines and generalizations to ensure holistic knowledge for the learners' better and continued well being of the society.

Teacher's Competence

Teacher's competence is the wherewithal or the ability to carry out teaching tasks with the required skills and materials for effective instructions. Okam (2002), viewed a Social Studies competent teacher as one who possesses the ability, power, authority, status, and knowledge to do what is needed in the teaching and learning process.

Methods and Techniques

Methods, techniques and strategies play important roles in the attainment of any given objective. Nwaubani (2008) and Okam (2012) agreed that teaching methods are effective tools for coherent, consistent and comprehensive implementation and achievement of Social Studies objectives. Kazi (2017) viewed method as a general guideline for teacher's aim of teaching Social Studies whereas a technique is a specific means to accomplish or achieve the method. Strategy means a particular way of organizing or selecting the appropriate or relevant techniques to accomplish the aim of a chosen general guideline or method. A careful selection and use of methods, technique with the appropriate strategy and materials lead to objectives achievement. These methods and strategies include- story telling, class/group discussion, simulation, field trip, role play, project/research, etc.

Resources for Social Studies

The Social Studies Resources is a term used to denote usable places, institutions or things that could aid in the effective teaching and learning. Thompson, (2001) posited that, Resources refers to places, people, process, man-made, natural environment or anything that can be used for teaching and learning. SSR are classified into reading material, visuals, audios, audiovisuals, pictures, models, maps, artworks, pictures, diagrams, cultural tools, scripted beliefs, monuments, iTunes, web addresses, and computers according to Jerolimek (1977), Michaelis (1980), Kazi (2017), and Edinyang (2017). On the other hand, Bozimo, (2002) stated that instructional resources serve to stimulate interest and their appropriate use promote creativity, self-reliance, interest, motivation, morals, dignity of human life, labour, coexistence, etc.

Social Studies Resource Room

A resource room is viewed to mean different things to different disciplines. Dev and Haynes (2015) viewed the resource room as a place where instructions are carried out with a variety of instructional materials for students with disabilities, high or low to enhance their learning. Watson (2016), declared that a resource room is a separate setting either a classroom or a small designated room where a special education programme can be delivered to students as individual or small groups. Social Studies resource room according to Sivakumar (2018) is a place or space where students and teachers find information and materials not available in a classroom or near environment for a comprehensive teaching and learning experience. Social Studies resource room is what laboratories are to the science subjects, workshops to technicians, farms to the farmers, cadaver to a medical student and a theater to surgeons. To ensure the attainment of Social Studies aspiration of catching them young for good citizenship, the need for resource rooms becomes imperative at all levels of education especially the junior secondary school level.

Social Studies Resource Room plays host to a variety of learning materials that are neatly kept, referred to, and used for effective

teaching/learning. It offers the privilege of prompt access to the stored sources of knowledge to meet learners' needs. It serves as a storehouse for materials/resources that possess the ability of turning abstract knowledge to a more concrete knowledge, reducing the multifarious complaints of teachers in times of economic conditions and lack of professional skills in the production and utilization of resources.

Social Studies education resource room facilitates the ease of access to instructional materials for effective teaching/learning and research processes. It is a place where learner's inadequacies are remediated through one on one or smaller group interactions. Learners and teachers are exposed to different resources which serve to remedy deficiencies. Social anomalies and educational difficulties are also carefully handled through the exposure of learners to text and educational video clips. The Social Studies resource room plays the role of preservation of hard to acquire, procure, design and improvise materials. This reduces the burden of regular purchase and risks of field trips.

How to Achieve a Sustainable Society Through Social Studies Resource Room

Through the effective of building and the equipping of SSRR with the 21st century resources. There should be training of manpower/teachers on the required manipulative and managerial skills. Introduction of relevant courses at the teachers' training institutions with regular workshops on the job and the teachers and learners should be encouraged to comprehensively utilize the resource room to achieve the objectives of any given topic in the subject.

The resource room renders a variety of programmes. Jenkins and Mayhall in Ozaydin, Kayhan, Toker, and Karahan (2017) described the different resource room programmes in schools in the United States to include: Remedial programme, Skills oriented programme, and Residual center for material resources. The skills-oriented programme is geared towards the development of psychomotor skills of learners to arrive at a total man or a good citizen. A film slide/show of how to mold, construct, design, dye,

effects of communal violence et cetera, can enhance learning for skills acquisition and respect for human life. The audiovisuals at the resource room pave way for cultural integration in learners even before physical contact with the people. Hence, Okam (1998) stated that acquisition of attitude for desirable social behavior is meant to equip the learner to cultivate the notion of awareness, interest, responsibility and involvement.

A residual programme is solely an act of ensuring all materials purchased, improvised, molded, designed, printed or carved are well preserved for easy access to ease their effective use in the teaching and learning of social studies. In the residual programme of the resource room, all obsolete and current materials are easily identified by curriculum planners and implementers. This paves way for innovations and production of newer ones to meet up with the current demands of teaching and learning. The remedial programme is the art of managing academic/social defects in learners so as to meet up with the socio-academic challenges. This can be achieved through the use of various resources, resource persons and the teacher's keen interest in the learners.

Managers of the resource rooms are those skilled and unskilled staff in charge of the apartment where resources are kept. The unskilled managers are the cleaners and the resource room assistants while the skilled managers are those technical officers who can operate gadgets and arrange the resources accordingly for easy access. Isola in Umar (2012) opined that, training must be given priority to adequately learn improvisation so as to enrich the resource room for learners' effectiveness in learning and psychomotor development to keep up with economic challenges after school.

Vision for the New Social Studies Resource Room

The increasing challenge of terrorism, banditry, global warming, population offshoot, political thuggery and a host of other vises serves as major concern hence the need of a SSRR to facilitate practical learning. Aibangbe (2008) stated that, the use of resource materials in Social Studies instructions is based on the belief that,

when learners are given the opportunity to learn through more than one sense, they are likely to learn faster, easily as well as being able to remember the materials learnt for much longer time. These interactions will produce firsthand experience; stimulate interests and motivation in learners. To effectively achieve this, the SSRR must be redesigned thus for objectives attainment: Stocked with relevant reading texts, journals, magazines and periodicals. Provision of relics, models, arts of divergent culture, atlases, maps, and pictures of historic events/scenes. Provision of clear Audio, audiovisual, web addresses of different educational and societal issues. Adequate purchase and supply of functional 21st century electronic gadgets/appliances as computers, I-tunes, printers with users' friendly tables, chairs.

Problems of Resource Room

Resource room in Social Studies is established to meet up with the challenge of a dynamic society. Brijesh and Yoghish (2007) stated that, due to the constantly changing and increasing demands of modern ways of teaching/learning, there is the greater need for a progressive change and redesigning of teaching/learning environment and materials to meet up with the learners' needs. Achieving the dream of a redesigned environment with the ample opportunities to teach and to learn is not left without a problem. These problems vary and present themselves in different forms. Of the various types and forms, few are discussed thus:

Finance

Finance plays a greater role in the establishment and functioning of a Social Studies resource room. The materials which form the core issue in a resource room are expensive to buy, make or design. The overdependence on the finished goods to set up a resource room impedes the establishment of a resource room. Mckee (2017) on the objectives of a resource room postulated that used materials could be recycled to get new things for the resource room as over dependence on the factory made goods hinders adequate materials in the resource room.

Management Skill

Abdullahi, (2010) stated that, teachers' lack of skills to handle resources hinders the manipulation of resources for clarification of concepts. To achieve the clarification of concepts and the adequate dispensing of knowledge, teachers and users of resource rooms must have adequate knowledge of how to operate or interact with resources in order to attain the objectives of using the materials.

Siphoning of resources meant for the Social Studies resource room is another problem bedeviling the teaching of the Social Studies resource room. The conversion of resource room materials to personal/family use or siphoning money meant for the purchase of materials into the resource room diminishes the functionality of Social Studies resource room. Inadequate teachers' remunerations with the attendant lack of care for resource room facilities. Over stretching of resource room due to students' population.

Curbing the Challenges of Resource Room

Glen (2006), and Rutter, Dukar, & Fair (2009) opined that, if students' academic performance and behavioural change for socio-civic living is the target of instructions, teachers and facilities should be given serious attention. To curb the challenges of SSRR: In-service training for Social Studies education teachers be given top most priority as posited by the National Policy in education (2014) and Abdullahi (2010) to reduce the problem of insufficient skills in the management of resources in the course of instructions in the resource room. Funds should be adequately provided for the materials and maintenance of the resource room. Mckee (2017) advocated that learners can contribute to the funding of resource rooms through their use of manipulative skills in recycling used materials to construct materials useful for the resource room. Regular supply of power/light: The main source of power supply which regularly impedes power supply can be augmented through the provision of standby generators and solar panels. Fielding (2010), and Samane (2011), posited at separate instances that light is an important element that increases students' motivation to learn, and has direct influence in their academic achievements and skills

performance. Light is essential for both man and machine.

Regulation on the number of admitted students will also help in minimizing the overstretching of facilities/resources and check overpopulation. Krafter (2004), posited that class sizes above 40 have a negative effect on a student's academic performance. In a related development, Fafunwa, (2010) also stated that, there exists a big gap in performance of students in a crowded classroom than in a less crowded facility. To realize the dream for instruction in the resource room, the number of users at a time must be minimized for efficiency and effective learning. High need for an attitudinal change of the resource room users and managers to minimize the parochial problem often experienced in the resource room. This will end the displacement of resources, stealing, siphoning, and the ill-treatment of resources and bring about the durability with easy accessibility of the resource room materials. Teachers' remuneration and a good working relationship between curriculum planners and parents will also improve the use and maintenance of the resource room.

Conclusion

In consideration of the role resource room plays in the teaching/learning and sustainable society, it is of high premium that a broad dialogue between stakeholders (parents, students, teachers, Ministry of education and the great SOSAN) to prioritize the resource room in order to achieve the broader consensus possible for the legislative reform to improve a sustainable society through instructions in Social Studies. Though financial crisis and rivalry exist, patience, perseverance and conscious effort toward mitigating challenges and implementation of policies will be helpful.

Suggestions

Legislation on the establishment and punitive actions on defaulters of resource room ethics. Introduction of courses that will ensure effective management of modern technological devices into Social Study training Colleges/Universities. Regular seminars and workshops for fresh skill to meet up with technological advance-

ment. Effective supervision of Social Studies education resource room for up-to-date functioning.

References

Academic Advisory Committee for the Office of Sustainability at the University of Alberta (2010). Retrieved from www.sustainability universityofalberta

Abdullahi, M. (2010). Designing and developing instructional materials by school/teachers (paper presented at the annual conference/ convention of Nigeria association of educational media and technology, COE Minna (Unpublished).

Adekeye, R. B. (2008). Social studies curriculum: Lecture material on SSE 402 (Unpublished).

Aibangbe, M. (2008). Social Studies instructional resource materials. Social Studies for Colleges and University education.

Bozimo, G. O. (2002). *Social studies: theories perspective*. Onitsha: Outright Publishers Ltd.

Brijesh, U. & Yoghisk, K. (2007). *Educational psychology.* New Delhi: APH publishing corporation.

Dev, P. & Haynes L. (2015). Teachers' perspective on a suitable learning environment for students with disabilities. *International Journal of Interdisciplinary Social Sciences.*

Edinyang, S. D. & Effiom, N. V. (2017). Social Studies teaching resources in the 21st century *International Journal of Sociology and Anthropology Research, 3*, (4), 8-14.

Fafunwa, A. B. (2010). Fafunwa last interview; remember me as somebody who promoted the use of Mother's tongue in schools. *Punch* newspaper, p. 3.

Federal Government of Nigeria (2014). *National Policy of Education.* Lagos: NERDC: Printing Press.

Fielding, R. D. (2010). Primary prevention during school transitions: social support and environmental structure. *American Journal of Community Psychology, 4*(10), 277-290.

Glen, W. (2006). The efficiency of education in education and national building I the third world http://www.edefficiency.org/pubs/ education-and-national-building-in-the-third-world

Kazi, N. P. (2017). *Scope and methodology of teaching and learning of Social Studies education*. Jos: AIS Publishing Concepts Ltd.

Kazi, N. P. (2012). *A compendium of economic, educational, historical,*

political, religious and social issues in Social Studies education. Jos: Wais Printing Press.

Krafter, A. (2004). Space for convenient planning and academic performance. *International Journal of Business Administration, 1* (2) 2-6.

Mezieobi, D. I. (2005). The place of Social Studies in the socio-cultural education of the Igbo people. *Nigerian Journal of Research and Production, 6* (2), 147-156.

Mckee, M. (2017). Aims and objectives of the resource room. Available at www.aims and objectives of resource room classrooms.

Nwaubani, O. O. (2008). Maintaining standard in Social Studies: Teacher preparation, issues, challenges and policy implication for education instructional delivery at the various UBE levels in Nigeria. *Journal of Curriculum Studies.*

Okam, C. C. (2002). *New development in Nigerian education: Issues and Insight (A Collection of curriculum papers).* Jos: Deca Publications.

Okam, C. C. (1998). *Teaching issues, insight and problems in Social Studies education in Nigeria*. Jos: Deca Publication.

Okam, C. C. (2012). Needed paradigm shift for repositioning Social Studies to meet Vision 20:2020 Challenges in Nigeria: *Nigerian Journal of Social Studies, 15* (2), 15-4.

Ozaydin, L., Kayhan, N., Toker, M. & Karahan, S. (2017). Resource implementation in a secondary school and on-the-Job training of teachers. *International Journal of Psycho-Educational Sciences, 6* (2).

Piaget, J. (1952). Theory of Cognitive Development. Available at www.piagettheoryofcognitivedevelopment.com

Rutter, M., Duko R.E. & Fair, C.R. (2009). Fifteen thousand hours secondary school and their effects on Children London: Open Books.

Samane, A. S. (2011). The influence of light on students learning performance in learning environment: Knowledge of internalization perspective. *International Journal of World Academy of Science, Engineering and Technology, 15* (3), 540-543.

Sivakumar, R. (2018). Methods and resources in the teaching of Social Studies. *Journal of Contemporary Educational Research and Innovations, 8*, 2, 207-216.

Thompson, F. A. (2001). *Social Studies guide for primary school teachers in Africa* England: Longman Group, 120-126.

Umar, Z. (2012). *The use of resource materials in primary schools.* Yola: Educational management services.

Watson, S. (2016). What is the special education Resource Room. Available at www.thoughtco.com/specialeducationresourceroom