

# Lecturers' Resource Utilization and Social Studies Pre-Service Teachers Skills Acquisition In Colleges of Education, Osun State, Nigeria

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## Abstract

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*The study determined the Social Studies lecturers' resource utilization level in colleges of education in Osun State, Nigeria; and examined the pre-service teachers' skills acquisition level in the study area. The study adopted the descriptive survey research design. The participants were 40 Social Studies lecturers and 160 pre-service teachers in colleges of education in Osun State, Nigeria. The instrument used was Social Studies Lecturers' Resources Utilization Scale ( $r=0.78$ ) was used for data collection. Data collected were analysed using frequency counts, percentages, relative significant index (RSI), and ranks. It was found that the Social Studies lecturers' resource utilization level was high at 57.5% in colleges of education in Osun State, Nigeria. Also, the pre-service teachers' skills acquisition level was high at 55.0%. In conclusion, Social Studies lecturers' resource utilization level and the pre-service teachers' skills acquisition level were high in colleges of education in Osun State, Nigeria. Based on the findings, it is recommended that lecturers of social studies should access variety of community resources at their disposal in order to facilitate successful teaching and learning in the 21<sup>st</sup> century*

**Keywords:** Social Studies, Lecturers, Resource Utilisation, Pre-service teachers, Skills Acquisition

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## Introduction

Skill acquisition, also known as motor learning and control, is the scientific foundation of learning and executing movements. It is a continuous and dynamic process without clearly defined stages, although for convenience, it can be broadly categorised, as cognitive, associative, and autonomous. The cognitive stage comprises comprehending the skill, where the learner forms a mental picture of the task and its requirements. As the student enters the associative stage, they have a firm understanding of the principles and operations of the skill, which enables them to perform more consistently and with fewer mistakes as the ability to detect and correct mistakes improves.

In the autonomous stage, the skill becomes habitual and automatic through extensive practice and experience. Although improvement is gradual at this stage, performance remains consistent, and the skill is often performed without conscious effort, as the learner's focus shifts away from basic mechanics. While most individuals progress through these stages as they learn new skills, not

everyone reaches the autonomous stage. Factors such as training intensity, task complexity, or lack of motivation can influence progression. Each stage presents unique characteristics that vary based on the learner's skill level or the complexity of the activity (Fitts, 2014; Fitts & Poster, 2017).

In 2019, Battelle for Kids created the Partnership for 21st Century Learning framework, which offers educators a methodical way to incorporate 21st-century abilities into their lessons (Battelle for Kids, 2019). The media, information, and technology skills, innovation and learning skills, and career and life skills are the three main types of skills that this framework highlights as being crucial for learners (Battelle for Kids, 2019). Flexibility, inventiveness, social and intercultural competence, efficiency, and leadership are all examples of life and professional skills. Creativity, critical thinking, and communication are among the learning and innovation abilities that are essential for creating a dynamic learning environment.

Additionally, according to Battelle for

Kids (2019), media, information, and technology skills include skills like media mastery, information literacy, as well as Information and Communication Technology proficiency. However, educators must first acquire and develop these skills themselves before imparting them to students (Rotherham & Willingham, 2010). Hence, teachers require comprehensive training to evolve into effective 21st-century educators. This training is essential due to the multitude of competencies and skills required. It is imperative to provide pre-service teacher preparation top priority so as to guarantee the proficiency of the upcoming cohort of educators (Urbani et al., 2017). Additionally, an ICT-focused curriculum that fosters collaborative, learner-centered environments is necessary to aid in pre-service teachers' growth (Boholano, 2017). Flipped classrooms are another useful method for helping pre-service teachers develop 21st-century abilities by increasing awareness, self-efficacy, and teamwork (Hao & Lee, 2016). Beyond skill acquisition, character development and spiritual values should also be emphasized for pre-service teachers (Afandi et al., 2019).

Moreover, educational resources encompass a wide range of teaching tools that improve student and teacher learning experiences as learners advance in their knowledge attainment (Amaele, 2012). Ekundayo and Alonge (2012) asserts that, all community-based, human, material, and non-material resources that are available in a learning setting are included in the category of educational resources. These tools facilitate the teaching-learning process and assist school administration. Internet access, iTunesU, textbooks, audio-visual aids, graphic or two-dimensional materials, maps, charts, libraries, and community resources are a few examples. Essential materials like pencils, pens, exercise books, and other necessary items required by learners are also considered educational resources (National Open University of Nigeria (NOUN), 2009).

Educational resources play a crucial role in fostering a conducive teacher-learning

environment. Their utilization provides more valuable and effective guidance to teachers than relying solely on personal efforts without such materials. Achieving educational goals requires the use of educational resources globally. The effectiveness of an educational institution in meeting its goals is wholly linked to the accessibility and efficient use of these resources (Ekundayo & Alonge, 2012). The interaction between nature and nurture in influencing the quality of education and staff productivity is a significant concern for stakeholders in the education sector. Governments and educational stakeholders have long recognised the importance of education and human resource development in national growth, as evidenced by consistent policy attention over the decades. Developing countries, viewing education as pivotal to development, have invested heavily in educational institutions across various levels.

Resource utilisation, according to Amaewhule and Oliver (2020), is the extent to which resources are employed within a system to accomplish particular objectives, particularly focusing on physical resources. Despite the central role of universities, some researchers (Adedamola, Olufemi & Chukwuemeka, 2018) argue that universities have not effectively utilised resources, leading to declining lecturer effectiveness despite substantial financial investments in education. Efficiency within university systems should ensure maximal output with minimal input, emphasizing the need for effective resource management.

Blunt (2019) asserts that simply having resources available does not guarantee effective school performance; their sufficiency and effective use are critical. Conversely, inadequate resources can hinder school administrations from achieving their goals. Access to educational resources enhances school management effectiveness and efficiency, thereby improving educational outcomes. Agabi (2012) highlights the challenge in Nigeria, where government-provided resources for educational projects are insufficient and irregular, contributing to frequent disruptions like strikes in the education sector.

For training teachers to evolve into 21st-century educators necessitates extensive preparation and skill acquisition due to the diverse competencies required. It is crucial to focus on the guidance of pre-service teachers to guarantee that upcoming educators are well-prepared and competent (Urbani et al., 2017). This could be achieved through lecturers' communication styles. When lecturers meaningfully and effectively pass or deliver information to learners, they are expected to understand and as such have the ability to possess series of skills in life. More so, when lecturers can judiciously utilize educational resources in schools, no doubt learners will be able to acquire skills comfortably. The present study seeks to see if lecturers who teach Social Studies in Colleges of Education really utilise educational resources that can enhance pre-service teachers' skills acquisition which will eventually help them become better persons and contribute meaningfully to education and the society at large. This is the context in which the researcher aims to look into Social Studies lecturers' utilisation and pre-service teachers' skills acquisition in Colleges of Education, Osun State, Nigeria.

### **Social Studies Teaching Resources in the 21st Century**

Based on the age and developmental stage of the students, certain teaching resources are more appropriate and productive for them. Early children in their formative years are frequently inquisitive and drawn to their tactile, visual, and olfactory senses. As a result, resources such as images, graphs, instruments, sketches, maps, tangible objects, models, posters, and similar things are ideal for instructing such categories of people.

#### ***Print Materials***

Print materials like newspapers, textbooks, pictures, audio-visual aids, globes, and more are a good fit for secondary school students' age, the subject matter being taught, and the educational goals. The following is a summary of the teaching resources suggested for social studies classes in schools:

#### ***Audio-visual Resources***

Audio-visual resources like radios as well as television play vital part in social studies teaching and learning due to their significant impact on values and impressions (Alaezi, 2019). Textbooks are fundamental reading materials for social studies classes. They are structured to organize subject matter in a logical and meaningful sequence, serving as a starting point for learning. Textbooks help develop skills in identifying necessary information on various topics, individuals, and processes. They also stimulate pupils' thinking and interest (Ololobou, 2020).

#### ***Internet***

With the rapid global and national developments, whether it is written text or real-world images, the internet is unquestionably one of the greatest, fastest, and most up-to-date places to get information. The internet can be utilized by teachers of Social Studies to access the latest information worldwide and encourage students to conduct their own internet searches where available in their schools. This approach enriches both teachers' and pupils' awareness of current events and changes, both domestically and internationally, as well as in their local communities.

#### ***iTunesU***

This resource is ideal for educators seeking insights into global curricula, accessing primary resources, and finding motivation to enhance teaching and learning with technology. iTunesU provides access to content from over 800 universities worldwide, including prominent universities that make their instructional materials available to the public through the iTunesU store, such as Stanford, Yale, Massachusetts Institute of Technology, Oxford, and University of California Berkeley. This expanding collection of instructional materials is also augmented by cultural and educational establishments like public broadcasting organizations and the Library of Congress.

### ***Graphic or Two-Dimensional Materials***

In order to give students a clear visual impression and simplify complex ideas and concepts, graphic or two-dimensional materials such as charts and graphs visually illustrate information. Given their age, developmental stage, and capabilities, schoolchildren are most suited for these resources (Mezieobi, 2013).

### ***Improvised Materials***

Improvisation involves creating substitute instructional materials from locally available resources when original equipment is unavailable. Teachers design and produce improvised materials like models of airplanes, wall clocks, or birds using materials such as cardboard sheets, sticks, or cartons. Techniques may include paper pulp making, clay moulding, and other methods, fostering active participation in teaching and learning activities while enhancing students' creativity and manipulation skills (Ololobou, 2020; National Teachers Institute, 2016).

### ***Maps and Charts***

Maps are designed to present various types of data according to specific user needs. Visual aids that convey information visually are charts. Commonly used maps in schools include world maps, which provide opportunities for students to research facts and geographical areas. They could also sketch maps from atlases that teachers can copy or trace.

### ***Library***

A library serves as an important resource for accessing information of all kinds. It is usually located in a room or building and houses a set of periodicals and books that the populace and institution members can access. Teachers of social studies can maximize the utilization of the library by planning academic excursion that motivate students to add to the collection of resources and help create items that is reusable in the future.

### ***Community resources***

These encompass individuals, locations, and institutions that deepen content knowledge, enrich social studies education, and broaden students' perspectives (3, 2018). Human resources within the community include individuals with extensive knowledge and skills, such as professionals like doctors, lawyers, professors, and community leaders. Non-human resources encompass locations like natural landmarks, government agencies, historical sites and transportation infrastructures, all of which contribute significantly to enriching classroom learning experiences.

### ***Statement of the Problem***

Social Studies lecturers' resources utilization is likely to have influence on the skill acquisition of pre-service teachers. However, there have been limited studies on Social Studies lecturers' resources utilization in Nigeria. Most of the available studies carried out on the use of resources utilization in Nigeria have been in primary and secondary schools. As a way of further widening the scope of knowledge, this present study seeks to investigate Social Studies lecturers' resources utilization and pre-service teachers' skills acquisition in colleges of education, Osun state, Nigeria.

### ***Objectives of the Study***

The main purpose of the study is to examine Social Studies lecturers' resources utilization and pre-service teachers' skills acquisition in Colleges of Education in Osun state, Nigeria. The specific objectives of the study are to:

- i. investigate Social Studies lecturers' resource utilization level in colleges of education, Osun State, Nigeria.
- ii. examine the pre-service teachers' skills acquisition level in in colleges of education, Osun State, Nigeria..

### ***Research Questions***

- I. What is the level of Social Studies lecturers' resources utilization in

- colleges of education, Osun State, Nigeria?
- ii. What is the level of pre-service teachers' skills acquisition in colleges of education, Osun State, Nigeria?

**Methodology**

The study adopted the descriptive survey research approach. The population of the study comprised all Social Studies lecturers and pre-service teachers in colleges of education in Osun State, Nigeria. The sample size consisted of 40 Social Studies lecturers and 160 pre-service teachers in colleges of education in Osun State, Nigeria which were selected using multistage sampling procedures. Eight accredited colleges of education were purposively selected. Five Social Studies lecturers and 20 pre-service teachers were randomly selected from each college. The instrument used was 'Social Studies Lecturers' Resources Utilization Scale (r=0.78). Data were analysed using descriptive statistics.

**Results and Discussion**

**Research Question One:** What is the Social Studies lecturers' resources utilization level in Colleges of Education, Osun State, Nigeria?

In order to answer this research

question, data collected on the ten items on the resources utilization level of Social Studies lecturers of Section B of the instrument "Social Studies Lecturers' Resources Utilization Scale" (SSLRUS) were scored such that "Always" (A) response was allotted 3; "Sometimes" (S) response was allotted 2; and "Never" (N) response was allotted 1. The instrument has 10 items that were used to measure the resources utilization level of Social Studies lecturers in Colleges of Education, Osun State. Responses from individual to each item were computed and the minimum and maximum scores obtained in this scale were 10 and 30 respectively. Responses of the respondents considering resources utilization level of Social Studies lecturers in Colleges of Education, Osun State on the scale 10-14 were adjudged as having "Low Level". Responses of the respondents considering resources utilization level of Social Studies lecturers in Colleges of Education, Osun State on the scale 15-20 were adjudged as having "Moderate Level". Responses of the respondents considering resources utilization level of Social Studies lecturers in Colleges of Education, Osun State on the scale 21-30 were adjudged as having "High Level". The summary of the results is shown in Table 1.

**Table 1: Descriptive Analysis of the Social Studies Lecturers' Resources Utilization Level in Colleges of Education, Osun State, Nigeria**

S/N	Level	Range	Frequency (f)	Percentage (%)
1.	Low	10-14	03	7.5
2.	Moderate	15-20	23	57.5
3.	High	21-30	14	35.0
Total			40	100.0

**N = 40**

Results in Table 1 showed the descriptive analysis of the Social Studies lecturers' resources utilization level in Colleges of Education, Osun State, Nigeria. It can be

deduced from the Table that the Social Studies lecturers' resources utilization level was moderate at 57.5% in Colleges of Education, Osun State, Nigeria.

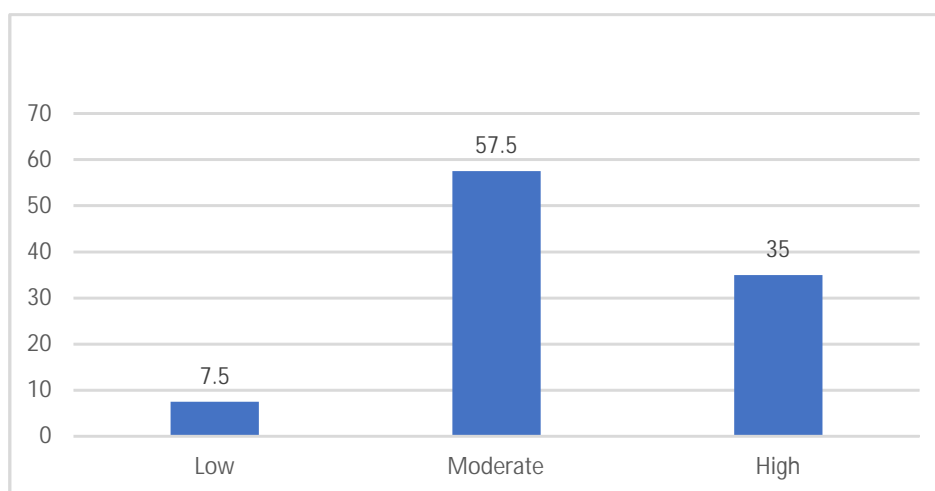


Figure 1: Bar chart showing Social Studies lecturers' resources utilization level in Colleges of Education, in Osun State, Nigeria

The bar chart above showed that the Social Studies lecturers' resources utilization level was moderate considering the fact that moderate has the longest bar in Colleges of Education, Osun State, Nigeria.

**Research Question Two:** What is the pre-service teachers' skills acquisition level in the selected colleges of education, Osun State, Nigeria?

In order to answer this research question, data collected on the ten items on the pre-service teachers' skills acquisition level of Section B of the instrument- SSLRUS were scored such that "Strongly Agree" (SA) response was allotted 4; "Agree" (A) response was allotted 3; "Disagree" (D) response was allotted 2; and "Strongly Disagree" (SD) response was allotted 1. The instrument had 10 items that were used to

measure the pre-service teachers' skills acquisition level in Colleges of Education, Osun State. Responses from individual (respondent) to each item were computed and the minimum and maximum scores obtained in this scale were 10 and 40 respectively. Responses of the respondents considering the pre-service teachers' skills acquisition level in Colleges of Education, Osun State on the scale 10-19 were adjudged as having "Low Level". Responses of the respondents considering the pre-service teachers' skills acquisition level in Colleges of Education, Osun State on the scale 20-27 were adjudged as having "Moderate Level". Responses of the respondents considering the pre-service teachers' skills acquisition level in Colleges of Education, Osun State on the scale 28-40 were adjudged as having "High Level". The summary of the results is shown in Table 2.

**Table 2: Descriptive Analysis of the Pre -Service Teachers' Skills Acquisition Level in Colleges of Education, Osun State Nigeria**

S/N	Level	Range	Frequency (f)	Percentage (%)
1.	Low	10-19	21	13.1
2.	Moderate	20-27	88	55.0
3.	High	28-40	51	31.9
Total			160	100.0

N = 160

Results in Table 2 showed the descriptive analysis of the pre-service teachers' skills acquisition level in Colleges of Education, Osun State, Nigeria. It can be inferred from the Table

that the pre-service teachers' skills acquisition level was moderate at 55.0% in Colleges of Education, Osun State, Nigeria.

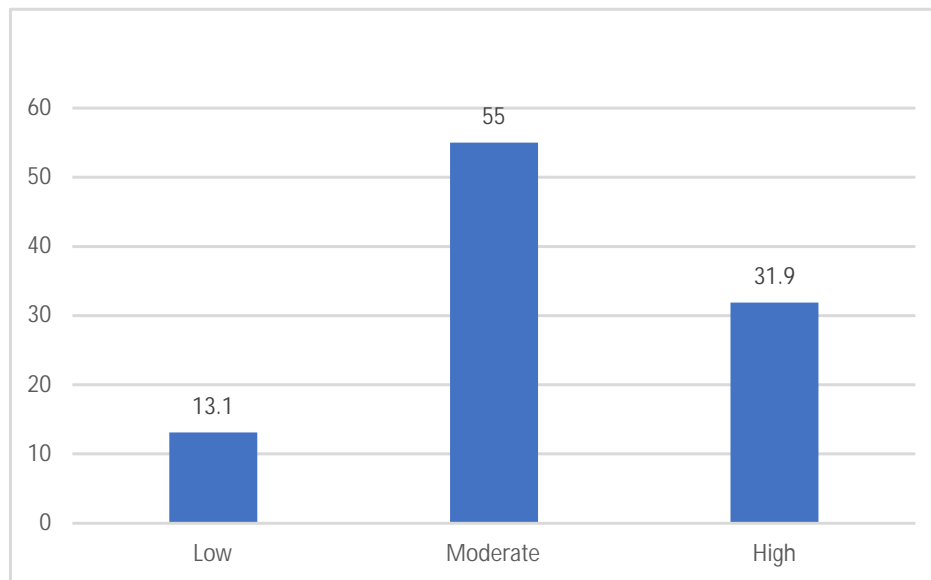


Figure 2: Bar chart showing pre-service teachers' skills acquisition level in Colleges of Education, in Osun State, Nigeria

The bar chart above showed that the pre-service teachers' skills acquisition level was moderate considering the fact that moderate has the longest bar with 55.0% in Colleges of Education, Osun State, Nigeria.

Results of the study revealed that Social Studies lecturers' resources utilization level was moderate in Colleges of Education, Osun State, Nigeria. The outcome implies that the level at which Social Studies lecturers' resources utilization was moderate in the study area. This could be traced to the fact that the Social Studies lecturers are not really having enough resources to execute the teaching of the subject and as such affect the way the lecturers pass the contents to the learners in the Colleges of Education in the study area. The result means that Social Studies lecturers still need to improve in resources utilization to enhance teaching-learning process of the course in colleges of education in the study area. This could be achieved through constant improvement in scientific and technological

skills. In addition, attending workshops, conferences and seminars will aid these lecturers' resources utilization.

The results are in line with the conclusions of Edinyang and Effiom (2017), who studied Social Studies teaching resources for the 21st century. Suleiman, Ishola, Anwarul-Islam, Jemeelah, and Muchilwa (2020) and Ibukun et al (2020) indicated that principal officers perceived the use of resources by lecturers as crucial for their effectiveness. Additionally, there was a noted relationship between resources such as health facilities, libraries, classrooms, and lecturers' effectiveness. In a more empirical study by Huang and Liaw (2015), researchers sought to explore the causal model that lecturers' internet utilization directs lecturers' morale, which in turn causes effectiveness. All these further implies how the Social Studies lecturers' resources utilization level can positively impact pre-service teachers' skill acquisition, as shown

in the present study.

### Conclusion

Social Studies lecturers' resources utilization level and pre-service teachers' skills acquisition were moderate in Colleges of Education in Osun State. It also concluded that Social Studies lecturers' resources utilization level and that the pre-service teachers' skills acquisition level was moderate in Colleges of Education, Osun State, Nigeria.

### Recommendations

The following recommendations have been developed based on the findings of the study.

- i. School management should support Social Studies lecturers with sufficient financial and moral support of resources for effective teaching-learning process of the subject.
- ii. Lecturers of social studies should be given enough time to make the most of the variety of community resources at their disposal in order to facilitate successful teaching and learning in the 21<sup>st</sup> century.

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