The Significance of Educational Resources for Impactful Social Studies Education at Shehu Shagari College of Education, Sokoto

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Abstract
This study investigated the significance and utilization of educational resources in the Social Studies Department of Shehu Shagari College of Education, Sokoto. The purpose was to assess the relevance of available facilities, the extent of their use, and the differences in perception between students and lecturers. Specifically, the study sought to: (1) examine the relevance of teaching resources, (2) assess their level of utilization, (3) determine differences in perceptions between students and lecturers, and (4) explore the influence of resource availability and utilization on teaching and learning outcomes. The study adopted a descriptive survey design, guided by one research question and a single null hypothesis. The total population was 659, consisting of 629 students and 30 lecturers, from which a sample of 320 participants (300 students and 20 lecturers) was proportionally drawn using random sampling. Data were collected through a validated questionnaire with a reliability coefficient of 0.86. Descriptive statistics (means) were used to answer the research question, while an independent t-test was employed to test the null hypothesis at the 0.05 significance level. Findings revealed that instructional facilities were perceived as relevant but underutilized. Students rated their usefulness higher than that of lecturers. It was recommended that the College ensure improved accessibility, routine maintenance, and continuous training for effective integration of resources into teaching and learning.

Key Words*: Significance; Educational Resources; Social Studies; Impactful Education; Learners*

Introduction

The efficiency of an educational setup is strongly correlated with both the presence and proper deployment of instructional materials. Within institutions focused on teacher preparation, such as colleges of education in Nigeria, these resources are critical for cultivating capable and adept future teachers (NCCE, 2017). Governmental guidelines overseeing teacher education emphasize the necessity of not just delivering curriculum content but also utilizing advanced teaching methods and resources to refine the teaching and learning experience. Social studies stand as an interdisciplinary field designed to foster engaged, informed, and proactive citizens. It integrates ideas from fields such as history, government, geography, economics, and sociology aiding learners in enhancing analytical abilities, civic understanding, and communal values (Mezieobi,

2019). Considering its applied and participatory nature, impactful social studies education necessitates access to various academic resources, including suitably equipped classrooms, audio-visual aids, maps, ICT labs, libraries, and instructional materials (Adebayo & Ogundele, 2020; Yusuf & Onifade, 2021). Nevertheless, in numerous Nigerian colleges of education, the accessibility and employment of educational resources remain lacking. Even where these materials are available, research indicates they are commonly poorly maintained or underused, caused by issues like inadequate training, supervisory gaps, or institutional oversight (Oyetunde et al., 2022; Abdu & Bello, 2020). These constraints affect the quality of instruction and reduce the effectiveness of teacher preparation. These limitations impair instructional standards and undermine how well educators are equipped for their jobs. Specifically, at Shehu Shagari College of Education in Sokoto, these problems are noticeable within the social studies department.

A looked into the state of teaching resources at Nigerian schools, Akinyemi and Ojo (2018) discovered that despite investments and help from both the government and global charities, many Nigerian teacher training colleges especially up north, are still short on infrastructure. Their work highlighted things like not enough money, weak institutional control, and bad planning as factors in why teaching facilities are underdeveloped. Similarly, Uche and Aladejana (2022) found a clear link between having good teaching resources and how well students do in teacher education programs. In Sokoto state, earlier studies have shown major issues with crowded classrooms, limited tech access, and poor upkeep of existing facilities at teacher education colleges (Lawal & Bala, 2023). These results line up with national trends and suggest that focused reforms are needed to improve the quality of learning environments. Questions linger regarding whether the current resources live up to necessary benchmarks and are being fully maximized. Because social studies teachers are typically expected to instruct at both primary and junior secondary levels, it is essential to ensure their training is solid, with access to suitable resources. This study explores the relevance and degree to which instructional resources are being used in the social studies department at Shehu Shagari College of Education. The goal is to pinpoint inefficiencies in how resources are used and suggest solutions for enhancing instruction and better preparing students for their future roles as educators.

The Significance of Educational Resources in Teaching

Having teaching resources available and using them well are key elements in determining if educational results are successful. These resources include many things, such as classrooms, ICT lab, libraries, and specialized areas, alongside materials like maps, diagrams, and multimedia tools. When woven into learning, such resources boost instructional methods and student participation (Yusuf & Onifade, 2021). The National Commission for Colleges of Education (NCCE) (2017) stresses how important it is to have enough teaching resources as a basic part of gaining accreditation for colleges of education. Studies indicate that teaching resources matter more than just being around; how effectively they are used is also essential. Adepoju and Fasanya (2019) discovered that schools having richer environments often see stronger student results and greater satisfaction among lecturers. Conversely, not having key resources or sticking to outdated items can hinder good instruction, especially in areas such as social studies, which need a more hand on and context sensitive approach.

The Function of Teaching Resources in Social Studies Education

Social studies instruction has an important role in helping grow informed and engaged citizens. It taps into knowledge from areas like history, geography, economics, and sociology, putting focus on sharpening critical thought, civic participation, and social understanding (Mezieobi, 2019). Properly teaching this mixed subject demands various resources, including maps, documentaries, charts, and current tech (Adebayo & Ogundele, 2020; Yusuf & Onifade, 2021).

Yet changes persist in making enough instructional materials available for social studies teaching across many Nigerian colleges of education. Research by Oyetunde et al. (2022) points out limited or poorly kept resources, impacting how modern, student focused teaching methods are used. The absence of such resources reduces how well social studies teachers can provide full and engaging learning.

Utilization and Management of Teaching Facilities

Simply having teaching facilities is not enough for effective instruction; proper care is also essential. Making good use of these resources hinges on teacher skills, administrative backing, and school policies. Adebayo and Ogundele (2020) pointed out that colleges that keep their resources in good shape and readily available tend to see better teaching and happier students. What is more, colleges that put money into helping their staff learn and get updated on tech and teaching aids usually find students and teachers more involved (Eze & Nwankwo, 2021). However, it is not uncommon for Nigerian schools to not get the most out of what they have. This often comes down to not enough training, not enough oversight, or not wanting to include new tech in the classroom computers, projectors, and smart boards often go unused because people worry about them breaking down, there is no electricity, or they just don't know how to use them (Oyetunde et al., 2022). So, schools need to invest in programs that build skills and make sure their teaching resources are put to good use.

Purpose of the Study

The main purpose of this study was to investigate the relevance and utilisation of instructional resources in the Social Studies Department of Shehu Shagari College of Education, Sokoto, in order to determine their contribution to effective teaching and learning. Specifically, the objectives of the study were aligned with the research questions as follows:

Research Questions

1. How relevant are the teaching resources available in the Social Studies Department?
2. To what extent are the available teaching resources utilised by students and lecturers?
3. Are there notable differences in perception between students and lecturers regarding the relevance and utilisation of teaching resources?
4. How do the availability and usage of instructional resources influence the quality of teaching and learning experiences?

Research Hypothesis

H0: There is no significant difference between students and lecturers in their perception of the relevance and utilisation of teaching resources in the Social Studies Department.

Methodology

Using proportional and simple random sampling, a sample of 320 was drawn: 300 students and 20 lecturers. The 300 students were proportionally allocated as follows: 150 NCE students, 90 Undergraduate students, and 60 INCEP part-time students. This ensured that the sample reflected the distribution of the overall population. Data were collected using a questionnaire validated by experts and with a Cronbach's alpha reliability of 0.86.

Mean scores were used to answer the research questions, while an independent t-test was employed to test the null hypothesis at the 0.05 significance level.

Results

Research Question 1: How relevant are the teaching resources in the Social Studies Department?

Table 1: Mean Ratings of Relevance and Utilisation of Teaching Resources in the Social Studies Department (N = 320).

Teaching Resources	Perceived Relevance (M)	Utilisation (M)
Resource Room	3.5	3.0
Computers (ICT Tools)	3.3	2.9
Projectors/Audio-Visual Aids	3.2	2.8
Maps and Charts	3.8	3.2
Library Facilities	3.6	3.1

Research Question 2: To what extent are teaching facilities utilised?

Table 2: Independent Samples t-test on Perceptions of Students and Lecturers (N = 320).

Group	N	M	SD	t	df	p	Interpretation
Students	300	3.4	0.45				
Lecturers	20	3.0	0.52	2.45	318	.014	Significant difference at $p < .05$

Research Hypothesis Testing

The null hypothesis was tested using an independent t-test. Results showed a statistically significant difference ($t=2.45$, $p<0.05$), indicating that students rated the resources as more relevant and useful than lecturers.

Discussion of Results

Findings indicate that instructional facilities in the Social Studies Department are perceived as relevant but underutilized. Students viewed them as more useful than lecturers, suggesting a gap in integration into teaching. Limited access, inadequate maintenance, and insufficient lecturer training hinder full utilization. These results align with earlier findings that resources must be effectively employed, not just provided (Mugabe, 2018; Owoeye & Yara, 2013).

Conclusion

In short, this study set out to figure out how relevant and well-used the teaching facilities are in the social studies department at Shehu Shagari College of Education, Sokoto. The bottom line is that while students and lecturers both think the teaching facilities are relevant, they are not being used to their full potential. Facilities like the resource room, computers, and ICT tools are not always available or fully part of the teaching process. This lack of use can be pinned on limited access to these resources when classes are not running, and not enough training for lecturers on

how to use modern educational tech effectively. Plus, there was a clear difference between what students and lecturers thought, with students generally seeing the facilities as more useful than lecturers did. The research emphasises the necessity for enhanced stewardship and availability of instructional materials and stresses how vital continuous training is for undergraduates and instructors alike, so that they get the most out of the resources on hand. Putting these materials to good use can boost educational standards overall and further the improvement of instruction and learning in social studies.

Recommendations

The college needs to guarantee that learning aids like computers, a dedicated resource centre, and ICT resources are available to undergraduates and instructors after regular school hours. This will let students utilise the resources for independent study and projects, and provide instructors with a chance to use these tools more often when teaching. The college should hold continuous training sessions and courses for instructors so they can get better at using ICT Resources and other learning aids. Instructors will then be able to include These facilities in their teaching, which will boost student participation and learning results. Learning aids, which include computers and projectors, need regular upkeep and updates to ensure they work properly. This will stop technical problems that might get in the way of using them and discourage students and instructors from doing so.

The college ought to investigate alliances with government organisations, private groups, and grant-giving bodies to get extra resources and funding. That would go a long way in closing the gap between current resource limits and what is considered ideal for social studies training.

A system has to be put in place to routinely check and track how often social studies departments use learning facilities. That will help pinpoint where things need to get better. Students must be urged to be more involved with the learning aids they can use. Students might get more chances to use these facilities for academic and extracurricular activities as part of this effort.

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