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INFLUENCE OF THE USE OF INTANGIBLE RESOURCES IN TEACHING AND LEARNING OF SOCIAL STUDIES IN PUBLIC SECONDARY SCHOOL IN ANAMBRA STATE

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ABSTRACT

The study examined the influence of the use of intangible resources in teaching and learning of Social Studies in Public Secondary Schools in Anambra State. Specifically, the study sought to ascertain the influence of use of finance resources and time resources in teaching and learning of Social Studies in Public Secondary Schools in Anambra State. Two research questions and two null hypotheses guided the study. The study adopted a descriptive research design. The population of the study consisted of all the 296 Social Studies subject teachers in all public secondary schools in Anambra State as recorded by the Post Primary Schools Service Commission (PPSSC), Awka. There was no sample because the population was manageable. The instrument for data collection was two structured instruments by the researcher titled "Intangible Resources Questionnaire (IRQ)" and Teaching and Learning of social studies questionnaire. (TLSSQ). The instruments were face and construct validated by three experts, two from Arts &Social Science Ed and one from Educational Measurement and Evaluation, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State. Cronbach alpha was used to ascertain the internal consistency of the instrument, coefficient values .81 and .83 were obtained for the two questionnaires which was considered adequate for the study. The questionnaires were administered by the researcher and five research-assistants by direct contact and collected on the spot. Mean and standard deviation was used to answer the research questions while Hypotheses were tested using paired sample t-test at .05 level of significance. After analyzing the data of the study, the following findings were discovered: The findings showed that influence of financial resource and time resources on teaching and learning of social studies in Public Secondary Schools in Anambra State is to high extent The findings showed that there is significant influence of teachers use of financial resource and time resources in teaching and learning of social studies in Public Secondary Schools in Anambra State. Based on the above findings, the study recommends among others Teachers should keep up with their positive teaching performance by giving the same passion and commitment towards work, they must continue giving most of their time in school to classroom instruction in order to produce pupils who are imbued with right values and knowledge .Curriculum planners' should re-organize teacher programmes to groom the teacher-trainees with adequate pedagogicals skills with which they would relate to the contents taught

Keywords: Teachers; Intangible Resources; financial resource, time resource, Social Studies

INTRODUCTION

The National Policy on Education pronounces the procedures, purposes, values, structures, plans, and management for achieving the national education goals in Nigeria. The policy must be operated within the framework of the overall philosophy of nature FG (2013). One of the ways of attaining the above goal is through Social Studies which is one of the core subjects in schools which, if taught properly, would help in reaching the stated goals. However, in the process of teaching Social Studies, it has been noticed that students find it difficult understanding the abstract nature of concepts taught in these subjects (Atubi & Ogheneakoke, 2020; Obro, 2021). One of the major problems is teachers' have continually used the same traditional methods in teaching Social Studies in schools. Additionally, Ekpenyong et al., (2015) observed that the interest of students in Social Studies is decreasing and this may be attributed to the use of narration approach rather than the use of intangible resources available in the school for effective teaching of Social Studies. It is essential in order for them to be able to change the educational skills of learners through moving beyond the classroom walls to use of intangible resources in schools.

Intangible resources are those assets that have no physical existence and are based mainly on information and knowledge (Aurello & Baragas, 2013). They include; time, and technological knowhow, method and techniques, supervision, finance, management are classified as intangible resources. Intangible resources are characterized by invisibility, difficult to quantify, appreciation with use unlike other resources that depreciate with use, non-existence of any market, slow build up, vaguely defined property rights and nil sales values. Intangible resources like finance and time influences teaching secondary schools because intangible resource is very important in the achievement of educational goals both in teaching and outside the classroom. The perception of teachers in the use of intangible resources in teaching of social studies requires finance and time resources.

Finance resources refer to all monetary resources within the parameters of the school system meant for exploitation and allocation for production function. Finance resource is the monetary resource which serves as a means of acquiring all other educational resources. Finance has long been recognized as a critical resource in the growth of any educational system. The basis of all resources in the form of 'cash' or'money' utilized in purchasing and maintaining other associated resources such as physical/material resources and human resources is the financial resource.

Time is also an important intangible resource. When time is converted and utilized can bring about effectiveness in teaching and learning of social studies (Olatoun, 2012). The term resources refered not only to teaching methods and materials but also the time available for instruction in schools. The teacher requires time in order to impact the knowledge and experience efficiently. These characteristics shows that intangible resources are important in teaching of social studies in schools.

Social Studies teachers need to prepare citizens who can survive in a society that is distressed with cultural, environmental and social problems. The use of intangible resources in teaching and learning these subjects by the teachers holds expectations for reducing these cultural, environmental and social problems, at the same time enhancing students' future involvements in the political and social life. In regards to appropriate use of instructional methods and resources, such as intangible resources, the Social Studies teacher's perception must

be put into consideration, because this can determine how far the educational goals of the school will go. Hence this study explores the perception of teachers in the use of intangible resources in teaching of Social Studies in schools in Anambra State.

There appears to be poor students learning outcome on social studies among secondary school students in Anambra State. This seems to have contributed to the incidences of student' failure in examination, repetitions and social vices such as examination malpractice, and a host of others. It appears that many schools across the state lack teaching resources which include intangible resources (Finance and Time). Intangible resources are very important in the teaching of any school subjects (Social Studies inclusive). Nevertheless, there have been claims that It could be possible that the intangible resources in schools are not used judiciously by teachers for effective teaching of Social Studies. However, an unresolved and important question is: to what extends do the use of intangible resources influence the teaching and learning of Social Studies in Schools in Anambra State. These were the problems addressed by this study.

Purpose of the Study

The main purpose of this study was to determine influence of the use of intangible resources in teaching and learning of Social Studies in Public Secondary Schools in Anambra State. Specifically, the study sought to:

1. ascertain the influence of use of finance resources in teaching and learning of Social Studies in Public Secondary Schools in Anambra State.
2. verify the influence of use of time resources in teaching and learning of Social Studies in Public Secondary Schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the extent of influence of use of finance resources in teaching and learning of Social Studies in Public Secondary Schools in Anambra State?
2. What is the extent of influence of use of time resources in teaching and learning of Social Studies in Public Secondary Schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H_{01}: There is no significant influence of teachers' use of finance resources in teaching and learning of social studies in Public Secondary Schools in Anambra State.

H_{02}: There is no significant influence of teachers' use of finance resources in teaching and learning of social studies in Public Secondary Schools in Anambra State.

Methodology

The design adopted in this study was a descriptive survey design. According to Nworgu (2015), a survey research design is the one which aims at collecting data and describing in a systematic manner the characteristics, features or facts about a given population. The study was carried out in Anambra State which is made up of 21 Local Government Areas with a good number of public secondary schools distributed in six education zones, namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha education zones.

The population of this study comprised 296 Social Studies subject teachers in all public secondary schools in Anambra State. There was no sample because the population was manageable. The instrument for data collection was two structured instruments by the researcher titled "Intangible Resources Questionnaire (IRQ)" and Teaching and Learning of social studies questionnaire. (TLSSQ) The instruments were face and construct validated by three experts, two from Arts &Social Science Ed and one from Educational Measurement and Evaluation, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State. Cronbach alpha was used to ascertain the internal consistency of the instrument, coefficient values .81 and .83 were obtained for the two questionnaires . The researcher personally administered the questionnaire with the help of six research assistants who were assigned to each of the education zones. Out of the 296 copies of the questionnaire administered, seven were incompletely filled and six were not returned. Thus, 283 copies (representing 95.61%) were retrieved with an attrition rate of seven (representing 4.39%). The data collected from the study were analyzed using descriptive statistics of mean and standard deviation to answer the research questions while t-test was employed to test the two null hypotheses at 0.05 level of significance.

The decision rule for interpretation of the mean

Very High Extent (VHE)	(4)	3.5 - 4.00
High Extent (HE)	(3)	2.5 - 3.49
Low Extent (LE)	(2)	1.5 - 2.49
Very Low Extent (VLE)	(1)	0.5 – 1.49

PRESENTATION AND ANALYSIS OF DATA

Research Question 1:

To what extent does use of finance resources influence the teaching and learning of social studies in Public Secondary Schools in Anambra State

Table 1; Mean ratings of teachers' on influence of financial resource on teaching and learning of social studies in Public Secondary Schools in Anambra State

N	Mean	grand mean	SD	remark
283	35.1	3.51	.528	**VHE**

Analysis on Table 1 above showed mean ratings of teachers' on extent of influence of financial resource on teaching and learning of social studies in Public Secondary Schools in Anambra State

The ratings indicated that the teachers agreed with the mean rating 35.1 and grand mean ratings of 3. 51 and standard deviation of 528 on influence of financial resource on teaching and learning of social studies in Public Secondary Schools in Anambra State

The findings therefore concluded that influence of financial resource on teaching and learning of social studies in Public Secondary Schools in Anambra State is to high extent with all items falling with the range of Very High Extent (VHE) (4) 3.5 - 4.00

Research Question 2

What is the extent of influence of use of time resources on teaching and learning of Social Studies in Public Secondary Schools in Anambra State?

Table 2 Mean ratings of teachers on the extent of influence of use of time resources on teaching and learning of Social Studies in Public Secondary Schools in Anambra State

N	Mean	grand mean	SD	remark
283	38.5	3.85	5.96	**VHE**

Analysis on Table 2 above showed mean ratings of teachers' on extent of influence of time resource on teaching and learning of social studies in Public Secondary Schools in Anambra State

The ratings indicated that the teachers agreed with the mean rating 38.5 and grand mean ratings of 3. 85 and standard deviation of 5.96 on influence of time resource on teaching and learning of social studies in Public Secondary Schools in Anambra State

The findings therefore concluded that influence of time resource on teaching and learning of social studies in Public Secondary Schools in Anambra State is to high extent with all items falling with the range of Very High Extent (VHE) (4) 3.5 - 4.00

Hypothesis One: There is no significant influence of teachers' use of finance resources in teaching and learning of social studies in Public Secondary Schools in Anambra State.

Table 1: Paired sample t-test of teachers on the influence of teachers use of finance resources in teaching and learning of social studies in Public Secondary Schools in Anambra State.

Variables	N	Mean	std. dev.	Df	t-value	sig. (2-tailed)	Decision
FIN – TL	508	3.81	.557	507	16.103	.000	Significant

**significant at p < .05*

Analysis in Table 1 showed the paired sample t-test on the influence of teachers' use of finance resources in teaching and learning of social studies in Public Secondary Schools in Anambra State. The result showed that p-value of .000 is less than .05 level of significance which resulted in the decision to reject the null hypothesis that there is no significant influence of teachers' use of finance resources in teaching and learning of social studies in Public Secondary Schools in Anambra State.

Hypothesis Two: There is no significant influence of teachers' use of time resources in teaching and learning of social studies in Public Secondary Schools in Anambra State.

Table 2: Paired sample t-test of teachers on the influence of teachers use of time resources in teaching and learning of social studies in Public Secondary Schools in Anambra State.

Variables	N	Mean	std. dev.	Df	t-value	sig. (2-tailed)	Decision
TIME – TL	508	3.81	.557	507	16.103	.000	Significant

**significant at p < .05*

Analysis in Table 1 showed the paired sample t-test on the influence of teachers' use of time resources in teaching and learning of social studies in Public Secondary Schools in Anambra State. The result showed that p-value of .000 is less than .05 level of significance which resulted in the decision to reject the null hypothesis that there is no significant influence of teachers' use of time resources in teaching and learning of social studies in Public Secondary Schools in Anambra State.

Summary of the Findings

The findings showed that influence of financial resource on teaching and learning of social studies in Public Secondary Schools in Anambra State is to high extent

The findings showed that influence of time resource on teaching and learning of social studies in Public Secondary Schools in Anambra State is to high extent

The findings showed that there is significant influence of teachers' use of financial resource resources in teaching and learning of social studies in Public Secondary Schools in Anambra State.

The findings showed that there is significant influence of teachers' use of time resources in teaching and learning of social studies in Public Secondary Schools in Anambra State.

Discussion of Findings

Finding on the extent of influence of use of finance resources in teaching and learning of Social Studies in Public Secondary Schools in Anambra State concluded that influence of financial resource on teaching and learning of social studies in Public Secondary Schools in Anambra State is to a high extent. Also findings revealed that there is significant influence of teachers use of finance resources in teaching and learning of social studies in Public Secondary Schools in Anambra State. This is because financial resources showed positive result on teachers' instructional process with financial resources in terms of: investment in school facilities, allocation of financial resources, structure of financial resources and amount of financial resources influenced teaching and learning of Social Studies in Public Secondary Schools in Anambra State to a very extent high extent

The findings therefore concluded that influence of time resource on teaching and learning of social studies in Public Secondary Schools in Anambra State is to high extent. Also findings revealed that there is significant influence of teachers' use of time resources in teaching and learning of social studies in Public Secondary Schools in Anambra State. These Findings is as a result of teachers' time source which ranged from using the internet for their needs in teaching to listing important tasks for the day to planning before classes start and working overtime at home to do tasks,

Recommendations;

Based on the findings of the study, the following recommendations were proffered;

1. Teachers should keep up with their positive teaching performance by giving the same passion and commitment towards work, they must continue giving most of their time in school to classroom instruction in order to produce pupils who are imbued with right values and knowledge
2. Curriculum planners' should re-organize teacher programmes to groom the teacher-trainees with adequate pedagogicals skills with which they would relate to the contents taught
3. Curriculum planners should ensure that the curriculum of Social Studies contains learning experiences that are within the everyday experiences of the students.
4. Ministry of Education should equip teachers' through various development programmes such as conferences, training and retraining sessions to enable them use innovative instructional methods to motivate students' interest, and develop them to learn for better academic achievement

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