

Availability and Utilization of Resources for Implementation of HIV/AIDS Content of Social Studies Curriculum in Junior Secondary Schools in Onueke Education Zone, Ebonyi State

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ABSTRACT

This study assessed the availability and utilization of resources for implementation of HIV/AIDS contents of JSS Social Studies curriculum in Onueke Education Zone, Ebonyi state. The study adopted descriptive survey design. Two research questions and one null hypothesis guided the study. The population of the study comprised of ninety – two (92) teachers from sixty –four (64) JSS in Onueke Education Zone. The entire population was purposefully selected and used for the study. The instrument for data collection was Checklist. Data collected were analyzed using mean and standard deviation while t-test of independence sample was used to check the null hypotheses at 0.05 level of significant. The findings of the study revealed that only charts, model, newspapers, posters, script of play magazines, &social- studies textbook are the instructional materials to low extent for implementation of HIV/AIDS contents of social-studies curriculum as most teachers teach without instructional materials; and that facilities were not adequately utilized by social studies implementation of HIV/AIDS content of social studies curriculum. The finding also revealed that significant difference exist between teachers of rural and urban schools on the extent of utilization of instructional materials for the implementation for HIV/AIDS contents of Social-Studies curriculum in favour of teachers in urban area. Based on this findings, it was recommended among other things that there is urgent need to ensure that required instructional materials& facilities are made utilized & available by the teachers for implementation of HIV/AID content of social Studies curriculum in school.

Key: Availability, Utilisation, Resources, Implementation, HIV/AIDS contents, Social Studies, Curriculum

INTRODUCTION

It is widely acknowledged that no organization be it social, political, economic, or educational can attain a greater height or achieve expected objectives without available, adequate or functional resources (Oghurhu, 2008; Olatoun, 2012). In Malaysia, the Regional Synthesis Report (2020) prioritized that school resources through school plans for teacher professional development, including providing necessary hardware and software for the integration of ICT into the curriculum of schools. According to White and Malkus (2019), all global educational systems rely on teachers to deliver most educational instruction since it has a significant impact on students' learning. One of the most important qualities that every teacher should possess is resourcefulness. With such a trait, teachers can provide their students with a high quality of education which includes fostering a supportive learning atmosphere. One of the secrets of the finish educational success has been its resourceful teachers who are dedicated to addressing all of their student's personal and professional interests throughout their teaching careers (Kuusisto & Tirri, 2021). Resources whether human or material, are recognized factors for any successful human endeavor. As observed by Afolabi (2005), no matter how

beautiful the programmes and assets of an institution may be, without the teachers, attainment of the institutional goals and objectives would prove abortive. Without human efforts, no organization (education inclusive) can achieve its goal. This is because human resources utilize materials and facilities to achieve institutional goals (Eze & Obeta, 2006). It is imperative to note therefore that for teachers and students to interact meaningfully, material for facilities must be adequately available and utilized in schools.

Social studies is one of the core subjects taught at Junior Secondary School level in the Nigerian educational system (Federal Republic of Nigeria, FRN, 2004: 6). As a core subject it implies that it is perceived as an important subject worthy of being studied by all students (Mkpa, 2001). Social studies according to Jekayinfa (2007: 8), was introduced into the Nigerian education system to achieve some of the objectives of Nigeria education as indicated in the National Policy on Education namely-building of a free and democratic society; a just and egalitarian society, a united, strong and self-reliant nation; a great and dynamic economy; a land full of bright opportunities for all citizens. This perceived importance for achieving the desired goals depends to a large extent on the quantity and quality of resources available for its implementation.

For students to be aware and understand thing around them, teaching and learning of Social studies must be properly improved. Improving the teaching and teaching of Social studies therefore require that resources must be readily available and utilized appropriately. Over the years, the curriculum of Social studies has witnessed, gradual changes in contents, methods and techniques as a result of global changes. Global change is a change that affects the whole world which is brought about as a result of transformation in social structures, (Alexander, 2012). This transformation could be as a result of improvement in science and technology, increase in urbanization, and high standard of education.

The current curriculum of Social studies has witnessed spontaneous changes in contents such as sexuality education, HIV/AIDS education, needs education, family life education, entrepreneurship education as well as technology education (Nigerian Education Research Development Council NERDC, 2013). The advent of modern technology which has made the world a global village has made the inclusion of HIV/AIDS education necessary in Social studies not only in the Nigerian society but also in every society. This is because of revolution in social attitudes to sex which cannot now be equated with the spread of intelligent information on sex.

Igba (2004) opined that HIV/AIDS as an aspect of learning in Social studies meant to develop healthy sex attitudes in youths and adults and not to spoil them. The need to help the youth develop good behaviour and show a healthy interest in sex, functions of their organs and prevention of diseases therefore makes it imperative for learning about this disease at formative state of schooling. In learning about HIV/AIDS, students are taught how to develop good relationship between opposite sex, positive habit toward sexual intercourse, origin and causes as well as preventions of diseases especially Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS).

Alexander (2012) opined that for more than a decade now, Acquired Immune Deficiency Syndrome (AIDS) was seen as one of devastating problems that affect human being. AIDS according to Thomas in Nnadi (2012) can be seen as illness that occurs in the body when it's immune or defence system is weakened. United Nations' Action on AIDS (UNAIDS) (2014) report that AIDS was identified in 1981 and it was alleged that the diseases was independently diagnosed in young homosexuals by United State research group in 1981, (Olumide, 2002). This disease has affected many people in developing countries (Nigeria inclusive) and this led to decrease in government reserve due to expenditure on drugs and loss of human capital which would have been used for the development of the country.

UNAIDS (2008) affirmed that Nigeria has adopted a multi-sectoral approach as a strategy to deal with the epidemic as reflected in the creation of the National Action Committee on AIDS (NACA) which has its branches in all the 36 states and Federal Capital Territory (FCT), on which all Ministries of the Federal Government are represented. Garland (2003) observed that this has helped to bridge the gap in awareness level of both male and female urban and rural dwellers.

Despite the efforts made by the Federal Government of Nigeria in eliminating the problems of AIDS, the disease is still progressing and has claimed many lives and many are still being affected by the epidemic. Based on this, education as a vehicle for social, economic, and political development was considered as vital instrument that can help to tackle the problem. Social studies was conceived by curriculum planners in Nigeria as an important subject to transmit the right attitude or behaviour towards sex related manner and to create awareness on the spread of the diseases (National Policy Education, 2004).

The question that should border our mind is on how HIV/AIDS contents of Social studies could be implemented in the Junior Secondary Schools in Nigeria. Addressing this question calls for proper examination of resources available for implementation of the HIV/AIDS content of Social studies.

Curriculum implementation involves all the day-to-day activities which school management and classroom teachers undertake in pursuit of set objectives (Obanya, 2004). Thus curriculum implementation involves putting into practice the officially prescribed courses of study, syllabus, and subjects (Chikumbi & Makamure, 2000). Putting into practice the officially made curriculum requires an implementation agents and the teachers are identified as one. Thus for HIV/AIDS education contents of Social studies to be effectively implemented, there is need for quality teachers; experienced, qualified and have full knowledge of modern methods and techniques of teaching and learning in schools.

Although HIV/AIDS is an important content of Social studies, its implementation seems to have been marred by unavailability and non-utilization of resources by teachers and students particularly in junior secondary schools in Nigeria. For instance, Ntukidem, Ntukidem and Eyo (2011) found that there were inadequacies in the supply of qualified teachers of Social studies in schools. Ugwuoke (2011) equally found that the problems that hinder the effective implementation of school curriculum are lack of qualified and trained teachers; infrastructures and equipment. Mezieobi and Philips (2007) specifically observed that Social studies is not allocated sufficient space on the Nigerian school time table while resources are grossly inadequate. The implication of this is that teachers may continue with the familiar trend of teaching Social studies which the re-aligned 9 year basic education curriculum reportedly set out to correct. Some variables are likely to intervene with the availability and adequacy of resources for effective implementation of HIV/AIDS education contents of Social studies. These include school location and ownership of schools.

The school location is seen in terms of city (Urban) and less city (Rural) (Modupe, 2012). Urban environment can be conceptualized as that which has high variety of beautiful common places with good roads, pipe-borne water, electricity, good hospital and large markets whereas rural environment is characterized with low and isolated place views with or without electricity, good roads, good hospitals (McGill & Karin in Modupe, 2012). These characteristics may negatively or positively influence the availability of resources in schools. For instance Oghurhu (2008) observed that distribution of teachers in rural schools is usually low because teachers do not readily accept posting to rural areas due to lack of good road, electricity, pipe-borne water and so many other infrastructures.

Similarly Isiugo-Abanihe and Labo-popoola, (2004) found that the availability of books and teaching materials are affected by location of schools. Modupe (2012) even noted that school location had a significant effect on students' cognitive attainment in schools. The aforementioned views show that location significantly influences gender distribution of teachers among other things. This situation, may also affect the implementation of HIV/AIDS education content of JSS Social studies curriculum.

Aghulor (2010) hold firmly that most teachers that teach HIV/AIDS content of Social studies are not qualified and specialist of Social studies. This can negatively affect the utilization of vital instructional materials and facilities like computers and ICTs in teaching and learning of HIV/AIDS education content of JSS Social studies curriculum. This situation might mar the attainment of the set objectives of including this vital content in Social studies curriculum. The available literature on factors that account for the implementation of Social studies curriculum in Nigeria focused mainly on the availability and utilization of resources for teaching of Social studies with little or no emphasis on which of these resources are needed for effective teaching of vital content of social studies like HIV/AIDS. Learning of HIV/AIDS appeals to behaviour and it requires special resources to make its implementation real, permanent and realistic. This identified gap in literature is what

motivated this research work on the 'availability and utilization of resources for implementation of HIV/AIDS education content of Social studies curriculum in junior secondary schools in Onueke Education Zone of Ebonyi State.

Statement of the problem

The importance of HIV/AIDS education content of Social studies in reducing sexually transmitted diseases among school age children in junior secondary schools cannot be overemphasized. The teaching of the content of HIV/AIDS as part of Social studies programme is a core curriculum activities which every students must participate for proper guide on the spread and danger of HIV/AIDS for good social relationship and healthy living in the society. This curriculum activities no doubt cannot be effectively carried out without functional resources whether human, material or intangible resources which would help to make learning of HIV/AIDS content of Social studies realistic, meaningful and enjoyable. Nevertheless, the literature has shown that most vital resources for teaching and learning of this vital content of Social studies are not adequately available in schools; and even the schools they are available, it is not judiciously utilized.

A situation of unavailability and non-utilization of resources in schools might mar the implementation of HIV/AIDS content of Social Studies curriculum in junior secondary school in Nigeria. This situation also could promote the spread of HIV/AIDS and other sexually transmitted diseases among school age children in Nigeria. The research work conducted on the area of resources in Nigeria concentrated on the availability and utilization in teaching Social studies in schools with little or no emphasis on the availability and utilization of resources in teaching of HIV/AIDS contents of Social studies curriculum. This gap of literature is what this research work filled.

Purpose of the Study

The main purpose of this study is to assess the availability and utilization of resources for implementation of HIV/AIDS content of Social studies curriculum in Junior Secondary Schools in Onueke Education Zone, Ebonyi state. Specifically, the study is determined to:

1. Ascertain the extent of availability of instructional materials for implementation of HIV/AIDS content of Social studies curriculum.
2. Ascertain the extent of availability of facilities for implementation of HIV/AIDS content of Social studies curriculum.

Research Questions

The following two (2) research questions guided the study:

1. What is the extent of availability of instructional materials for implementation of HIV/AIDS content of Social studies curriculum?
2. What is the extent of availability of facilities for implementation of HIV/AIDS content of Social studies curriculum?

Hypotheses

One (1) null hypothesis was tested at 0.05 levels of significances to guide the study.

H₀₁: There is no significant difference in the mean rating of teachers of urban and rural schools on the utilization of instructional materials for implementation of HIV/AIDS content of Social studies curriculum.

METHODS

The study was descriptive survey. Descriptive designs refer to those studies in which data are collected from a small sample of a large population to enable the researcher describe in a systematic manner the characteristics features and facts about things that exist (Abonyi, Okereke, Omebe & Anugwo, 2022). This design elicited responses from Social studies teachers and students of Upper Basic Education levels in Onueke Education Zone, Ebonyi State with regards to the availability and utilization of resources for implementation of HIV/AIDS content of Social studies curriculum. This study was carried out in Onueke Education Zone. The area is bounded in south by Afikpo and Ohaozara; in the north by Ohaukwu, Izzi and Abakaliki; in the west by Abia and Enugu and in the East by Cross-River respectively. The area has witnessed alarming decrease in the school performance of these students which could be attributed to high sexual promiscuity and illness (SEB, Central zonal office Report, 2014). The Target population of the study comprised ninety two (92) teachers from sixty four (64) Junior Secondary Schools in Onueke Education Zone (Ebonyi State Universal Basic Education Board (EBSUBEB), 2022). There was no sample for the study. The entire population of ninety two (92) Social studies teachers from sixty four (64) Junior Secondary Schools in Onueke Education Zone of Ebonyi State was purposefully selected for the study. In terms of location, there were 51 teachers from urban schools and 41 teachers from rural schools. The instruments for data collection was Checklist titled “Checklist on Availability of Social Studies Resources” (CASSR) was used to check the extent of availability of Social Studies Resources. The instrument was validated by three experts and reliability established using test-retest method with overall index of 0.82. Mean and standard deviation will be used to analyze data collected from Checklist.

RESULTS

The results of this study were presented in tables in based on the two research questions and one null hypotheses developed for the study as well as the responses of the two instruments used for the study via: Checklist.

Research Question 1: What is the extent of availability of instructional materials for implementation of HIV/AIDS content of Social studies curriculum?

Table 1: Mean rating of checklist on the extent of availability of instructional materials for implementation of HIV/AIDS content of Social studies curriculum

S/N	Items Description	Mean	Standard Deviation	Decision
1	Charts	3.00	0.82	VHE
2	Pictorials	2.98	1.09	HE
3	Models	3.09	0.75	VHE
4	Radio	2.17	0.61	LE
5	Newspapers	3.12	0.65	VHE
6	Posters	3.28	0.74	VHE
7	Script of plays	3.03	0.89	VHE
8	Magazines	3.12	0.88	VHE
9	Tutorials	3.15	0.65	VHE
10	Social studies textbooks	3.04	0.79	VHE

11	Photographs of HIVAIDS patients	1.89	0.67	LE
12	Films and videos	2.29	0.90	LE
13	Real life objects	1.92	0.74	LE
14	Journals of social studies	2.00	0.62	LE
15	Examples of condom.	1.82	0.77	LE
16	Internet	2.04	0.72	LE
17	Instructional Television	1.84	0.54	LE
18	Computers	2.00	0.31	LE
19	Cinema	2.10	0.76	LE
20	Electricity Gadgets	2.06	0.89	LE
21	Projectors	2.34	0.54	LE

Grand Mean= 2.40

Key: AVHE = Available to Very High Extent

AHE = Available to High Extent

ALE = Available to Low Extent

NA = Not Available

Results of table 1 shows that items 1-21 have mean rating of 3.00, 2.98, 3.09, 2.17, 3.12, 3.28, 3.03, 3.12, 3.15, 3.04, 1.89, 2.29, 1.92, 2.00, 1.82, 2.04, 1.84, 2.00, 2.10, 2.06, and 2.34 respectively. The results shows that charts, models, newspapers, posters, script of plays, magazines, tutorials as well as social studies textbooks are available to very high extent while pictorials are available to high extent for implementation of HIV/AIDS content of Social studies curriculum. However, the result of the table shows that Photographs of HIV/AIDS patients, films and videos, real life objects, journals of Social studies, examples of condoms, internet, instructional televisions, computers, cinema, electrical gadgets as well as projectors are available to very low extent for implementation of HIV/AIDS content of Social studies curriculum. The average mean score of all the items is 2.40 which is lower than the cut-off point of 2.50. This indicates that instructional materials are available to low extent for implementation of HIV/AIDS content of Social studies curriculum in Junior Secondary Schools in Onueke Education Zone of Ebonyi State.

Research Question 2: What is the extent of availability of facilities for implementation of HIV/AIDS content of Social studies curriculum?

Table 2: Mean rating of checklist on the extent of availability of instructional facilities for implementation of HIV/AIDS content of Social studies curriculum

S/N	Facilities	Mean	Standard Deviation	Decision
22	Social studies costumes	2.19	0.66	VLE
23	Social studies learning corner	2.23	0.68	VLE

24	Social studies archives	1.88	0.45	VLE
25	Library in the schools	2.13	0.65	VLE

Average Mean Score = 2.11

The analysis of research question 2 in table 2 revealed that the mean rating of item 22, 23, 24 and 25 have mean scores of 2.19, 2.23, 1.88 and 2.13 respectively. This shows that Social studies costumes, Social studies learning corner, Social studies archives and library are available in schools. The average mean score of all the items is 2. 11 which is very low and not up to the cut-off point of 2.50. Therefore, facilities are not available in schools for the implementation of HIV/AIDS content of Social studies curriculum to a very high extent in Junior Secondary Schools in Onueke Education Zone of Ebonyi State.

Test of Hypothesis

H0₁: There is no significant difference in the mean rating of teachers of urban and rural schools on the utilization of instructional materials for implementation of HIV/AIDS content of Social studies curriculum.

Table 3: Independent Sample t-test Summary of Teachers of Urban and Rural Schools on the Utilization of Instructional Materials for Implementation of HIV/AIDS Content of Social Studies Curriculum

Variable	N	Mean (x)	Std. Dev	T	df	Sig.(2-tailed)	Level of Alpha	Decision
Urban	51	3.85	0.55	-11.244	90	0.00	0.05	S
Rural	41	2.35	0.58					

Data in table in table 3 shows a mean scores of Social Studies Teachers from urban and rural public secondary schools in Onueke Education Zone on the utilization of instructional materials for implementation of HIV/AIDS content of Social studies curriculum were 2.35 and 3.85 respectively. Teachers in urban area had higher mean gain than teachers in rural schools. The table also showed that the t-calculated value of -11.244 was significant at 0.05 alpha level which is lesser that the chosen alpha level of 0.05. Thus, significant difference was found to exist between teachers of urban and rural schools on the utilization of instructional materials for implementation of HIV/AIDS content of Social studies curriculum.

DISCUSSION

This study has explored information on the extent of availability and utilization of resources for implementation of HIV/AIDS content of Social studies curriculum in Onueke Education Zone of Ebonyi State. The discussions of the findings were made based on the two research questions and one null hypothesis.

The analysis of research question 1 revealed that only charts, models, newspapers, posters, script play, magazines and Social studies textbooks are the instructional materials available for implementation of HIV/AIDS content of Social studies curriculum while radio, internet, instructional television, computer, cinema, electrical gadgets as well as projectors are not readily available in the surveyed schools. This finding is in agreement with the finding of Okobia (2011) who found that instructional material for teaching Social studies such as computers, instructional television and radios are not adequately available in some schools. A situation like this can negatively affect the achievement of the objective of Social studies particularly as they relate to HIV/AIDS content of Social Studies. In addition to these findings, Igba (2009) equally supported this assertion in his study which revealed that instructional materials are not available and lack of them hinders effective teaching and learning of Social studies in secondary schools in Nigeria. This issues if not resolved could mar the implementation of social studies curriculum. Obomanwu and Akporehme (2011) equally noted that there is an insufficient instructional resource for effective teaching and learning of Social studies in schools. Instructional materials are essential as they make learning realistic, permanent, interesting, and

enjoyable. Ikwumelu and Bozimo (2008) supported these findings when they stated that the quality of teaching and learning of Social studies depends on the quality of instructional materials available and utilized by teachers and students. The implication of this finding is that if instructional materials for teaching and learning HIV/AIDS contents of Social Studies are not utilized, learning will be bored, not motivating, uninteresting and possibly unattainable goal. This situation could directly mar the attainment of curriculum inclusion of HIV/AIDS contents of Social Studies at the basic education levels.

The analysis of research question 2 revealed that some vital facilities like Social studies costumes, Social studies learning corner, Social studies archives are not available in schools for implementation of HIV/AIDS content of Social studies curriculum. Supporting these findings, Nwana (2006) found that ICT facilities are not provided for e-learning in schools. Similarly, this finding supports that of Adegbemile (2012) which discovered that the available ICT facilities are not adequate. These findings indicate a decline in Nigerians preparedness to teach the HIV/AIDS content of Social studies curriculum. It is obvious that teachers are the chief implementer of Curriculum policies in the classroom, hence, if qualified teachers are inadequately available in schools, it would completely affect the effective teaching and learning of the contents in schools.

The result of the null hypotheses submitted that there was significant difference in the mean rating of teachers of urban and rural schools on the utilization of instructional materials for implementation of HIV/AIDS content of Social studies curriculum in favour of schools. This implies that urban schools are better equipped than rural schools in terms of teaching and learning materials. It therefore, indicates that instructional materials must be supplied to rural schools to ensure equality and equity in access to educational programmes among students. This would help to balance the gap between educational attainment of people in rural schools and urban schools.

CONCLUSION

This study has examined the extent of availability and utilization of resources for implementation of HIV/AIDS content of Social curriculum in Junior Secondary Schools in Onueke Education Zone of Ebonyi State. It has been established that resources were not adequately utilized in schools for effective curriculum delivery in Junior Secondary Schools in this area. This study therefore concluded that for Nigeria to maintain a top rank in the global competitiveness there is need for improvement of her education system. This could be achieved when resources are made available and properly utilized by teachers particularly in the teaching of HIV/AIDS content of Social studies curriculum. Private partners and other educational administrators should therefore collaborate with government in ensuring that resources are available and properly utilized to develop students' proficiency in relation to HIV/AIDS content of Social studies curriculum.

Educational Implication of the Study

The findings of the study revealed that only charts, models, newspapers, posters, script of play, magazines and Social studies textbooks were the instructional materials available for implementation of HIV/AIDS content of Social studies curriculum while radio, internet, instructional television, computer, cinema, electrical gadgets as well as projectors were not readily available in the surveyed schools. The implication of this finding is that when these materials are not provided in schools, teaching and learning of some vital contents of Social studies might not be interesting, realistic and permanent for students. The findings of the study revealed that some vital facilities like Social studies costumes, Social studies learning corner, Social studies archives are not available in schools for implementation of HIV/AIDS content of Social studies curriculum. The implication of this finding is that the environment for learning this very important aspect of life in the school might not be conducive for students and this will hinder academic achievement as well as limit the students' understanding of the dangers of sex-related diseases.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Instructional facilities should be made available and utilized for effective implementation of HIV/AIDS contents of Social studies curriculum in Nigerian junior secondary schools.

2. Schools in rural areas should be equipped with more facilities to ensure equity, equality and life-long learning opportunities among students in rural area. This would enable the students in rural areas to compete with their counterparts in urban schools in terms of knowledge of HIV/AIDS contents of Social studies.

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