



Qualitative Study on Resource Availability and ... Ayantunji, M. M. & Ogunleye, S. A. (2026)

Qualitative Study on Resource Availability and Instructional Performance in Social Studies among Colleges of Education Lecturers in Lagos State, Nigeria

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Abstract

This paper presented a situational analysis of resource availability and social studies lecturers' instructional performance in colleges of education in Lagos State, Nigeria. This was done by systematically reviewing various peer reviewed articles, policy documents and literatures related to the subject area. The literature review probed into the level of lecturers' instructional performance, resource availability and extent of the influence of resource availability on lecturers' instructional performance so as to make informed conclusion on the subject area. The research findings showed that social studies lecturers' instructional performance in some colleges of education in Lagos State, Nigeria is low to average. Also, the resource availability is low and this negatively influence social studies lecturers' instructional performance in the colleges of education in Lagos State, Nigeria. It was thus recommended based on the findings that Serious attention should be given to boosting social studies lecturers' instructional performance in the Nigerian colleges of education; and Federal and State Government ensure that material resources are available and accessible for use by the social studies lecturers for improved instructional performance.

Keywords: Social Studies, Instructional Performance, Resource Availability

Introduction

Social studies lecturers' instructional performance is very crucial for the overall attainment of the goals and objectives of colleges of education in Nigeria. Their performance is very vital especially because of the role that social studies as a subject play in helping students to comprehend how people are influenced by their surroundings and how they can address social issues in a bid to improving the quality of their lives. Social studies subject is so fundamental in that the subject helps to instill right attitudes, skills, and values in people with the sole aim of improving the society which makes lecturers' instructional performance in the subject to be worth looking into. Social studies lecturers' instructional work performance is viewed as how well they are able to deliver their social studies lessons, prepare social studies lesson notes, improvise and utilise teaching aids to teach social studies, monitor, and assess students' performance and provide feedback on students' progress in colleges of education (Akira, 2020). Although social studies lecturers' instructional performance is crucial for the betterment of society and achievement of the goals and objectives of colleges of education in Nigeria, there is however a growing concern on the low to moderate level of instructional performance among lecturers in Nigeria (Abiodun-Oyebanji, 2023; Aina & Akintunde, 2022; Ibikunle et al., 2024). Hence, this paper sought to examine whether the availability of resources is responsible for the observed low to moderate level of instructional work performance among social studies lecturers. Various studies carried out on resource availability and social studies lecturers' instructional performance have shown variances in results. A study has shown that inadequate resource availability has no significant effect on management for effective teaching process in colleges of education in Ogun State (Adediran et al., 2016). However, some scholarly works have shown that availability of material resources and non-material resources, positively and significantly predict lecturers' job commitment and pedagogical competences in colleges of education in Nigeria (Ibikunle et al., 2024; Okaforcha et al., 2025). This paper thus sought to comprehensively throw light on this interplay by examining the situation of lecturers' instructional performance, resource availability and influence of resource availability on lecturers' instructional performance using peer reviewed articles and various literatures.



Qualitative Study on Resource Availability and ... Ayantunji, M. M. & Ogunleye, S. A. (2026)

Statement of the Problem

The evidence based on literature showed that some social studies lecturers have low to moderate level of instructional performance in colleges of education in Lagos State, Nigeria. This low to moderate level of instructional performance poses danger to the fulfillment of colleges of education goals and objectives in the nation. In some colleges of education, teaching and learning resources appear to fall short of lecturers' expectations. Could learning resources be responsible for the observed low to moderate level of instructional performance among social studies lecturers? It is with this question in mind that this paper sought to examine the situation of lecturers' instructional performance, resource availability and influence of resource availability on lecturers' instructional performance using peer reviewed articles and various literatures so as to make informed conclusions on the subject matter.

Aim and Objectives

The aim of this research is a situational analysis of resource availability and social studies lecturers' instructional performance in colleges of education in Nigeria. The objectives were to examine the following:

- i. Situational analysis of instructional performance among social studies lecturers in colleges of education in Lagos State, Nigeria;
- ii. Situational analysis of the Availability of resource for teaching among social studies lecturers in colleges of education in Lagos State, Nigeria
- iii. Extent of resource Availability on social studies lecturers' instructional performance in colleges of education in Lagos State, Nigeria.

Research Questions

This study attempted to examine the following questions based on the objectives:

- i. What is the situation of instructional performance among social studies lecturers in colleges of education in Lagos State, Nigeria?
- ii. What is situation of resource Availability for teaching among social studies lecturers in colleges of education in Lagos State, Nigeria?
- iii. What is the extent of resource Availability on social studies lecturers' instructional performance in colleges of education in Lagos State, Nigeria?

Conceptual Clarifications

Social Studies in Colleges of Education

Social studies is a discipline that studies human beings with various capacities of his/her interaction with his/her fellow counterparts. Social studies is a programme of study which a society uses to instill in students or learners the knowledge, skills, attitudes, and actions it considers important in the relationships human beings have with each other, their world, and themselves. Social studies is an integrated field of study which probes man's symbiotic relationships with his/her environments, endows man with the reflective or contemplative capacities, intellectual, effective, social, and work skills, to enable him/her to understand his/her world and its problems, and to rationally solve or cope with them for effective living in the society (Okobia, 2023). Social Studies is capable of building solidarity, ginger integration and sense of togetherness among members of the society (Abdu-Raheem & Bamgbade, 2022). The curriculum of social studies emphasises positive attitudes and values as hard work, diligence, cooperation, participation, honesty and self-help. Social studies is a value-laden subject that has the capacity to build sound morals and integrity in all facets of the society (Egbule, 2020).

Social Studies Lecturers' Instructional Performance in Colleges of Education

Social studies lecturer instructional performance is defined as the performance of teaching tasks and rendering of expected teaching services by social studies lecturers. It has to do with the abilities of social studies lecturers to fulfill their teaching related duties in the field of social studies (Amajuoyi, 2021). Social studies lecturers' instructional performance is the ability and effort of the lecturers to carry out teaching and learning tasks in social studies like planning teaching programs, implementing learning activities and evaluating learning outcomes. Social studies lecturers' instructional work performance indicates the level, manner, process, and commitment of the lecturers to their activities of teaching and/or instructional activities in social studies discipline in colleges of education (Ajetunmobi et al., 2020; Okeze, 2021).



Qualitative Study on Resource Availability and ... Ayantunji, M. M. & Ogunleye, S. A. (2026)

Social studies lecturers' work performance is also seen in their capability to show pertinent efforts in improving teaching-learning activities (Wula et al., 2020). It is seen in their teaching quality and ability to demonstrate sound professional teaching attributes in colleges of education (Agu & Okoli, 2021). Social studies lecturers' instructional performance is the extent to which the activities of social studies lecturers in terms of teaching yield effective and efficient outcomes. Effective instructional performance of social studies lecturers can be characterized with: punctuality and regularity to lessons, excellent lesson preparation, efficient classroom management skill, good knowledge of social studies subject, facilitating method of teaching social studies, constant use of teaching aids in teaching social studies, among others (Agu & Okoli, 2021; Okeze, 2021).

Resource Availability in Colleges of Education

Resource availability is a state of making provision for a satisfactory standard requirement in terms of teaching resources to enhance effective instructional activity in social studies in colleges of education. No meaningful learning will take place if such learning occurs in a situation devoid of relevant activities and concrete experiences (Umeozor & Omenyi, 2020). Resource availability means the degree to which these educational resources are readily provided, handy and utilized for social studies lecturers' job performance, effectiveness, commitment and satisfaction in the classroom delivery in college of education. The point which underpins resource availability is that social studies lecturers are able to have access to the required resources in the lecture room during instructional delivery of social studies (Onajite et al., 2023; Umeozor & Omenyi, 2020). Availability of physical educational resource means enabling access to authorized information or resources to those who need them for teaching and learning purposes in social studies classroom. Resource availability is the ability to make information and related physical resources accessible as needed, when they are needed, and where they are needed (Umeozor & Omenyi, 2020). Resource availability is the ability of social studies lecturers and students to access information or resources (facilities and teaching aids) in a specified location and in the correct format. Resource availability refers to services/resources that can be obtained in the discharge of certain function such as the teaching of social studies in colleges of education (Onajite et al., 2023; Umeozor & Omenyi, 2020).

Theoretical Underpinning

This research was hinged on "Resource Dependence Theory" which served as a guide.

Resource Dependence Theory (RDT) was propounded by Pfeffer and Salancik in 1978 (Pfeffer & Salancik, 1978). RDT is underpinned by the idea that resources are the key to organisational success and that access and control over resources is a basis of power. Power here means performance and functionality of an organisation such as colleges of education. Resource Dependence Theory (RDT) identified that the organisations depend on external resources for survival (Archibald, 2017; Celtekliligil, 2020; Janse, 2023; Pfeffer & Salancik, 1978). And these external resources of organisations which are multidimensional like: labour, capital, raw materials affect the behaviour of the organisation and including workers output and performance in the organisation. Therefore, the procurement of external resources is an important tenet of both the strategic and tactical management of any organisation (Archibald, 2017; Celtekliligil, 2020; Janse, 2023; Pfeffer & Salancik, 1978; Umeozor & Omenyi, 2020). Managers' careers thrive when customer demand expands. Thus, customers are the ultimate resource on which companies depend. This is similar to the school system, where students are the customers whom the school depends for survival. Effective services must be provided through resource availability and utilization for students' retention, effective instructional delivery and positive outcomes (Archibald, 2017; Janse, 2023; Pfeffer & Salancik, 1978; Umeozor & Omenyi, 2020). On this premise, the purpose of RDT is presenting a guide on how to design and manage organisations that are externally constrained. This is based on the basic assumption that an organisation, or more precisely a manager, tries to ensure the organisational survival which is determined by the organisational ability to acquire and maintain resources for better lecturers' work performance and invariably the academic performance of the students (Pfeffer & Salancik, 1978; 2003). The Resource Dependence Theory (RDT) renders support to the influence of resource availability on social studies lecturers' instructional performance. Achievement of goals, survival of any college of education including the social studies lecturers' instructional performance, is based upon availability of resources.

Research Findings

- i. What is the situation of instructional performance among social studies lecturers in colleges of education in Lagos State, Nigeria?



Qualitative Study on Resource Availability and ... Ayantunji, M. M. & Ogunleye, S. A. (2026)

Findings from the descriptive statistics of a study showed a low level of educators' ICT skills and high level of pedagogical competencies of the social studies educators' information and communication in colleges of education, Southwest, Nigeria (Ibikunle et al., 2024). It was observed in a research that Social Studies lecturers possess inadequate or low level of proficiency to effectively apply computer technology for instruction in their professional course. The research concluded that although social studies lecturers may be bold enough to prepare their lesson with the aid of using computer to teach in absolute terms, the study reported quite low level of proficiency in the use of computer for their instruction in colleges of education in the south west Nigeria (Adediran et al., 2016).

The evidence based on literature showed that most social studies lecturers lack commitment in colleges of education in south east, Nigeria as evidenced in several cases of heightened absenteeism, low morale, lack of interest in the teaching job, poor class attendance and other statutory demands such as preparation of lesson notes. This lack of commitment of lecturers is the biggest danger as it leads to absence of fulfillment of college goals and objectives and invariably has resulted in poor performance of students (Okaforcha et al., 2025). Idakwoji and Makolo (2022) in a study showed that social studies lecturers do not perform to the expected standards and neither do they seem to address the needs of students and other stakeholders. Their performance is still less satisfactory than the expected standards and consequences have been predictable as there are rising concerns over poor coverage of students' projects and course content, delayed examination results and missing marks, poor administration of examinations, poor lecturer-student interaction, deteriorating academic performance and reduced levels of research and publications quality and as a result, academic standards and performance among students are not encouraging. Arikewuyo (2024) observed and reported that a significant number of lecturers who teach social studies at Kwara State Colleges of Education lack sufficient academic and professional credentials. A research revealed that the administrative effectiveness of staff was high in various colleges of education in Delta State (Jessa & Obata, 2024). A research work showed that there is no appropriate quantity of lecturers that are highly qualified in both Federal and State Colleges of Education in Nigeria for the successful implementation of courses. This could be attributed to the fact that both Federal and State Colleges of Education management used the same academic qualification parameters for the appointment of lecturers (i.e. first degree in a teaching subject (B.Sc. (Ed.) or single honours in a teaching subject (B.Sc.) along with a Post Graduate Diploma in Education (PGDE) (Akanbi & Omosewo, 2014). A cursory look shows that some social studies lecturers in tertiary institutions including colleges of education in Ondo state do not show proper performance to academic work resulting in production of poor graduates without saleable skills. Some of these lecturers are said to lack the characteristics of highly performing and productive people in a society. As such, it seems that lecturers have been ineffective in instructional delivery in the institutions (Mezieobi et al. 2021). The findings of a research carried out in the year 2003 revealed that professional lecturers were more effective than their non-professional counterparts in areas of knowledge and presentation of subject matter, student-teacher relationship, evaluation and communication in five Colleges of Education in the Southern part of Ore country. However, non-professional lecturers were many in the colleges which could be a cause of serious concern (Uzoeshi, 2003). Perhaps, improvement may have been made in recent times. Statistics showed that the social studies lecturers' communication was excellent (48.7%) and very good (33.1%), they had excellent subject mastery (47.3%) and classroom management (44.9%). This implies that the lecturers are very effective in discharging their academic responsibilities in the Colleges of Education, Southwest, Nigeria (Olufemi et al., 2018). A study showed that social studies lecturers in colleges of education in North east, Nigeria had moderate level of adequacy of content coverage in Social Studies, average level of questioning techniques, concluding techniques, evaluative techniques and overall instructional practices (Suleiman, 2024).

Empirical data showed that chalkboard is the only instructional technology that the social studies lecturers in colleges of education in Adamawa and Taraba States have very competent level in using while the rest of the technologies (overhead projector, instructional television, video machine, flip charts and computers and locally made resources), the lecturers are either competent or slightly competent in using them (Reuben et al., 2023). The findings of a study revealed that the level of lecturers' job performance in public Colleges of Education in Lagos State and Ogun State was at low extent (Olatoye et al., 2024). Statistics showed that 74.6% of lecturers in Kwara State Colleges of Education, Nigeria were of high performance, while 25.4% of the respondents were of low performance. This implied that lecturers are performing well in teaching and teaching innovations in Kwara State Colleges of education. It was a pointer to the fact that they are punctual at lectures, also they are using appropriate gadgets to aid lecturing (Taiwo, 2014).



Qualitative Study on Resource Availability and ... Ayantunji, M. M. & Ogunleye, S. A. (2026)

- ii. What is situation of resource Availability for teaching among social studies lecturers in colleges of education in Lagos State, Nigeria?

Findings from the descriptive statistics of a study showed a high level of availability of facilities for social studies educators' information and communication in colleges of education, Southwest, Nigeria (Ibikunle et al., 2024). The results of a study showed that inadequacy of needed material and human resources for teaching and learning is still very common in most of the Federal colleges of education, Abeokuta, Ogun state. There are no adequate workshop, laboratories, libraries, instructional materials, conducive building, furniture, and etcetera, hardly could effective teaching and learning take place in such environment, this may be the reason why education standard in general and students' academic performance continue to decline in Nigerian colleges of education (Adediran et al., 2016). Findings on predictive value of material resources on social studies lecturers' job commitment in colleges of education in South East, Nigeria showed that there is a significant variation on lecturers' job commitment that was predicted positively by material resources in Colleges of Education in South East, Nigeria. The finding is as a result of the fact that the level of lecturers' job commitment in teaching various subjects in colleges is greatly dependent on the degree and extent of availability and utilization of up-to-date material resources which revolve around facilities, equipment and supplies like the physical plants, printed and non-printed materials (Okaforcha et al., 2025). A study concluded that educational facilities are available, adequate and properly utilised in all the Colleges of Education in Delta State (Akanbi & Omosewo, 2014). Statistics showed that the classrooms were inadequate (52.2%) but the available ones are functioning well (68.0%); Libraries were adequate (53.3%) and somehow functioning (45.3%), whereas laboratories were inadequate (59.5%) but functioning well (54.2%). In the same vein, water supply was inadequate (61.1%) but functioning well (50.2%), electricity was inadequate (69.5%) but functioning well (58.0%); playing ground was inadequate (60.2%) but functioning well (46.4%); staff offices were inadequate (58.6%) but functioning well (52.9%); and hostels were inadequate (59.4%) but functioning well (46.0%) in colleges of education, Southwest, Nigeria (Olufemi et al., 2018).

Empirical data on the availability of instructional technologies in Colleges of Education in Adamawa and Taraba States showed that chalkboard is very available in the schools while overhead projectors, flip charts and instructional television with video equipment are slightly available. However, computers and locally made resources are moderately available. The data indicated that instructional technologies in Colleges of Education in Adamawa and Taraba States are generally not widely available. While the chalkboard is very available, other technologies such as overhead projectors, flip charts, instructional television, computers, and locally made resources are only slightly to moderately available. This suggests a significant gap in the availability of modern instructional technologies necessary for effective teaching and learning (Olatoye et al., 2024). Media resources utilization is important for effective and efficient teaching in colleges of education in Nigeria but not all lecturers frequently utilize media resources in their teachings due to the unavailability and inaccessibility of some media resources in in Colleges of Education, South-West Nigeria (Babatunde, 2022). A research showed that greater number of colleges of education across the country are in deplorable conditions, with dilapidated structures, inadequate and poorly maintained facilities. The poor state of the schools is not only unpleasant but also detrimental to the effective teaching and learning process as well as the quality of education the students receive (Ezeaku & Uketui, 2024). It is evident that Nigeria's educational system such as colleges of education in Lagos state is faced with perennial challenges among which are shortage of teaching space/classrooms or lecture halls, and facilities and inadequate instructional aids among others (Ogunsola & Alade, 2016). Most of the available instructional facilities are grossly inadequate in most colleges of education in Delta state as required in the business education and social studies curriculum. This shows that the teaching of various courses are more of theoretical than practical since the instructional facilities that will be used for hands-on experience are not there for the business education students to use. Not even a single college of education out of the four colleges of education in Delta state had Digital libraries, Computer mediated conferencing, electronic notice board, and etcetera. And this revealed that the needed facilities in teaching and learning of courses in Delta state are grossly inadequate. However, the status of equipment in most of the colleges of education visited is appalling. Most of the colleges of education had no functional computers, television, photocopiers, and so on and forth. In some cases, where the equipments are available they are accumulating dust because of disuse (Amahi & Odigili, 2021).



Qualitative Study on Resource Availability and ... Ayantunji, M. M. & Ogunleye, S. A. (2026)

An empirical work showed that computers and internet services are available for use whereas projectors are not available in colleges of education in Anambra State (Asiegbu & Ezema, 2024). The findings of study revealed that ICT resources as stipulated by the benchmark of NCCE for business education programmes were not available in colleges of education in Delta State (Obi & Arhueremu, 2020).

iii. What is the extent of resource Availability on social studies lecturers' instructional performance in colleges of education in Lagos State, Nigeria?

Findings from the descriptive statistics of a study showed availability of facilities for social studies educators' information and communication significantly affected social studies lecturers' pedagogical competences and ICT skills in colleges of education, Southwest, Nigeria (Ibikunle et al., 2024). A study showed that inadequate resource availability has no significant effect on management for effective teaching process in colleges of education in Ogun State (Adediran et al., 2016). A research revealed that average availability of material resources and non-material resources, positively and significantly predicted lecturers' job commitment in colleges of education in south-east, Nigeria. The study concluded that learning resources had positive variation towards job lecturers' job commitment which invariably affects their performance in colleges of education in south east, Nigeria (Okaforcha et al., 2025). A research revealed a significant relationship between availability, adequacy, utilisation and administrative effectiveness in various Colleges of Education in Delta State (Akanbi & Omosewo, 2014). Empirical data revealed that there is high positive influence of physical facilities support and instructional materials on lecturers' job satisfaction in colleges of education in Anambra State. This implied that safety measures like fire alarms are installed to protect the campus community; adequate classroom spaces are provided to facilitate interactive learning experiences; well-equipped laboratories are provided to support practical training in various academic disciplines; libraries are stocked with a wide range of books, journals, digital resources to support research and self-study; and computer labs with up-to-date technology are provided for students to access online resources. Furthermore, sports facilities are provided to encourage physical fitness; adequate accommodation facilities are made available within the school premises; lecture halls are equipped with audiovisual facilities for large-scale presentations; health clinic is provided to offer medical services to school personnel; and adequate restrooms are provided for the convenience of all (Ogunsola & Alade, 2016). An empirical work showed that computers and internet services are available and significantly influence human resource management in colleges of education in Anambra State. However, projectors were not available and this unavailability also significantly affected lecturers' performance and human resource management in colleges of education in Anambra State (Asiegbu & Ezema, 2024).

Conclusion

A situational analysis of the extent of social studies lecturers' instructional performance, resource availability and influence of resource availability on lecturers' instructional performance showed that social studies lecturers' instructional performance in some colleges of education in Lagos State, Nigeria is low to average. Also, the resource availability is low and this negatively influence social studies lecturers' instructional performance in the colleges of education in Lagos State, Nigeria.

Recommendations

1. Serious attention should be given to boosting social studies lecturers' instructional performance in the Nigerian colleges of education; and
2. Federal and State Government ensure that material resources are available and accessible for use by the social studies lecturers for improved instructional performance.

Implications of the Study

The findings of this paper has serious implications for social studies lecturers, government and the school community. Low to moderate instructional performance if allowed to continue would definitely hinder or hamper the attainment of the goals and objectives of colleges of education in the nation which will ultimately affect the quality of social studies teachers for the nation's primary and secondary schools. Low to moderate instructional performance would also affect the level at which individuals are able to cope and solve social issues in the society. Inadequate resource availability would also be detrimental to the school community and lecturers' instructional performance. Hence, government and educational stakeholders need to ensure that resources are provided for better performance of the lecturers and students.



Qualitative Study on Resource Availability and ... Ayantunji, M. M. & Ogunleye, S. A. (2026)

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Qualitative Study on Resource Availability and ... Ayantunji, M. M. & Ogunleye, S. A. (2026)

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