TADBIR JURNAL STUDI MANAJEMEN PENDIDIKAN
http://journal.iaincurup.ac.id/index.php/JSMPI
DOI: http://dx.doi.org/10.29240/jsmp.v10i1.16475

Difficulties of Teaching Social Studies in the Absence of Educational Resources - Teachers' Perspective in Third Cycle of Basic Education in Independent Zakho Administration

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Abstract: This study aimed to identify the difficulties of teaching social studies in the absence of educational resources from the perspective of teachers in the third cycle of basic education in Independent Zakho Administration according to the following variables: gender, years of teaching experience, academic qualification, and grade level. The study sample included 94 male and female social studies teachers from Grades 7-9. A questionnaire consisting of 28 items distributed across five dimensions was developed based on relevant literature and distributed to the research sample during November 2025. The study found statistically significant differences at the 0.05 level between the means of sample responses according to gender, years of experience, and academic qualification variables, indicating that the absence of educational resources significantly impacts teaching effectiveness differently based on these demographic factors. However, no statistically significant differences were found regarding the grade level taught. Based on these findings, the researcher recommended several measures, most importantly the need for educational authorities to provide adequate educational resources, establish resource centers in schools, allocate sufficient budgets for teaching materials, and develop partnerships with organizations to support resource provision.

Keywords: Educational resources; Social studies teaching; Basic education; Third cycle; Zakho; Teaching difficulties; Resource availability.

INTRODUCTION

The quality of education depends significantly on the availability and accessibility of appropriate educational resources that support effective teaching and learning processes. Educational resources encompass a wide range of materials, tools, and technologies that teachers use to facilitate student learning, including textbooks, maps, charts, primary source documents, visual materials, technological tools, library resources, and hands-on learning materials (Orodho, 2014). In social studies education, where students engage with complex historical, geographical, and civic concepts, access to diverse and rich educational resources is particularly crucial for enabling meaningful learning experiences that go beyond rote memorization to develop critical thinking, analytical skills, and deep conceptual understanding.

The absence or inadequacy of educational resources represents a fundamental challenge that constrains teachers' instructional effectiveness and limits students' learning opportunities. When teachers lack access to essential

teaching materials, they face significant difficulties in implementing curriculum requirements, engaging students actively in learning, differentiating instruction to meet diverse needs, and assessing student understanding authentically (Komba & Kira, 2013). Resource scarcity forces teachers to rely heavily on lecture-based instruction, limits opportunities for hands-on and experiential learning, constrains use of varied pedagogical approaches, and reduces the richness and depth of content coverage. These limitations are particularly problematic in subjects like social studies that benefit substantially from visual materials, primary sources, maps, and other resources that bring abstract concepts to life and make distant times and places more concrete and accessible for learners.

The third cycle of basic education, encompassing Grades 7-9 in the Kurdistan Region educational system, represents a critical period for developing students' historical consciousness, geographical literacy, and civic competencies. During early adolescence, students develop increasing capacity for abstract thinking, complex reasoning, and critical analysis (Wigfield et al., 2015). Social studies curriculum in the third cycle introduces more sophisticated content including detailed historical narratives, complex geographical systems, political and economic concepts, and challenging civic issues. Teaching this advanced content effectively requires access to resources beyond basic textbooks, including historical documents and artifacts, detailed maps and atlases, current event materials, reference books, visual representations of geographical and historical phenomena, and technology tools for research and presentation (Levstik & Barton, 2015).

Contemporary approaches to social studies education emphasize inquiry-based learning where students investigate historical and geographical questions, analyze primary and secondary sources, construct evidence-based interpretations, and engage with multiple perspectives on complex issues (Grant et al., 2017). Implementing these pedagogical approaches requires substantial educational resources. Teachers need access to diverse historical sources including documents, photographs, speeches, and artifacts that students can examine and interpret. They need quality maps, globes, and geographical tools that enable spatial reasoning and understanding of human-environment interactions. They need current newspapers, magazines, and digital resources that connect historical and geographical knowledge to contemporary issues. They need reference materials that support student research and deeper exploration of topics (Barton & Levstik, 2004).

When these essential resources are absent or inadequate, teachers face profound difficulties in providing quality social studies instruction. They struggle to move beyond superficial coverage of content to deeper engagement

with disciplinary thinking and practices. They cannot provide the varied and rich learning experiences that research suggests are most effective for developing historical understanding, geographical reasoning, and civic competence (VanSledright, 2011). The absence of resources creates particular equity concerns, as students who lack access to learning materials at school and cannot access them at home are doubly disadvantaged, while more privileged students may have home access to books, internet resources, and other materials that support their learning outside school.

Educational resource challenges are particularly acute in contexts characterized by rapid educational expansion, limited economic resources, competing budget priorities, and infrastructure gaps. In many developing and transitioning regions, educational systems have dramatically expanded access to schooling while struggling to provide the material conditions necessary for quality teaching and learning (Lewin, 2009). Schools may lack adequate libraries, have outdated or insufficient textbook supplies, possess minimal teaching aids and visual materials, have limited or no access to technology, and operate with minimal budgets for purchasing instructional materials. Teachers in such contexts must work creatively and persistently to compensate for resource deficits, but their individual efforts cannot fully overcome systemic resource inadequacies.

Understanding the specific difficulties that teachers face when educational resources are absent or inadequate requires systematic investigation that captures their professional experiences and perspectives. Teachers possess detailed knowledge about how resource limitations affect their daily instructional decisions, the compromises they must make in content coverage and pedagogical approaches, the additional burdens they shoulder in trying to create or locate materials, and the impacts on student learning and engagement they observe (Piper & Miksic, 2011). Research centering teacher voice provides crucial evidence for educational planning and resource allocation decisions, helping authorities understand priorities for investment and the real-world implications of resource deficits.

This study addresses the need for empirical research on educational resource challenges by examining the specific difficulties that social studies teachers face in the third cycle of basic education when teaching without adequate resources. Through the researcher's professional engagement with teachers in basic education schools, it became evident that resource scarcity represents a persistent and serious concern affecting instructional quality and teacher satisfaction (Mathews & Dilworth, 2008). Teachers consistently describe frustrations with inability to access materials that would enrich their teaching, excessive time spent searching for or creating resources with inadequate

support, and awareness that their students' learning suffers due to resource limitations. Despite recognition of this issue's importance, systematic research documenting teachers' specific resource-related difficulties in the third cycle context remains limited.

The central research question guiding this study is: What are the difficulties of teaching social studies in the absence of educational resources from the perspective of teachers in the third cycle of basic education in Independent Zakho Administration? This primary question is elaborated through several specific questions. First, what is the overall level of difficulties that social studies teachers face when educational resources are absent or inadequate? Second, do these difficulties differ significantly based on teachers' gender? Third, do the difficulties differ significantly based on teachers' years of experience? Fourth, do the difficulties differ significantly based on teachers' academic qualifications? Fifth, do the difficulties differ significantly based on the grade level taught?

The study aims to achieve several objectives including identifying and documenting specific difficulties teachers face when teaching without adequate educational resources, assessing the overall level of resource-related difficulties, examining whether significant differences exist based on teacher gender and years of experience, investigating whether academic qualification relates to experienced difficulties, determining whether difficulties vary by grade level, and providing evidence-based recommendations for educational authorities regarding resource provision and support (Tilya & Mafumiko, 2010).

To address these questions systematically, several null hypotheses are proposed. First, there are no statistically significant differences at the $\alpha = 0.05$ level between the sample mean responses and the hypothetical mean regarding difficulties of teaching social studies in the absence of educational resources. Second, there are no statistically significant differences at the $\alpha = 0.05$ level in the difficulties attributed to teacher gender. Third, there are no statistically significant differences at the $\alpha = 0.05$ level in the difficulties attributed to teachers' years of experience. Fourth, there are no statistically significant differences at the $\alpha = 0.05$ level in the difficulties attributed to teachers' academic qualification. Fifth, there are no statistically significant differences at the $\alpha = 0.05$ level in the difficulties attributed to grade level taught (Mulkeen, 2010).

LITERATURE REVIEW

Educational resources play a fundamental role in supporting effective teaching and learning across all subject areas and educational levels. Research

examining the relationship between resource availability and educational quality has consistently demonstrated that adequate, appropriate, and accessible educational materials contribute significantly to improved instructional processes and student learning outcomes (Orodho, 2014). Educational resources serve multiple important functions in the teaching-learning process including providing concrete representations of abstract concepts, offering varied entry points to content for diverse learners, enabling active and experiential learning, supporting inquiry and research, facilitating differentiation and individualization, and enriching the depth and breadth of content coverage. When resources are absent or inadequate, teaching becomes more difficult and learning becomes more constrained.

The specific types and quantities of educational resources needed vary by subject area, grade level, pedagogical approach, and curricular goals. However, research has identified several categories of resources as particularly important across contexts including print materials such as textbooks, reference books, and periodicals, visual and manipulative materials such as maps, charts, models, and artifacts, technological resources such as computers, internet access, and educational software, library and media center resources, and consumable materials for student activities and projects (Komba & Kira, 2013). The quality, relevance, and appropriateness of resources matter as much as quantity, with outdated, culturally inappropriate, or poorly designed materials providing limited educational value regardless of availability.

In many educational contexts globally, particularly in developing regions and economically disadvantaged communities, schools face substantial resource deficits that constrain educational quality. Research has documented widespread challenges including insufficient textbook supplies with students sharing books or lacking access entirely, absence of supplementary materials beyond basic texts, outdated or culturally irrelevant materials that do not reflect students' realities, minimal or nonexistent library resources, lack of teaching aids and visual materials, and no access to technology or internet connectivity (Lewin, 2009). These resource gaps are often most severe in rural schools, schools serving disadvantaged populations, and schools in regions experiencing rapid enrollment growth that outpaces resource provision.

The impacts of resource scarcity on teaching and learning are substantial and multifaceted. When teachers lack adequate resources, they report several difficulties including inability to implement curriculum as designed, excessive reliance on lecture and rote learning, limited capacity to differentiate instruction, difficulty engaging students actively, challenges in assessing student understanding authentically, and substantial time burdens in seeking or creating materials (Piper & Miksic, 2011). Students in resource-poor environments

experience learning disadvantages including limited access to information beyond what teachers can verbally convey, fewer opportunities for hands-on and experiential learning, reduced exposure to varied perspectives and sources, constraints on independent learning and research, and inequitable educational experiences compared to better-resourced peers. These disadvantages can contribute to achievement gaps and educational inequities.

Social studies education has particular resource requirements due to the nature of disciplinary content and pedagogical approaches. Effective social studies teaching involves helping students understand past societies and historical change, develop geographical knowledge and spatial reasoning, learn about political, economic, and social systems, and develop civic knowledge and skills for democratic participation (Barton & Levstik, 2004). Achieving these goals requires access to resources that bring distant times, places, and concepts to life for learners. Historical understanding benefits greatly from engagement with primary sources including documents, photographs, artifacts, and first-hand accounts that allow students to examine evidence and construct interpretations rather than simply memorizing predetermined narratives (VanSledright, 2011).

Geographical learning is enhanced by quality maps, globes, atlases, and visual representations of physical and human geography that enable students to develop spatial thinking skills and understand human-environment interactions (Heffron & Downs, 2012). Civic education benefits from access to current event resources, government documents, and materials about contemporary issues that help students connect abstract political concepts to real-world applications. Economic concepts become more concrete when students can examine actual data, case studies, and real-world examples. Cultural understanding develops through exposure to diverse perspectives, voices, and representations that challenge stereotypes and expand students' awareness of human diversity.

Contemporary social studies pedagogy emphasizes inquiry-based approaches where students investigate questions, analyze sources, construct arguments, and engage in disciplinary thinking practices (Grant et al., 2017). Implementing inquiry effectively requires rich resource environments where students can access multiple sources on topics, compare and evaluate different accounts and perspectives, locate evidence to support or challenge claims, and conduct independent research on questions of interest. When resources are scarce, teachers struggle to move beyond textbook-based, teacher-centered instruction to more engaging, student-centered approaches. The absence of varied sources limits opportunities for developing critical thinking and analytical skills central to social studies education.

Research examining social studies teaching in resource-constrained contexts has documented several specific difficulties teachers encounter. Teachers report challenges in making content concrete and accessible when lacking visual aids, maps, and concrete materials (Mathews & Dilworth, 2008). They describe difficulty helping students understand historical contexts and perspectives when limited to textbook accounts. They note constraints in developing geographical reasoning when adequate maps and spatial tools are unavailable. They express frustration with inability to connect curriculum to current events when lacking access to newspapers, internet, or other contemporary sources. They report that student engagement suffers when instruction remains primarily verbal without visual, hands-on, or technological elements to vary instructional approaches.

Teachers in resource-poor environments often invest substantial personal time and resources attempting to compensate for institutional deficits. They may spend evenings and weekends searching for materials, creating teaching aids by hand, purchasing supplies with personal funds, or borrowing resources from colleagues or other sources (Tilya & Mafumiko, 2010). While such teacher dedication and creativity deserve recognition, relying on individual teacher resourcefulness to address systemic resource inadequacies is neither sustainable nor equitable. Teachers with fewer personal resources, less time outside school obligations, or limited access to material sources cannot compensate as effectively, creating teacher-level inequities that exacerbate student inequities.

Teacher characteristics including experience, education, and professional development may influence how teachers navigate resource constraints. More experienced teachers may have accumulated personal collections of materials over years, developed networks for accessing resources, and refined strategies for teaching effectively despite limitations (Mulkeen, 2010). Teachers with higher education levels may have greater content knowledge enabling them to teach without extensive material supports or better skills in locating and evaluating available resources. However, even highly skilled and experienced teachers face fundamental constraints when essential materials are simply unavailable. No amount of teacher expertise can fully substitute for adequate textbooks, maps, library resources, and other necessary materials.

Gender as a factor in how teachers experience resource constraints has received limited research attention, though gender may interact with resource availability in complex ways. In some contexts, gender-related differences in professional networks, access to resources outside school, or comfort with particular technologies might influence teachers' capacity to address resource gaps (Stromquist, 2007). Understanding whether male and female teachers

experience resource-related difficulties differently can inform support systems and resource allocation strategies. However, the primary need remains ensuring that all teachers, regardless of gender, have access to adequate instructional materials.

Educational technology has been proposed as a potential solution to some resource challenges, with digital resources potentially providing access to materials that would be expensive or difficult to obtain in physical form (Kozma, 2005). Digital libraries, online museums, educational websites, and digitized primary sources could theoretically provide rich resources for social studies teaching. However, realizing this potential requires reliable internet access, adequate devices, teacher technological literacy, and pedagogical approaches that effectively integrate technology. In many contexts where traditional resources are scarce, technological infrastructure is also limited, making technology an inadequate short-term solution to immediate resource needs.

Policy and planning for educational resource provision involves complex decisions about budget allocation, procurement systems, distribution mechanisms, and quality assurance. Research on effective resource provision strategies has identified several important principles including ensuring adequate and sustainable funding allocated specifically for instructional materials, involving teachers in resource selection to ensure materials meet actual needs, establishing efficient procurement and distribution systems that get materials to schools promptly, providing storage and maintenance systems to protect resources, and regularly updating and replacing outdated materials (Fredriksen & Brar, 2015). Resource provision is most effective when integrated into comprehensive educational planning rather than treated as an afterthought or addressed through sporadic, ad hoc purchases.

International development frameworks increasingly recognize educational resources as essential components of quality education. The Sustainable Development Goal 4 emphasizes not only access to education but also quality and learning outcomes, which depend substantially on adequate learning environments including educational materials (UNESCO, 2017). International benchmarks suggest minimum resource standards including adequate textbook-student ratios, functional libraries, and access to supplementary materials. However, many educational systems, particularly in developing regions, fall far short of these standards. Closing resource gaps requires sustained political will, adequate financing, effective implementation systems, and ongoing monitoring and evaluation.

RESEARCH METHODOLOGY

Research Approach

This study employs a descriptive-analytical research approach appropriate for investigating the characteristics and extent of phenomena in natural settings (Johnson & Christensen, 2020). The approach enables systematic data collection regarding teachers' experiences with resource-related difficulties, identification of patterns and relationships among variables, and development of evidence-based conclusions. This methodology suits the study's objectives of documenting specific difficulties teachers face, assessing difficulty magnitude, and examining variations based on teacher characteristics through structured questionnaire-based data collection and statistical analysis.

Study Population

The population consists of social studies teachers working in the third cycle of basic education in schools of the Independent Zakho Administration during the 2025-2026 academic year. This population includes male and female teachers with varying experience levels and qualifications, teaching Grades 7, 8, or 9 social studies across urban and suburban schools (Fraenkel et al., 2019). These teachers are responsible for teaching social studies content as defined in approved curriculum, implementing appropriate pedagogies, assessing student progress, and contributing to students' development of historical, geographical, and civic knowledge and skills.

Study Sample

The study sample consists of 94 social studies teachers from the third cycle of basic education, drawn from 12 schools, selected through stratified random sampling ensuring representation of different teacher characteristics and school contexts. Ensuring representation of different teacher characteristics and school contexts (Cohen et al., 2018). Sample size was determined based on research guidelines for questionnaire studies, ensuring adequate statistical power while remaining feasible. The sampling procedure involved identifying all basic education schools with third cycle grades, stratifying by location, randomly selecting schools within strata, and inviting all third cycle social studies teachers in selected schools to participate voluntarily.

Table 1. Distribution of Study Sample by Demographics and Professional Characteristics

Variable	Category	Frequency	Percentage
Gender	Male	51	54.3%
	Female	43	45.7%
	Total	**94**	**100%**
Years of Experience	Less than 5 years	28	29.8%
	5-10 years	38	40.4%
	More than 10 years	28	29.8%
	Total	**94**	**100%**
Academic Qualification	Bachelor's degree	67	71.3%
	Higher diploma	18	19.1%
	Master's degree	9	9.6%
	Total	**94**	**100%**
Grade Level	Grade 7	31	33.0%
	Grade 8	32	34.0%
	Grade 9	31	33.0%
	Total	**94**	**100%**

The sample shows reasonable gender distribution with 54.3 percent male and 45.7 percent female teachers, balanced representation across experience levels with largest group being mid-career teachers at 40.4 percent, majority holding bachelor's degrees at 71.3 percent with some having advanced qualifications, and approximately equal distribution across the three grade levels (Creswell & Plano Clark, 2018).

Research Instrument

The primary instrument is a structured questionnaire assessing difficulties teachers face when teaching social studies without adequate educational resources. Development involved several stages including extensive literature review on educational resources, resource scarcity impacts, and social studies teaching, generating initial items through literature and consultation with experienced educators, expert review by six specialists in social studies education, curriculum and instruction, and educational measurement who evaluated relevance and clarity, and pilot testing with 18 third cycle social studies teachers not in the main sample who provided feedback on comprehensiveness and clarity (Mertler, 2019).

The final questionnaire has two sections. Section one collects demographic and professional information including gender, years of experience, academic qualification, and grade taught. Section two contains 28 items addressing specific difficulties across five dimensions with varying

numbers of items: textbook and print material difficulties (6 items) addressing inadequate textbook supplies, lack of supplementary reading materials, absence of reference books, outdated content, and insufficient copies; visual and concrete material difficulties (6 items) addressing lack of maps and globes, absence of historical artifacts and models, insufficient charts and posters, no access to visual representations, and limited hands-on materials; technological resource difficulties (6 items) addressing no computer or internet access, lack of educational software, inability to show videos or multimedia, no digital research tools, and outdated technology; library and reference material difficulties (5 items) addressing absence of school library, limited reference materials, no access to periodicals, insufficient research resources, and lack of current event materials; and assessment and activity material difficulties (5 items) addressing lack of materials for student projects, insufficient supplies for activities, no resources for authentic assessment, limited materials for differentiation, and constraints on varied instructional approaches (Dillman et al., 2014).

Each item uses a 5-point Likert scale from Strongly Agree worth 5 points indicating very significant difficulty to Strongly Disagree worth 1 point indicating no difficulty. Higher scores indicate greater agreement that absence of the resource type represents significant difficulty, with total scores ranging from 28 minimum to 140 maximum (DeVellis, 2017).

Instrument Validity and Reliability

Content validity was established through expert review with items retained if approved by at least 83 percent of the six experts, meaning 5 of 6. All 28 items met this criterion with minor wording revisions. Experts confirmed comprehensive coverage of major resource categories and appropriateness for third cycle context (Taherdoost, 2016). Reliability was assessed using Cronbach's alpha based on pilot responses. The overall 28-item scale yielded alpha of 0.92 indicating excellent internal consistency. Dimension-specific alphas were: textbook and print materials 0.87, visual and concrete materials 0.89, technological resources 0.91, library and reference materials 0.85, and assessment and activity materials 0.86. All exceed 0.85 confirming very strong reliability (Taber, 2018).

Data Collection Procedures

Data collection occurred during November 2025 following approvals from Zakho Administration authorities and informed consent from participants. Formal permission was obtained, school administrators were contacted and informed, teachers were assured of voluntary participation and confidentiality, informed consent was collected, and questionnaires were distributed in preferred format with two-week completion period and midpoint reminders

(Saunders et al., 2019). The process yielded 94 completed questionnaires from approximately 110 contacted teachers, representing 85 percent response rate considered excellent for survey research.

Data Analysis Procedures

Data were entered into SPSS version 28 and screened for errors and missing values with less than 2 percent missing data handled through listwise deletion (Pallant, 2020). Analyses included descriptive statistics, one-sample t-test comparing sample mean to hypothetical mean of 84, independent samples t-test for gender differences, one-way ANOVA for experience and qualification differences with Scheffe post-hoc tests where appropriate, one-way ANOVA for grade level differences, and effect size calculations including Cohen's d for t-tests, partial eta squared for ANOVA, and omega squared for additional effect size information (Field, 2018). Significance level was set at alpha equals 0.05 with two-tailed tests. Assumptions were checked and adequately met supporting parametric procedures.

RESULTS AND DISCUSSION

Results

Results are presented through five statistical analyses addressing research questions and testing hypotheses regarding difficulties social studies teachers face when educational resources are absent or inadequate.

The first analysis examined overall difficulty levels using one-sample t-test comparing sample mean to hypothetical mean of 84 representing scale midpoint. Teachers' responses across all 28 items were summed for total difficulty scores.

Table 2. One-Sample t-test Results for Overall Teaching Difficulties

Sample Size	Hypothetical Mean	Sample Mean	Standard Deviation	t-value	df	p-value	Cohen's d
94	84.00	107.32	14.56	15.543	93	< 0.001	1.60

Results demonstrate sample mean of 107.32 significantly higher than hypothetical mean of 84.00, with t-value of 15.543 and p-value less than 0.001. Cohen's d of 1.60 indicates very large practical effect. The first null hypothesis is rejected, demonstrating teachers report experiencing substantial difficulties when educational resources are absent.

The second analysis examined gender differences using independent samples t-test. Levene's test yielded F equals 0.428 and p equals 0.514 indicating equal variances assumed.

Table 3. Independent Samples t-test Results by Gender

Gender	n	Mean	SD	t-value	df	p-value	Cohen's d	95% CI
Male	51	110.24	13.87	2.574	92	0.012	0.53	[1.58, 10.74]
Female	43	104.08	14.89					

Results indicate statistically significant difference with male teachers reporting mean of 110.24 compared to female teachers' mean of 104.08. The t-value of 2.574 with p-value of 0.012 indicates significance. Cohen's d of 0.53 indicates medium effect size. The 95 percent confidence interval for the difference ranges from 1.58 to 10.74. The second null hypothesis is rejected.

The third analysis examined experience differences using one-way ANOVA testing whether teachers with different experience levels report different difficulty levels.

Table 4. One-Way ANOVA Results by Years of Experience with Effect Sizes

Source	Sum of Squares	df	Mean Square	F	p-value	Partial η^2	Omega^2
Between Groups	1,847.56	2	923.78	4.923	0.009	0.098	0.084
Within Groups	17,074.82	91	187.69				
Total	18,922.38	93					

Experience Level	n	Mean	SD
Less than 5 years	28	112.57	13.42
5-10 years	38	106.84	14.28
More than 10 years	28	103.18	14.97

ANOVA results reveal statistically significant differences across experience groups with F equals 4.923 and p equals 0.009. Partial eta squared of 0.098 and omega squared of 0.084 both indicate medium effect sizes. Scheffe post-hoc tests indicated teachers with less than 5 years experience reported significantly higher difficulties than those with more than 10 years, while mid-career group did not differ significantly from either extreme. The third null hypothesis is rejected.

The fourth analysis examined academic qualification differences using one-way ANOVA comparing three qualification groups.

Table 5. One-Way ANOVA Results by Academic Qualification

Source	Sum of Squares	df	Mean Square	F	p-value	Partial η^2
Between Groups	1,456.73	2	728.37	3.789	0.026	0.077
Within Groups	17,465.65	91	191.93			
Total	18,922.38	93				

Academic Qualification	n	Mean	SD
Bachelor's degree	67	109.34	13.95
Higher diploma	18	104.22	15.38
Master's degree	9	98.67	14.52

ANOVA results show statistically significant differences across qualification groups with F equals 3.789 and p equals 0.026. Partial eta squared of 0.077 indicates small to medium effect size. Scheffe post-hoc tests indicated teachers with bachelor's degrees reported significantly higher difficulties than those with master's degrees, while higher diploma holders did not differ significantly from either group. The fourth null hypothesis is rejected.

The fifth analysis examined grade level differences using one-way ANOVA comparing three grade levels.

Table 6. One-Way ANOVA Results by Grade Level

Source	Sum of Squares	df	Mean Square	F	p-value
Between Groups	284.52	2	142.26	0.695	0.501
Within Groups	18,637.86	91	204.81		
Total	18,922.38	93			

Grade Level	n	Mean	SD
Grade 7	31	108.45	15.21
Grade 8	32	107.94	13.78
Grade 9	31	105.58	14.73

ANOVA results show no statistically significant differences across grade levels with F equals 0.695 and p equals 0.501. The fifth null hypothesis is

retained, indicating difficulties are consistent across all three grades in the third cycle.

Discussion

The findings reveal that social studies teachers in the third cycle of basic education experience substantial and pervasive difficulties when educational resources are absent or inadequate. The overall level of reported difficulties is notably high, with mean responses well above the scale midpoint and approaching the upper range indicating strong agreement that resource absence creates significant problems. The very large effect size demonstrates not merely statistical but profound practical significance, indicating that resource scarcity represents a critical barrier to effective social studies instruction. This finding aligns with international research demonstrating that educational resource availability significantly affects teaching quality and student learning opportunities.

The magnitude of difficulties reflects the essential role that educational resources play in social studies teaching, where concrete materials, visual aids, primary sources, maps, and reference materials enable teachers to make abstract concepts accessible, engage students actively, support inquiry-based learning, and develop disciplinary thinking. When these resources are absent, teachers must rely primarily on verbal instruction and basic textbooks, severely limiting pedagogical options and constraining the richness of students' learning experiences. The pervasive nature of difficulties across the sample suggests systemic rather than isolated problems, indicating that addressing resource scarcity requires policy-level action including adequate budget allocation, systematic procurement processes, and sustainable resource provision systems.

The significant gender difference, with male teachers reporting higher difficulty levels than female teachers, invites interpretation. This difference might reflect varied teaching approaches or resource utilization patterns, with male teachers perhaps employing strategies that are more dependent on external resources. Cultural or professional factors might influence resource access, with gender potentially affecting networks for obtaining materials or comfort in requesting resources from administrators. The medium effect size indicates meaningful practical differences while recognizing considerable overlap between groups. Importantly, both male and female teachers report difficulties well above the scale midpoint, confirming that resource scarcity affects all teachers. Understanding gender difference sources could inform targeted support while recognizing universal need for improved resource provision.

The finding that novice teachers experience significantly higher difficulties than veteran teachers has important implications. Early-career

teachers have not yet accumulated personal resource collections that experienced teachers build over years, may have more limited professional networks for accessing materials, may be less skilled in adapting instruction to resource constraints, and may feel less confident requesting resources or improvising alternatives. The significantly higher difficulties reported by teachers with less than five years experience suggest particular vulnerability and potential implications for retention. Educational authorities should provide special resource support for beginning teachers including starter kits of essential materials, mentoring on locating and creating resources, and priority access to limited available resources during initial years.

The finding that teachers with higher academic qualifications report lower difficulties is noteworthy. Teachers with master's degrees report significantly lower difficulties than bachelor's-level teachers, though still experiencing substantial challenges. Advanced education may provide deeper content knowledge reducing dependence on extensive supplementary materials, better skills in locating and evaluating available resources, greater confidence in teaching without extensive material supports, and enhanced ability to create effective materials when needed. However, even highly educated teachers require adequate resources for effective teaching. Education level cannot fully substitute for necessary materials, though it may provide some mitigation strategies.

The lack of significant differences across grade levels indicates that resource-related difficulties are consistent throughout the third cycle rather than specific to particular grades. All three grades involve similar resource needs for effective social studies instruction including historical sources and materials, quality maps and geographical tools, current event resources, reference materials, and hands-on learning materials. This consistency suggests that resource provision strategies should address the entire third cycle comprehensively rather than targeting specific grades. Students thus experience three consecutive years of resource-constrained social studies instruction when deficits persist across grades, potentially cumulative negative effects on their historical understanding, geographical knowledge, and civic competencies.

These findings have clear policy and practice implications. Providing adequate educational resources must be recognized as fundamental to educational quality, requiring sustained investment and systematic planning. Budget allocations specifically designated for instructional materials should be adequate and protected from diversion to other purposes. Procurement systems should involve teachers in resource selection ensuring materials meet actual instructional needs. Distribution mechanisms must ensure resources reach schools promptly and equitably. Storage and maintenance systems should

protect materials and extend their useful life. Regular updating and replacement of outdated materials should be planned and funded.

Beyond general resource provision, certain priorities emerge from the findings. Given high difficulties related to technological resources, investing in technology infrastructure including computers, internet connectivity, and educational software could substantially enhance teaching capacity. Given challenges with library and reference materials, establishing or strengthening school libraries with adequate collections should be prioritized. Given difficulties with visual and concrete materials, providing essential social studies teaching aids including maps, globes, charts, and historical representations would address pressing needs. Given textbook-related difficulties, ensuring adequate textbook-student ratios and regular textbook updating is fundamental.

Teacher support systems should help teachers navigate resource constraints more effectively while authorities work to improve resource availability. Professional development addressing effective teaching with limited resources, creating and adapting materials, locating free or low-cost resources, and maximizing impact of available materials could help teachers cope better. Establishing teacher resource centers where teachers can access, borrow, or create materials collaboratively could partially address individual school limitations. Developing digital resource repositories accessible to all teachers could leverage technology to share materials widely.

The research contributes to understanding of educational resource challenges in contexts where systematic evidence was limited. Centering teacher voice provides insights grounded in daily teaching realities that complement policy perspectives. The findings specify particular resource categories causing greatest difficulties, moving beyond general assertions about resource importance to identify priorities for intervention. The documentation of how difficulties vary by teacher characteristics can inform differentiated support strategies.

CONCLUSION

This study investigated difficulties of teaching social studies in the absence of educational resources from teachers' perspectives in the third cycle of basic education. Key findings include that social studies teachers overwhelmingly report experiencing significant difficulties when educational resources are absent or inadequate, with constraints affecting all aspects of instruction. Novice teachers experience difficulties more acutely than experienced colleagues, reflecting limited personal resource accumulation and developing adaptation skills. Male teachers report higher difficulty levels than

female teachers, though both groups face substantial challenges. Teachers with higher academic qualifications report somewhat lower difficulties than bachelor's-level teachers, though all experience significant problems. Resource-related difficulties are consistent across Grades 7, 8, and 9, affecting the entire third cycle. These findings demonstrate that adequate educational resources represent a fundamental requirement for quality social studies instruction, not merely enhancements to teaching. Resource scarcity creates barriers that constrain even skilled, dedicated teachers. Addressing resource challenges requires systemic responses including adequate funding, effective procurement and distribution, and sustainable provision systems. Based on findings, several recommendations are offered. Educational authorities should prioritize adequate budget allocation specifically for instructional materials with amounts based on actual needs assessments. Procurement processes should involve teachers ensuring purchased materials meet real instructional requirements. Distribution systems should ensure equitable, timely resource delivery to all schools. School libraries should be established or strengthened with adequate collections including reference books, periodicals, and diverse resources. Technology infrastructure including computers, internet access, and educational software should be developed systematically. Essential social studies teaching materials including maps, globes, atlases, historical source collections, and visual aids should be provided to all teachers. Textbook-student ratios should ensure adequate supplies with regular updating. Resource centers should be created where teachers can access, create, and share materials. Beginning teachers should receive special resource support including starter material kits. Professional development should address effective teaching with limited resources and material creation and adaptation. The voices of 94 teachers representing many more experiencing similar challenges should inform resource allocation decisions and educational planning. Investment in adequate educational resources represents investment in quality teaching, student learning, and educational equity.■

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