

**PROBLEMS OF TEACHING SOCIAL STUDIES IN JUNIOR  
SECONDARY SCHOOLS: A CASE STUDY OF OREDO LOCAL  
GOVERNMENT AREA OF EDO STATE.**

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BENIN CITY**

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## CERTIFICATION

We, the undersigned, certify that this project was carried out by **ODIJIE Grace** in the department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City.

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## **DEDICATION**

This work is dedicated to the Almighty God for the strength, mercy, grace, favour and for his wonderful love towards me during the period of my academic pursuit and to my brother, Mr. Osaghale Odijie.

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## **Abstract**

The study examined the problems of teaching Social Studies in junior secondary schools in Oredo LGA, Benin City. The purpose of the study was to determine the methods used in teaching Social Studies in junior secondary schools, the quality of teachers, the factors militating against the successful teaching of Social Studies and the ways of improving it. Four research questions were formulated. However, scope and delimitation of the study covers Social Studies teachers in public schools in Oredo LGA, Edo State.

The research design used was field survey, the population for the study consisted of Social Studies teachers in the study area. A sample size of eighty teachers was randomly drawn from the entire population of the study. The research instrument that was used to collect data was structured questionnaire which undergo face and content validation. Pearson product moment co-relational statistics was used to test the reliability of the instrument and co-efficient of 0.83 was obtained. While the data obtained was analysed with chart and simple percentage.

Findings show that Social Studies teachers usually use lecture method of teaching, that most of the teachers teaching Social Studies are not trained Social Studies teachers rather they are teacher specialized on other subjects. It also reveals that lack of instructional material, inappropriate method of teaching, lack of resource centres in the school environment, lack of seminars and workshop for teachers, inappropriate structuring of Social Studies curriculum are the major problems of teaching Social Studies. It was recommended that government should endeavour to provide the necessary instructional materials and conduct trainings and workshop for teachers at interval in order to mitigate these problems.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Nigeria is a pluralist society comprising over two hundred and fifty different ethnic groups. There are approximately two hundred and fifty different languages and over four hundred dialects (Falola & Heaton, 2018). Nigeria seeks to be one unified nation, with a single purpose and with a people who share common goals. Since Nigeria achieved independence in 1960, successive governments have sought to foster this single identity through education, and specifically Social Studies.

Social Studies as a subject has featured prominently in the junior secondary school curriculum. The term Social Studies means different things to different persons. Social Studies is the learning about people, how and where they live, how they form structures and societies, how they govern themselves and provided for all their need individual and group. In the words of Iyela (2005), Social Studies is an integrated programme which concerns itself that seem to be uniquely associated with citizenship. That is, Social Studies is not just education for citizenship but also a programme of general education for young people, focusing on the study of human, societal institutions and relationships with nature and with one another. And as a programme of general education, Social Studies prepare young people to function as effective citizens. Obebe and Olatunde (2005), consider Social Studies

as the study of man as he interacts with various environment and how he influences and is influenced by other factors and in short, how he solves problems. In a wider sense, this opinion does not centre only on man and environment relationship but that the relationship is for the purpose of citizenship education. Boadu, (2016), opined that “Social Studies education is important because it inculcates in the individual the development of Social awareness.” In this respect, it is through the knowledge of Social Studies that people, particularly younger ones come to understand and appreciate the background, culture, beliefs, and traditions of others.

Furthermore, Mezieobi (2007) have indicated that the essence of Social Studies instruction in junior secondary school is to equip the learner with attitudes, values, knowledge, and skills for functional living in the Nigerian society. It is therefore imperative that effective implementation of Social Studies instruction in line with vocational ideals of UBE be focused on equipping the learner with entrepreneurial and creative skills for productive living. Social Studies education classroom instruction ought to be innovative in exposing the learner to discover knowledge, create ideas, and think scientifically. This is a veritable process of exposing and preparing the learners to become job creators rather than job seekers in future. In their perception of existent Social Studies classroom interaction process, Ukadike and Iyamu (2007) reported that Social Studies teachers are yet to involve learners adequately in active learning engagement and condemned the

expository method which is responsible for the poor implementation of the Social Studies curriculum and consequent poor appreciation by learners of knowledge, values, attitudes, and skills in Social Studies curriculum. The quality of the Social Studies teachers and the effectiveness of their instructional strategies in the classroom are crucial in addressing the problems of teaching Social Studies. Obuh (2017) discovered that Social Studies teachers have not demonstrated high competence in the use of ITCs (information and communication technologies) in the teaching of Social Studies and this is negatively affecting their teaching.

Another problem encountered in teaching Social Studies is effective implementation of the curriculum. The teachers' main assignment in the school is the implementation of the curriculum. Curriculum according to Jekayinfa (2010) is the same as the school syllabus, teaching units, course outline and scheme of work. Therefore, the effective implementation of the school curriculum requires adequate planning by the teacher in the school system. Poor and wrong planning will affect the implementation of the curriculum negatively.

Usman (2012), contends that curriculum changes in Social Studies have occurred in several countries for one reason or the other, but more importantly because of the desire to improve school Social Studies teaching to meet the ever changing needs of society, science and technology. In Nigeria, curriculum changes have occurred and for a long time, the tendency has been to transfer unquestionably, syllabus from the advanced countries based on the universality of

the Subject. Such undertakings, loses sight of some problems usually raised by curriculum change. Usman (2012), outlined the following problems with curriculum changes in Nigeria. Firstly, the change of curriculum has always taken the teachers unawares because they had never been involved in the development of the curriculum. Second the Nigerian educational system has been constituted in such a way that teachers training, curriculum development and classroom practice are three separate activities. Therefore, curriculum changes have taken place without due consideration for the training of teachers who will use them both at the pre-service and in-service operational and training levels. Lastly, non-availability of instructional materials such as text books, workbooks, slides, film stripes, etc. to meet the pedagogical demands of the new curriculum imposed on teachers.

Other variables that affect the teaching of Social Studies in junior secondary schools according to Amazigbo (2011) include poor primary school background in Social Studies, lack of incentives for teachers, unqualified teachers in the system, lack of learner's interest, perception that Social Studies is difficult, large classes and psychological fear of the subject.

In the schools, non-specialist teachers are employed to teach Social Studies and they apply the methods of teaching traditional subjects like History, Geography, Economic, Government and Civics. This kind of arrangement is obviously bad. It is like spreading seeds on a sandy soil. When this happens the seed will not germinate but rot away. In the same way, if this situation is allowed

to continue the essential points or aims about Social Studies will be lost (Usman, 2012). To ascertain the present status of Social Studies teachers and the problems they face in the teaching, this study is investigating the problems of teaching Social Studies in junior secondary schools using junior secondary schools in Oredo LGA, Benin City as a case study.

### **Statement of the Problem**

The goal of Social Studies teaching in schools is to help young people develop an integrated world, via assimilation of the ethno-cultural, national and universal values that have been developed in the course of historical development, and by giving them experience in defining themselves in relation to these values. For this, a Social Studies teacher should be active (Osinsawo, 2000).

In Nigeria, the teaching of Social Studies in schools is undergoing tremendous changes in terms of modernization and methodologies (Ajayi, 2015). According to him, it is now clear that the process of Social Studies teaching has become more varied and interesting, with a possibility for greater personal input. However, it should be noted that teaching of Social Studies in schools has witnessed some changes over the years. Noboa, (2013) observed that problem of principle guiding the selection of teaching methods in Social Studies is one of the problems confronting the teaching of Social Studies. Cobbold & Oppong (2010) stated that recommended methods were not used by Social Studies teachers in teaching the subject, and even those used were not used appropriately. It was also revealed that

instructional resources were not frequently used in Social Studies lessons because such resources were either not available at all or were inadequate. Hence, Social Studies as a subject which is being taught in junior secondary schools is facing a lot of challenges in terms of scope and coverage. This study therefore examines the problems of teaching Social Studies in junior secondary schools.

### **Research Questions**

To guide this study, the following research questions were raised.

1. What methods do teachers use in teaching Social Studies in junior secondary schools?
2. What is the quality of teachers teaching Social Studies in junior secondary schools?
3. What are the factors militating against the successful teaching and learning of Social Studies in junior secondary schools?
4. In what ways can the teaching of Social Studies in junior secondary schools be improved?

### **Purpose of the Study**

The purpose of this study is to determine the problems of teaching Social Studies in junior secondary schools in Oredo LGA, Benin City. Specifically the study will determine:

1. The methods used in teaching Social Studies in junior secondary schools.
2. The quality of teachers teaching Social Studies in junior secondary schools.

3. The factors militating against the successful teaching and learning of Social Studies in junior secondary schools.
4. Ways of improving on the teaching of Social Studies in junior secondary schools.

### **Significance of the Study**

It is hoped that the finding of this study will be relevant in the following ways: Firstly, the findings of the study are expected to be particularly relevant to educational policy and decision makers responsible for the development and improvement of the teaching of Social Studies in junior secondary schools. This is because the result of the study will reveal the kind of academic and professional competencies teachers' exhibit in the classroom and this will help the relevant stakeholders to have a greater insight into the strengths and weaknesses of particular educational policies affecting the teaching of Social Studies in Oredo LGA.

Secondly, the findings of this study will also be of immense values to the society and Social Studies students in particular in that it will seek to improve their with regards to their academic performance. It would also help identify the students' attitude towards the subject and its effect on their performance.

Thirdly, the findings of the study will also uncover the fundamental roles expected of the teacher in order to mitigate the problems associated with teaching

of Social Studies in junior secondary schools. Lastly the findings will act as reference work for further investigation in this particular area by other researchers.

### **Scope and Delimitation of the Study**

The study is geared towards investigating the problems of teaching Social Studies in junior secondary schools in Oredo Local Government Area, Benin City, Edo State.

Furthermore, the study will be carried out with Social Studies teachers in Oredo LGA. The decision of public schools is taken to ensure that the population of the study will have the same or similar features in terms of availability of instructional materials and quality of teachers.

### **Definition of Terms**

**Learning:** Gaining knowledge or skill by studying or from being taught.

**Problem:** This refers to a difficult situation.

**Social Studies:** This is the study of man and the outcome of his interaction with his physical and Social environments.

**Student:** A person who is studying at a schools or college.

**Teacher:** Someone whose job is to teach.

**Teaching:** This is the process of imparting knowledge and making learners gain knowledge, skills and attitudes they needed to become responsible citizens.

**Quality:** the standard of something as measured against other thing of a similar kind, the degree of excellence of something.

**Method:** a particular procedure for accomplishing or approaching something, especially a systematic or established one.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

Related literature on the problems of teaching of Social Studies in Junior Secondary Schools will be review in this chapter. It is presented under the following sub-headings:

- Theoretical Framework
- The Concept of Teaching
- Concept of Social Studies
- Goals and Objectives of Social Studies
- Academic and Professional Qualification of a Social Studies Teacher
- The Role of Social Studies in Nigeria
- The problems of teaching Social Studies in Junior Secondary Schools
- Summary of Literature Reviewed

#### **Theoretical Framework**

A theory is a coherent set of ideas that helps to explain data or phenomenon and to make predictions. It is a set general statement (rules, assumptions, propositions or principles) used to explain facts (Meece 2002). There are many theories that are used to underpin the educational system in Nigeria. These theories are generally regarded as ‘eclectic’ (Adenokun, 2006; Akinsanya, 2012; Osokoya, 2002; Osokoya, 2008). They are eclectic in the sense that they do not adhere to a

particular philosophical outlook. However, the theory of learning will be used to guide this study.

### **Theories of Learning**

Theories of learning provide a pedagogical basis for understanding how students learn and they enable teachers to become increasingly sophisticated in their understanding of the purpose and nature of teaching. Theories of learning can function as analytical tools, and can be used to judge the quality of the classroom experience. There are many approaches to learning. Scholars such as Akinsanya, 2012 categorised learning theories into two, the stimulus-response conditioning theories of the behaviouristic family (these include the work of B.F Skinner, Ivan Pavlov, Edward Thorndike and John B. Watson) and the interactionist theories of the cognitive family (these include the work of Jean Piaget, Robert Gagne).

Alternatively, scholars such as Anctil, Hass, & Parkay, (2006) categorised learning theories into three vis-a-vis behaviourism, cognitivism and constructivism. The classification of theories of learning into two or three sub-sets arises from a subjective assessment of the differences between approaches to learning. Thus, for this study and to ensure clarity the approach suggested by Anctil et al. (2006) will be adopted which discuss three specific groups of learning theories which is the constructivist, behaviourist and cognitivist.

Constructivist theory is based upon the idea that learning is an active process in which learners build or 'construct' new ideas or concepts based upon their

current or past knowledge, Social interactions and that motivation affects the construction. According to Anctil et al. (2006) the origin of constructivism can be traced back to the Gestalt idea that learners seek to organise new information into a meaningful whole. However, Atherton (2011) believed that the work of Jean Piaget and John Dewey on the theory of childhood development and education led to the evolution of constructivism. Jean Piaget argued that humans learn through the 'construction' or building of one logical structure after another. He also concluded that the logic of children and their modes of thinking are initially entirely different from those of adults (Smith et al., 2003). In a similar manner John Dewey pointed out that education should be grounded in real experience. The implications of these theories and how they were applied have shaped the foundation for constructivist education. This is because constructivism encourages and accepts students' autonomy and initiative and it enables the teacher to search for students' understanding and prior experiences about a concept before teaching it to them. It encourages communication between the teachers and the students and also between the students. It encourages students' critical thinking and inquiry by asking them thoughtful, open-ended questions, and encourages them to ask questions of each other. Finally, constructivism puts students in situations that might challenge their previous conceptions and creates contradictions that will encourage discussion.

Constructivism cuts across psychological, sociological, philosophical and educational theories. Psychologists, philosophers, and sociologists such as Lev

Vygotsky, Jerome Bruner, David Ausubel, Seymour Papert, Ernst von Glasersfeld, Eleanor Duckworth, and George Forman have added new perspectives to constructivist learning theory and practice.

By way of contrast, behaviourism has been described as a rote pattern learning base. It focuses on objectively observable behaviours and discounts mental activities (Entwistle, 1987; Ruschoff & Ritter, 2001). According to Rüschoff & Ritter, behaviourism suggests that learning is nothing more than the acquisition of new behaviours. It is stimulus-response based and this implies that the teaching and learning process must have and maintain the appropriate stimulus for effective learning to take place. Invariably, if certain incentives are not present or do not occur, then the expected and desired performance may not take place. Bigge & Shermis (1998) traced the origin of behaviourism to John B. Watson and Edward L. Thorndike. John B. Watson drew heavily upon Pavlov's work and became convinced that learning was, as Pavlov described it, as a process of building conditioned reflexes through the substitution of one stimulus for another. Hence, he challenged some ideas of Thorndike (below) because he felt that it is impossible to exclude mind and mind-related concepts from them.

Thorndike's theory of learning - Stimulus-Response (S-R) Theory - implies that, through conditioning, specific responses come to be linked with certain stimuli. These links, bonds or connections are products of biological or synaptic changes in a nervous system. Thorndike thought that the principal way in which S-

R connections are formed is through random trial and error. He placed a hungry cat in a cage that could be opened from inside only by pulling a loop or striking a latch or button. He placed some food that the cat relished outside the cage. The cat would claw, bite and scurry wildly about until it accidentally touched the release and it was freed. The experiment was repeated and the cat behaved the same except that over the course of a number of successive “trials” the total time required by the cat to get out of the cage decreased. Thorndike inferred from the timed behaviour of this cat that learning was a process of “stamping in” connections in the nervous system, again suggesting that repetition or rote was a useful tool in learning.

Cognitivist theorists, in contrast, focus on how humans process and store information and is highly important in the teaching and learning process (Smith et al., 2003). Thus, it is important for teachers to thoroughly analyse and consider the appropriate tasks needed in order for learners to effectively and efficiently process the information received. In some respects this is mirrored in Piaget’s work on children’s understanding of their world, the activities have to be age-appropriate (Richardson & Kelly, 1972; Smith et al., 2003). Explicit instruction is still very much at the heart of cognitive approaches to learning. Bigge & Shermis (1998) linked the origin of cognitivism to Germany in the early part of the 20th century. They identified psychologists such as Max Wertheimer, Wolfgang Kohler and Kurt Koffka as the early exponents of this theory. Subsequently, Jean Piaget, Robert

Gagne and Lev Vgotsky have added new perspectives to cognitivist learning theory and practice. One of the sharpest criticisms of cognitivism against behaviourism is that behaviouristic conceptions of learning deny the central role learning plays in seeking a solution. While behaviourists placed their animals in situations entirely foreign to them and often allowed them only a bare minimum of freedom, the opportunities for those animals to formulate alternative solutions was minimal. In essence, within a confined space, it could be argued that animals stumbled upon the solution either by chance (if early on) or due to the limited solutions available to them. Cognitivists argue in contrived problem scenarios, the relationship between pressing a release mechanism and an animal escaping from a puzzle box appear to be completely mechanical, and not indicative of learning or problem solving.

Cognitivists have further criticised behaviourist approaches to research on the grounds that, even if animal learning were insightful, the development of insight cannot be observed. The nature of any psychological processes that lead to the solving of a puzzle are hidden from view as experiments have a very limited set of predetermined conclusions (success or failure, freedom or incarceration; hunger or being fed). In an attempt to challenge behaviourist arguments that learning is mechanical, cognitivists have designed entirely different types of animal experiments. Their experiments involved creation of problematic situations that animals might conceivably resolve through development of insight. Such situations

varied in difficulty to the presumed potential intelligence of the animals being studied. This applies that students can build or 'construct' new ideas in to resolve problematic learning hence, the need for the current study to examine the problem of teaching of Social Studies in junior secondary school.

### **The Concept of Teaching**

Prior to contemporary times, anyone that facilitated learning constituted a teacher. Today however, teaching involves more than mere impartation of knowledge because according to Usman (2012), knowledge of facts and other information is only a small part of what a teacher teaches. In addition to impartation of knowledge, a teacher is also involved in teaching learners to think logically, analytically, and creatively, and nurturing learners to the stage of being able to express themselves in speaking, writing and the development of communication skills.

Furthermore, teachers train students to develop constructive, positive feelings and attitude about themselves and others, build up Social and manual skills and develop strong, coordinated and flexible physical body that can withstand rigorous academic experiences. Therefore, teaching can be defined as "an act of interpersonal influence aimed at changing the ways in which other persons can or will behave"(Gage, 1963) Similarly, Anderson and Burns (1989) described teaching as "an interpersonal interactive activity, typically involving verbal communication, which is undertaken for the purpose of helping one or more

students learn or change the ways in which they can or will behave." It is a "conscious and deliberate effort aimed at changing the disposition of a particular person or persons by another person" (Gilbert, 2005). It thus entails any activity, which helps people to acquire the necessary knowledge, skills, attitudes and behavioral patterns needed for the actualization of their personal and societal goals.

Clearly, teaching is a human function performed by an individual (a teacher) for another person (a learner) and those professionally trained to facilitate teaching are called teachers. They involve people in experiences that produce change in behavior. Thus, one might be engaged in a process of self-instruction through programmed materials, books or films but not the act of self-teaching because an individual cannot professionally claim that he has taught himself or herself.

### **The relevance of teaching methods**

According to Mezieobi et al., (2008) the importance of teaching methods or being methodical is as follows:

1. It makes teaching and learning very simple and easy.
2. It enables more learning to take place.
3. The time taken to achieve more learning outcomes is very short. This is particularly so when the learning experiences are interesting and are tailored to the needs and maturational level of the learners.
4. Teaching methods help to implant what is pleasantly learned in the memory of the learners and makes for their easy recall.

5. People who are taught with teaching methods get to realise their import and may in the end acquire them for use in their interactive session in the classroom if they are student-teachers or serving teachers.
6. The use of teaching methods keeps the learners alive to the teaching-learning process.
7. Teaching methods have the potential of reducing learners' classroom disruptive behaviours to the barest minimum and therefore, contribute quite positively to the desired effective classroom management.
8. The choice of an appropriate teaching method, to suit a given teaching learning encounter keeps the teacher professionally alive in his preparations to teach very well. (Op cit, 2008)

### **Concept of Social Studies**

Since the inception of Social Studies in 1916 there has not been consensus among the practionners of the subject as to what the term Social Studies means. As indicated by Shane and Longstreet (1993) the question of definition has plagued the field of Social Studies since its inception in 1916. From the onset, scholars have never agreed on common definition, that is, whether Social Studies uses a singular verb 'is' or a plural verb 'are' (Zevin, 2000). Based on the above argument, Ravitch (2003) posed these questions, "What is Social Studies? Or what are Social Studies? Is it History with attention to current events? Is it a merger of History, Geography, Civics, Economics, Sociology, and all other Social

Sciences? Is it a mishmash of courses such as career education, gender Studies, and environmental Studies? Is it a field that defines its goals in terms of cultivating skills like inter-personal relations and critical thinking”? He added that over time leaders of the field have frequently wrestled with their definitions of the subject.

If this has been the situation concerning the definition of Social Studies then one would definitely agree with Tabachnick (1991) when he indicated that in trying to find out what the term “Social Studies” is then one needs to examine the general definitions for Social Studies offered by educators whose special interest is in Social Studies education which will serve as guidelines and statements of purpose for Social Studies. This will therefore be based on the different schools of thought for the term “Social Studies”.

Social Studies as an integration of knowledge, skill and processes goes on to say that “the subject provides powerful learning in the humanities and Social science for the purposes of helping children learn to be good problem solvers and wise decision makers. Social Studies are selected information and modes of investigation from the Social sciences, selected information from any area that relates directly to an understanding of individuals, groups and societies, and application of the selected information to citizenship education Martorella (1994) in (Ronald & Agyemang, 2020). To these writers, Social Studies is taught to promote citizenship by using Social science concepts.

From Linguist and Martorella's definitions, one thing clearly emerges; this is the role of the Social sciences which provide the base for Social Studies teaching, that is, the content or subject matter of Social Studies. To a large extent, the framework of Social Studies promotes history, geography and economics (Ronald & Agyemang, 2020). These are the three major disciplines of Social Studies since they directly promote the development of temporal and spatial competencies and sustainable living. History gathers and evaluates relevant traces of past event and provides Social Studies with the key concepts of chronology, cause and effects and historical records. The key concepts of Geography in Social Studies curriculum include land form, migration, climate, ecosystem and sustainable economic development. Economics is the study of how we use resources to satisfy wants and needs and this is given prominence in the Social Studies syllabus.

### **Defining Social Studies in Nigerian Education**

Attempts have been made by many writers to define or rather describe Social Studies. However, there is no particular agreed definition as every attempt is based on individual beliefs about the role of Social Studies in society. For example, Adaralegbe (1975) argued that Social Studies is the study of how people live, what they do and how their life is affected by various things and Social practices around them. Adaralegbe (1980) stated that Social Studies is the totality of experience a student goes through having been exposed to a course explaining the problems men and women encounter in chosen environments (historical, geographical,

traditional, political, religious, economic, psychological, cultural, scientific and technological). Meanwhile, Awoyemi & Ndagunnu (2005) claimed that Social Studies embraces those Studies which are concerned with how people build a better life for themselves and their fellow human beings; how people deal with the problems of living together, how people change and are changed by their environment.

The Comparative Education Study and Adaptation Centre (CESAC, 1982) defined Social Studies as a subject that is concerned with the way people live and interact with their Social and physical environments and how science and technology help them to live well in those environments. CESAC went further to state the usefulness of Social Studies is enhanced when it is seen as a way of looking at society in order to understand Social problems and thereby helps to seek a solution to them. In contrast, Akinlaye (1980) defined Social Studies as the study of people and their environments which has an influence on them in one way or the other. In a similar outlook, Dubey & Barth (1980) defined Social Studies as that aspect of learning which deals with how to get on (get along) with one's environment, physical as well as human and how to develop those skills, knowledge, attitude and values that characterize a responsible and responsive citizen in a free society.

On the other hand Corbin & Akinlaye (1983) described Social Studies as Studies involving human beings and their relationship with society, human

behaviour in groups, changes in human relationships and human conditions. Similarly, Kissock (1981) stated that Social Studies is a programme of study which a society uses to instil in students the knowledge, skills, attitude and action it considers important concerning the relationships human beings have with each other, their world and themselves. Aina, Adeyoyin, Obilo, & Ahmadu (1982) described Social Studies as a set of goals which describe how the concept of citizenship education is to be selected, organized and taught. In a similar manner, Adewuya (2002) claimed that Social Studies is an integration of experience and knowledge concerning human relations for the purpose of citizenship education. This view was also supported by Onyabe (1980), who argued that Social Studies is a field of study that deals with the integration of knowledge, experiences and the effective use of resources for the purpose of citizenship education. Finally, Ogundare (2003) defined Social Studies as a study of problems of survival in an environment and how to find solutions to them. Based upon the definitions described above, it is clear that 'Social Studies' has been faced with the task of carving a place for itself as an academic discipline. This is probably because Social Studies has been defined in many different ways while critics of the subject have argued that lack of a single definition is a major weakness of it as a school subject.

It is important however, that critics of Social Studies should not forget that the problem of finding a single definition is not peculiar to Social Studies. Education, History, Geography, Sociology to mention but a few subjects also have

more than one definition. In any case, agreement or lack of it should not diminish the status of the subject as long as the existing definitions are directly related to a common focus. In essence, Social Studies provides a way of looking at society in order to understand its structure and its problems and to look for ways of solving those problems. It can therefore be claimed that the concern of Social Studies is to provide students with knowledge of the history, geography, Social and political institutions and perhaps the psychological intricacies of daily existence in Nigeria.

### **Methods and Strategies of Teaching Social Studies**

Because of the unique nature and purpose of Social Studies, the methods that are employed in teaching of Social Studies are not only varied, they are eclectic. On an account of this, the teacher of Social Studies has to be well grounded in the use of variety teaching methods, techniques and strategies, if he or she is to be effective. The kind of method that the teacher may use in teaching Social Studies can easily affect the achievement of lessons' objectives in Social Studies. According to GES (2001) pupil must be taught to be problem solvers by emphasizing the cognitive, affective and psychomotor domains of education and avoid rote learning and drill oriented method. This will enable the learner acquires the knowledge, skills and competences to enable him solve problems. The African Social and Environmental Studies Programme (ASESP) (1992) stated that a method of teaching is the overall approach to teaching while strategy is about sequencing of the technique during a class period. Ronald & Agyemang (2020),

indicated that a method of teaching is a particular style of instruction, while strategy is the overall plan used by a teacher to guide instruction during a period of time.

Methods of delivering Social Studies can include a number of presentational styles. These are:

- I. Presentations (e.g. Lecture, Storytelling, Illustrated talk, Demonstration, Visiting speaker)
- II. Creative activities (e.g. Drawing and painting, Poster, Creative writing, Cartoons, Costume making)
- III. Discussions (e.g. Brainstorming, Small group discussion, Debate, Panel discussion, Devil's advocate)
- IV. Dramatizations (e.g. Miming, Playlet, Role playing, Monologue / Dialogues, Puppetry)
- V. Inquiry/problem solving activities (e.g. Field trips, Quizzes, Puzzles, Sorting, Opinion polls) (Akinlaye, 2002; Corbin, 1981; Corbin & Akinlaye, 1983; Obebe, 1996; Ololobou, 1996).

A teaching technique is a specific way or aspect of a given method of teaching Social Studies which is chosen, organised and delivered by a teacher in his or her interaction with students. Amadi, Mezieobi, & Joof (1994) observed that techniques are embedded in methods, and are thus narrower in scope than methods. It is in fact the technique, appropriately utilised by the professional Social Studies

teacher, that gives meaning to teaching, teaching skills can determine the extent of achievement or otherwise of the instructional objectives.

### **The history of Social Studies in Nigeria**

There are conflicting views among scholars in Nigeria as to when Social Studies made its first appearances in Nigerian schools. Ezegbe (1987) put the emergence of Social Studies in Nigerian schools in the early 1960s. Osakwe & Itedjere (1993) put it in the mid-1960s. Obebe (1987) put it in the late 1960s. Sofadekan (2003) was of the view that Social Studies was introduced in Nigeria in the colonial era with the establishment of church schools. Social Studies was embedded in the then religious curriculum. However, Mezieobi (1992) has stated that the ascription of the origin of Social Studies to the colonial era is a fallacy. He argued that Social Studies had been in existence during pre-colonial rule and that, prior to that rule, goals, content, methodology and evaluative practices met the aspirations at tribe level.

**Indigenous Social Studies in Nigeria:** Indigenous or traditional Nigeria refers to the period before colonial rule. Mezieobi (1992) noted that Social Studies has been an integral part of the Nigerian indigenous curriculum right from the earliest times except for certain modifications to accommodate societal dynamics and international prescriptions. He further observed that what was borrowed was the concept of Social Studies as a discrete subject in the curricula of primary schools.

According to Mezieobi, Reggie-Fubara, & Mezieobi (2008) some of the content of traditional Social Studies included:

- The learning of the people's local and family history, myths, oral literature, proverbs and riddles, and the geography of the community and the adjoining neighbourhood;
- Respect to elders, honesty and truthfulness, fear of the gods/goddesses, learning of family gods and goddesses;
- Character, values and virtues development and inculcation which traditional religion encouraged and promoted;
- Instruction on loyalty to the community, recognition of seniority, hospitality to people, cooperation in common tasks, respect for others. (Op cit, 2008).

Social Studies in indigenous Nigerian societies placed an emphasis on values or affective learning. Mezieobi, et al. (2008) stated that the affective learning focused on:

- Appropriate ways to greet elders and during occasions;
- Respect to elders, constituted authority and obedience to them;
- Respect to one's seniors and mutual respect;
- Loyalty to the family and the community;
- Hospitality to people;

- Learning the myths and traditions of the people and appreciating the values therein;
- Avoidance of taboos;
- Unquestioning acceptance of the dictates of the elders;
- Familiarity with the people's culture, traditions; ethics, folklore and mores and manifest respect to them and conformity to them;
- Acceptance of the community's beliefs, values and practices;
- Acquisition of knowledge tied to 'special' education i.e. secret societies, divination;
- Learning the virtues of cooperation, perseverance or endurance, self-control or self-discipline; truthfulness, loyalty, patience, obedience, courage, bravery, kindness, dedication to duty, hard work or diligence, tolerance, love for others, fear of the gods and goddesses, mutual harmony and co existence, and the recognition and pursuance of one's rights;
- Knowledge of religious tenets, beliefs, practices as well as religious sanctions and knowledge of the consequences for violating them i.e. incurring the wrath of the gods. (Op cit, 2008)

**Social Studies in the Colonial Era:** Social Studies in the formal school setting can be traced to the arrival of Christian missionaries in 1842 and the consequent establishment of the first primary school in Badagry (Mezieobi et al., 2008). The colonial curriculum at the time contained aspects of what we now know as Social

Studies. For example, it was subsumed within the moral or religious curriculum and prepared Nigerians to be peace loving, respectful, obedient, humane, loyal, law-abiding, hardworking, conscientious and knowledgeable persons. Social Studies was also taught under the canopy of general knowledge, general Studies, and civics education, British history, British geography, British politics, and British culture (Obebe, 1987). In whatever form, Social Studies existed in the primary schools in the period before Nigerian's independence in 1960. However, Social Studies was culture bound and was not relevant to the needs and aspirations of a unified country. Those who were exposed to that colonial Social Studies curriculum, although Nigerian by birth, were British in outlook and behaviour. They understood British environments but knew little, if anything, of the country in which they lived. The beneficiaries of the colonial Social Studies curriculum viewed the knowledge they gained in terms of discrete subjects which made it impossible for them to view their world holistically.

**Social Studies after Independence:** Most African nations achieved independence in the late 1950s and 1960s; and subsequently sought ways to change the educational systems they had inherited to make them more supportive of national developmental goals. For example, Merryfield (1988) quoting Dondo, Krystall and Thomas (1974) argued that indigenous national heritage needed to replace colonial ones. Inherited History, Geography courses needed to be revised to emphasize national heritage and achievements, and thereby develop

national pride and identity. He stated further that there was agreement concerning the need to develop materials concerning cultural, tradition and peoples to promote inter-tribal understanding, appreciation and national unity. He also emphasized the need to abandon traditional ways of teaching which emphasized skills of recall and he suggested new ways of learning which develop the skills of independent problem-solving and critical thinking.

### **Goals and Objectives of Social Studies**

Most writers in an attempt to define what the term Social Studies is also try to explain its goals and objectives. The term goal which is being used interchangeably with the word purpose refer to the long-term expectations of Social Studies as distinct from objectives which are more specific and with short term expectation. Like its scope, there has been contentious debates' regarding the goals of Social Studies. Ross and Marker remarked that, "the very lack of agreement regarding the purpose of the field, perhaps more than any other characteristics has become the hallmark of Social Studies" (Ross & Marker, 2005). They continue, "Social Studies educators have always pitched a big tent, with plenty of room for diverse perspectives, and the response to conflicts over goals has most often been to look for how we could all just get along". This view is given credence by Ravitch when she echoes that "over the time, the leaders of the field Social Studies have frequently wrestled with their goals and purposes (Ravitch, 2003).

The issues raised seem to suggest to a great extent the kind of disagreement and factionalism among those who advocate the various “tradition” of Social Studies education. While it appears, there is no agreement among Social Studies educators over what the goals of Social Studies is, it is generally agreed that the primary pedagogical goal of Social Studies is to support students as they come to understand their world and have urgency as citizens. The main goal of Social Studies therefore is to promote citizenship education (Vinson & Ross, 2001).

Several authors however, have questioned the status of citizenship education as the main purpose of Social Studies. They argue that the term citizenship has not been clearly defined as goals of Social Studies (Lerning & Ellington 2003, Porter-Magee 2003). Clearly, the Social Studies ‘contrarians’ position points to the key problem in determining purposes of Social Studies. However, it must be borne in mind that there is no “scientifically objective” answer to the question of the purposes of citizenship education because those purposes are not things that can be discovered (Ross & Marker, 2005). In reaction to the above reasoning by the Social Studies contrarians, Ronald & Agyemang, (2020), writes that citizenship education is the primary focus of Social Studies in the school curriculum which promotes desirable participatory citizenship (Ronald & Agyemang, 2020). According to Banks, “while the other curriculum areas also help students to attain some of the skills needed to participate in a democratic society, Social Studies is

the only curriculum area which has the development of civic competencies and skills as its main goals”.

In order to achieve Social Studies goals, specific objectives need to be stated. Like its goals, different writers state specific objectives for the realization of the general aims. However, despite different words used, the general consensus is to achieve the goal of citizenship. Barth writes: “teachers should help students gain knowledge, process information, develop skills to examine values and, finally to apply knowledge through an active civic participation” (Maclaughin, 2014). He adds, “if students practice these four objectives then Social Studies is taught as citizenship education”. According to Barth, Social Studies builds around four capacities and this is given credence by Parker (2003) & Jaromelik, Martorella (1994) & NCSS (2006). These four capacities are; acquisition of knowledge, acquisition of skills, development of desirable attitudes and values and civic participation. Each capacity uniquely leads to responsible citizenship as they mirror the essential ingredient that characterizes sound Social Studies education. If students are to be effective citizens then they must possess the knowledge, skills and values which will prepare them to take appropriate civic action as individual or as members of groups devoted to civic improvement. Gaining knowledge is an integral part of citizenship skills which allows for reflective decision making. Galston agrees by positing seven important links between knowledge and citizenship (Galston, 2001).

- a) Civic knowledge helps citizens understand their interest as individuals and members of groups. The more knowledge we have, the better we can understand the impact of public policies.
- b) Civic knowledge increases the ideological consistency of views across issues and time.
- c) Unless citizens possess a basic level of civic knowledge, it is difficult to understand political events or integrate new information into an existing framework.
- d) General knowledge can alter our view on specific public issues.
- e) The more knowledge of civic affairs, the likely they are to experience a generalized mistrust of, or alienation from civic life.
- f) Civic knowledge promotes support for democratic values.
- g) Civic knowledge promotes political participation

It is discernible that if students are to make reflective decisions and participate fully in their civic communities, they must build knowledge in order to understand how things work within the society in which they find themselves. It is therefore clear that a rich store of knowledge is an essential base to citizenship. In addition to knowledge, skill goals are essential to Social Studies teaching; they identify in particular what students will be able to do. Thinking skills include the ability to gather and analyze information before deciding. According to Ronald & Agyemang (2020), thinking skills include the ability to conceptualize, interpret,

analyze, generalize, apply knowledge and evaluate. Thus, through thinking skills students are able to act constructively by evaluating evidence through rational conclusions.

**Inquiry Skills:** These skills include the ability to formulate scientific questions and hypothesis to collect data and to use the data to test hypothesis to derive generalization. Inquiry raises the curiosity of students and prompts them in seeking further explanation to questionable situations.

**Study Skills:** Studying is the way people learn new ideas. In Social Studies these include the ability to locate, organize and acquire information through listening and observing, communicate orally and in writing, read and interpret maps. Through study skills students make sense of new ideas for meaningful understanding of issues.

**Group Skills:** These include the ability to perform effectively both as a leader and as a follower in solving group problems, to use power efficiently, and fairly in group situation, to make useful contributions to group progress, to communicate effectively in a group and to resolve controversy in groups Bank (1990) in (Ronald & Agyemang, 2020).

**Attitudes and Values:** An important area of human development is attitude and values which are mainly concerned with the affective domain. Attitudes in particular affect how people evaluate situations. Positive attitudes allow people to view human conditions from a variety of perspectives. Values on the other hand,

underlie all that humans do and they constitute essentials of human relations. Human values like patriotism, respect of dignity, hard work and right of others provide an area of reflective development.

Since values are so central to decision making it then important on schools to teach students to think critically about issues affecting society by analyzing event both past and present to bring harmony within society. It is in this light that Maclaughlin suggests that schools should provide opportunity for the youth to engage in a way that leads to confidence in the value of participatory problem solving (Maclaughlin, 2014). While desirable attitudes and values are central to what humans do, the central focus and purpose of civic participation is to foster the development of citizens who will participate actively in and outside the school. It must be emphasized that knowledge, skills, attitudes and values gained, provide gateway for active community participation. Social Studies teachers should therefore provide active teaching strategies to facilitate the development of students responsible individuals. In sum, when teachers help students to gain knowledge, process information, develop the skill to examine values, and finally apply knowledge through an active civic participation, then Social Studies is taught as citizenship education.

### **Academic and Professional Qualification of a Social Studies Teacher**

The quality of the teacher comprises the qualification and teaching skills of the teacher. The importance of the teacher in any educational system cannot be over

emphasized. The key to the success of education is quality of teaching. However a good curriculum may seem, it is the human touch provided by the teacher that will ensure that good and lasting results are produced (Report of the Review Commission on Pre-tertiary Education in Ghana, 1994). But it is not the mere presence of human being tagged, “teacher” in the classroom that will ensure the desired success of the teaching-learning process. If this is the case then one may be right to agree with Droefenu (1990), when he indicated that it is generally agreed among educational researchers that factors such as academic qualification, professional background and personal characteristics among others enhance teachers output in the classroom.

According to Akinloye (2003) the “competence in teaching Social Studies depends largely on sound understanding of its philosophy” The implication of this is that poor quality teacher is a serious threat to effective teaching of Social Studies for achievement of its lesson objectives. Darling-Hammond (1997) indicated that the highest quality teachers, are those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy. The National Center for Education Statistics (NCES) (1997), opined that effective teachers are aware of the content they are teaching, engage students in teaching, and challenge them to greater accomplishment.

## **The Role of Social Studies in Nigeria**

Nigeria is made up of diverse cultural groups with over 400 languages and dialects and these cultural groups live in different geographical locations. In order to promote peaceful co-existence among these groups there is need for integration (Egbefo, 2010; Ajayi, 2015). The majority of Nigerians generally identify with their cultural groups, their states and political parties and this causes frequent political problems. Hence, the role of Social Studies is to build a nation i.e. a single nation as endorsed and described in the National Education Policy.

Integration is an attempt to bring together the various parts to form a whole (Jekayinfa, 2002). It could also be referred to as the aggregate of former independent and primordial groups or separate independent ethnic groups into larger and more diffused units which are now welded together and whose outlook now transcends that of ethnicity but reflect that of a nation-state (Fadeyiye, 2005). There are different forms of integration (Fadeyiye, 2005). Socio-political integration for instance, involves economic and political development. The nation has to integrate its economic and political forces with the view to producing and promoting national survival. Cultural integration involves making all Nigerians identify with a national ideology. Both Social integration and cultural integration are necessary for national survival, while national integration could simply be described as an attempt to bring together the different potentials of the nation (human and natural resources) for the common goal. In other words, national

integration is an aspect of nation building which includes the process of modernisation in all aspects.

National integration also involves a concern for political order, Social and economic welfare. Hence, in order to promote peaceful co-existence among the cultural groups, there is a need for cultural integration with the view to promoting national integration. A number of steps have been taken to promote unity among the various ethnic groups in Nigeria. This include the establishment of the National Youth Service Corps (NYSC), the establishment of a Joint Admission and Matriculation Board (JAMB), introduction of the federal quota system in the Nigerian constitution, establishment of federal institutions in some states of the federation, promotion of national sporting activities, inculcation of patriotism into Nigerian citizens through the introduction of schemes such as War Against Indiscipline (WAI), Mass Mobilisation for Justice, Self-Reliance and Economic Recovery (MAMMSER), War Against Indiscipline and Corruption (WAIC) and more importantly the teaching of Social Studies in our schools.

The National Youth Service Corps (NYSC) programme which was launched in 1973 was designed for graduates of universities and polytechnics to take part in for one year. It was created in a bid to reconstruct, reconcile and rebuild the country after the Nigerian civil war. ‘Corp’ members are posted to other states apart from their state of origin, which will afford them the opportunity to mix with people from other tribes, Social and family background, thus, they have the

privilege to learn the 31 culture of the indigenes in the place they are posted to serve. The main aim of NYSC scheme is help youths appreciate other ethnic groups (Marenin, 1979).

The federal quota system was introduced to address imbalances that existed in political appointments, distribution of Social amenities, admission into institutions especially secondary schools and tertiary institutions, and in employment into civil service (Adamolekun, Erero, & Oshionebo, 1991; Adebayo, 2010; Erhagbe, 2012). The Joint Admission and Matriculation Board was created as a central admission agency to streamline admission into Nigerian universities, so as to ensure equity in the admission of candidates into universities. This is in line with the United States of America which has a similar problem of diversity, and which has been making some level of adjustment to accommodate the disadvantaged minority groups in the admission process (Adeyemi, 2001). JAMB based its admission criteria on merit, educationally disadvantaged areas or states, university discretion and catchment area (Ogunyemi, 1994). It is worthy to note that Social Studies has been part of the initiative of most of these steps that have been taken to foster national unity in Nigeria, especially in the schemes that were introduced to inculcate patriotism into the Nigerian citizen. The Social Studies curriculum is designed to accommodate the nitty-gritty of these schemes with the hope that it holds the key to success.

## **The problems of teaching Social Studies in Junior Secondary Schools**

The problems of teaching Social Studies in junior secondary schools in Nigeria are revealed under the following sub-heading:

**Lack of Instructional Materials:** In-adequate supply and utilization of instructional materials including textbooks which can increase teachers/students awareness and reinforce learning is an obstacle to the teaching of social studies in Junior Secondary Schools. According to Erhagbe (2012), “There is general shortage of books in some schools subjects

Regarding materials that are produced commercially at this time brought into the Nigerian markets, Erhagbe (2012), notes that most of those books are for the teaching of Geography and History presented under the cover of titled Social Studies. There is no doubt that such books misrepresent the discipline not only from the lack of interdisciplinary perspective, but even more fundamentally from the methodological perspective. In addition, the textbooks that are available to schools and colleges in the country misrepresent social studies philosophy.

**Inappropriate Method of Teaching and Learning Social Studies:** Through Social Studies one can develop a positive attitude towards good citizenship, and a desire to make positive and concrete contributions to support a united Nigeria. The realization of the numerous objectives of Social Studies will be achieved if Social Studies teachers apply expository method, excursion method and assignment method in their teaching and learning social studies (Adebayo, 2010).

Emphasizing on the objectives of Social Studies Adebayo (2010) states that the overall objectives of Social Studies should be to help students to develop the ability to make reflective decisions in order to resolve individual and social problems as well as participating intelligently in social actions. Social Studies emphasis an interdisciplinary approach to the study of man interacting and coping with problems in society, hence appropriate method to facilitate such interaction and cooperation among the learners and teachers should be encouraged.

**Problem of Evaluation and Assessment:** In appropriate structuring of curriculum for instruction and teaching constitute another hindrance to the teaching of Social Studies. Erhagbe (2012), states that since social studies is an open ended subject, it may be difficult to standardize answer and achievements. It is expected that Social Studies should have positive effects on human behaviour even though human behaviour is easy to evaluate. It has been generally agreed that performance in Social Studies either in or outside the classroom can be evaluated. Experts are working hard to introduce evaluation criteria for measuring attitudinal performance.

**Resource Centres Problem:** Lack of resource centres in Junior Secondary School also constitute a problem to the teaching and learning of Social Studies. Erhagbe (2012), states that the development of resource centres in schools and colleges is closely connected with the social studies trend away from the traditional class instruction towards individual learning, group learning, independent learning, inquiry and discovery method. The establishment of resource centres for the

promotion of Social Studies in schools entails capital expenditure which some Junior Secondary School Afford. But it is worth starting such centres if education Nigeria is to be made meaningful to our Nigeria Students.

**Lack of Seminars and Workshop for Social Studies teachers:** Organized seminars and workshops provide opportunities for interaction, learning and teaching. It also caters for appropriate reception of information and instruction on issues and problems. Lack of organized seminars and workshops can contribute to the lukewarm attitude of Social Studies teachers in Junior Secondary Schools.

### **Summary of Literature Reviewed**

Chapter two is a review of literature related to the variable under study. The Chapter was discussed under theoretical review, conceptual review, and summary. The theory of learning was used for the study. Theories of learning provide a pedagogical basis for understanding how Social Studies students learn and they enable teachers to become increasingly sophisticated in their understanding of the purpose and nature of teaching.

From the various authors, Social Studies offer us important opportunities to know what is happen in, where, when and how, making our understanding positive value, Social Studies help in promoting, travelling experience and clearly show the inter-relationship and interdependence between man and places above all, it is clearly shown the world is dynamic rather than a static, Social Studies as a subject seek to solve the problems of the society and give clear insight into the problems of

man and his environment. Also some researchers found that education is a process of acquiring desirable changes in ones behaviour or character. The school is a formal institution set up primarily to inculcate the desirable character in children and improve their knowledge in order to be useful to themselves and the society at large. Social Studies is one of the subject in the curriculum that help in achieving the aims and goals of education. However, it has been observed that only few Studies has been done on the problems of teaching of Social Studies in Junior secondary schools. It is upon this existing gap that the need for this study should be carried out.

### **CHAPTER THREE**

## **METHODOLOGY**

This chapter deals with the methods that would be adopted in the study and this would be treated under the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

### **Design of the study**

The research design that will be employed will be the survey design. The design is appropriate because the survey research will use structured questionnaire for data collection from the population. Also the study is out to gather information already existing among the population under study.

### **Population of the study**

The population of the study consists of all the one hundred and seventy-two (172) Social Studies teachers in junior secondary schools in Oredo Local Government Area, Benin City, Edo State. The Local Government Area has a total number of

fourteen (14) junior secondary schools, three are single sex while eleven (11) are coeducational with a total number of 172 Social Studies ([www.subeb.edostate.gov.ng](http://www.subeb.edostate.gov.ng)).

### **Sample and Sampling Techniques**

The sample size that was used for the study was 86 teachers. This is 50% of the total number of teachers in junior secondary schools in Oredo Local Government Area in Benin City.

Hence 50 percent of the total number of all the teachers in Oredo Local Government Area of Edo State forms the sample for this study. Simple random sampling technique was used to select the 86 teachers from the schools. This was done by writing Yes or No in pieces of paper. These pieces of papers was folded and turned into a carton, and then the teachers were asked to pick one after the other. Those who will pick Yes were selected for the study while those who picked No were not selected.

### **Research Instrument**

A questionnaire was designed by the researcher which will be tagged “problems of teaching Social Studies in junior secondary schools”, will be used to collect data. The instrument contained twenty (20) and was designed by the researcher to examine the problems of teaching Social Studies in junior secondary schools in Oredo LGA. The instrument consisted of two sections: Section A, consisted of demographic background of the respondents and Section B, consisted of items designed to collect information on problems of teaching Social Studies.

## **Validity of the Instrument**

The instrument was given to the researcher's Supervisor to certify its face and content validity. Also, the instrument was given to two experts in the Faculty of Education to check if the items in the questionnaire are measuring what they ought to measure.

## **Reliability of the Instrument**

The reliability of the instrument was carried out using the test re-test method. The instrument was administered to ten teachers and after two weeks interval, the instrument was re-administered to the same teachers to ensure the consistency of the instrument.

This was done using the Pearson Product Moment Correlational statistics, and co-efficient of 0.83 were obtained for the instrument.

## **Method of Data Collection**

The researcher visited the heads of the schools that were selected for appropriate permission to administer the instrument. The respondents were formally informed about the exercise and questionnaires were distributed to them to get their response. The questionnaires were immediately retrieved from them for onward statistical analysis.

## **Method of data analysis**

After the data have been collected, the researcher analyzed the data using chart, percentages and frequency counts for the research questions. Frequency tables will

be used to analyze the data collected. The data were translated into percentage to enable the researcher draw reasonable conclusion based on the data gathered.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

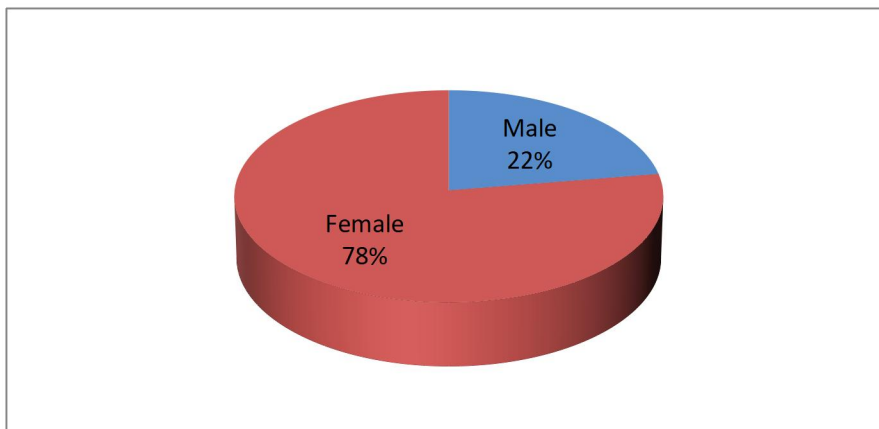
This chapter contains the presentation of results and discussion of findings. However, out of the eighty-six (86) questionnaires that was distributed, eighty (80) were duly filled and returned.

#### Discussion of Presentation of Results Findings

##### Demographic Characteristics

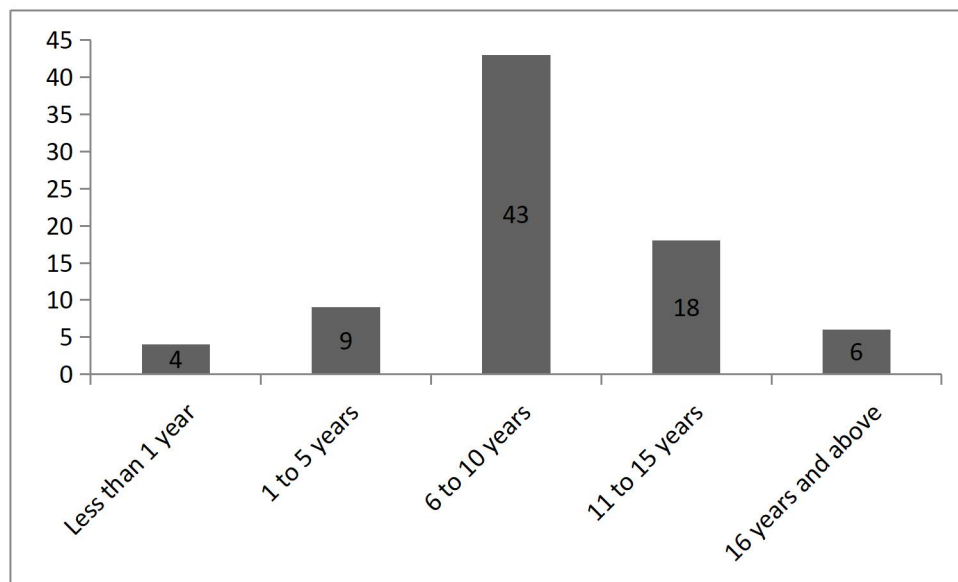
The respondents demographic features include, four key characteristics which are: sex, years of experience, educational qualification and teachers trained on Social Studies.

**Figure 1: Analysis of Respondents by Sex**



From the sample, the male had 22% whereas the female had 78%. It must however be emphasized that the reason for preponderance of male respondent in the sample was not farfetched from the fact that there are more of female teachers than male in Nigeria education sector.

**Figure 2: Analysis of Years of Experience of the Respondents**



The figure above shows that 13 respondents representing 16.3% had less than 6 years experience in teaching Social Studies, 43 representing 53.8% had about 6 to 10 years experience while 24 respondents representing 30% had 11 years and above experience. This implies that most of the respondents had been teaching Social Studies for more than 5 years and will be able to valid information on the problem of teaching Social studies.

**Table 1: Analysis of Respondents Educational Qualification**

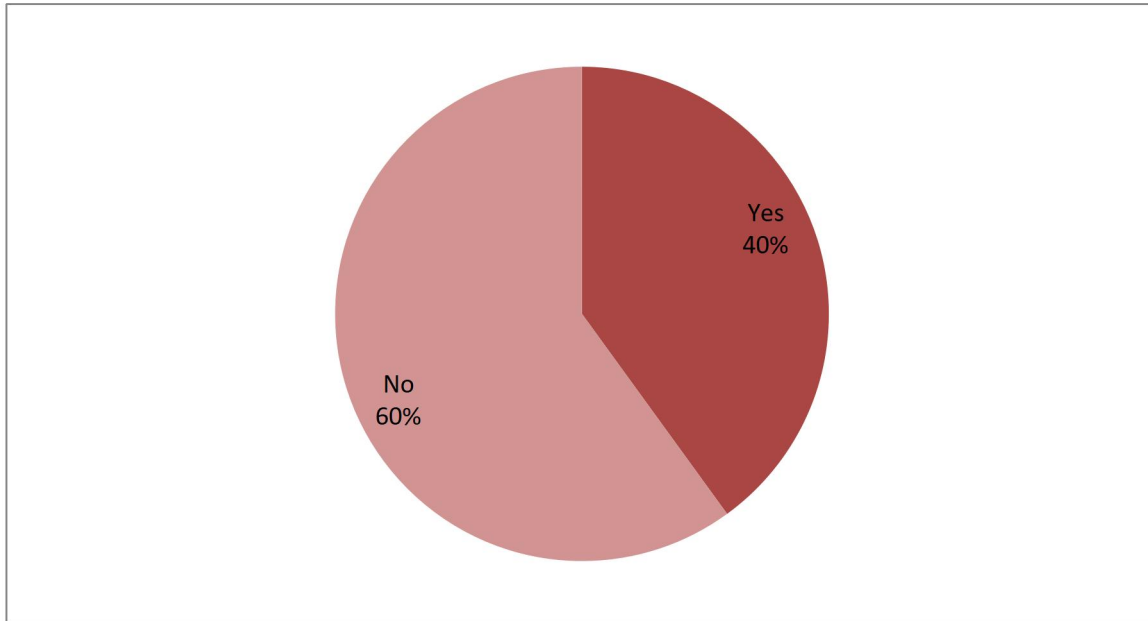
Variables	No of Respondents	Percentage %
NCE	27	33.8%
OND	25	31.2%
HND	12	15%
B.SC/Ed	10	12.5%
M.SC/PH.D	6	7.5%
Total	80	100%

Source: Field Survey Questionnaire, 2021

The respondents' educational qualification was categorized into five categories. Most of the respondents were those with NCE with 33.8%, those with OND were

31.2% which is the second highest after the NCE. 15% of the respondents had HND, 12.5% had B.SC//ED while 7.5% represent respondent with M.SC/PH.D.

**Figure 3: Analysis of Respondents Trained on Social Studies**



The Figure III shows that 42 respondents representing 68% were not trained Social Studies teacher while 32 representing 42% were trained respondents. This trend suggests that most of the teachers in the public school may not be teaching the subject of the specialization.

**Table 2: Percentage Analysis of Questions on Methods Teachers used to Teach Social Studies in the Questionnaire.**

S/N	Methods teachers used to teach Social Studies	SA	A	UD	D	SD
1.	I usually use participatory method in teaching my students Social Studies	8(10%)	12(15%)	3(3.6%)	20(25%)	37(46.4%)
2.	I usually use expository method in teaching my students Social Studies	7(8.8%)	8 (10%)	4(5%)	30(37.5%)	31(38.7%)
3.	I usually use excursion method in teaching my students Social Studies	2(2.5%)	6(7.5%)	0(0%)	34(42.5%)	38(47.5%)
4.	I usually use lecture method in teaching my students Social Studies	39(48.8%)	39(48.8%)	0(0%)	2(2.5%)	0(0%)
5.	I usually use assignment method in teaching my students Social Studies	29(36.3%)	30(37.5%)	0(0%)	11(13.8%)	10(12.5%)
6.	I usually use grouping\ peering method in teaching my students Social Studies	2(2.5%)	1(1.3%)	2(2.5%)	35(43.8%)	40(50%)

Source: Field Survey Questionnaire, 2021

The table 2 shows that 25% of the respondents agreed that they use participatory method in teaching their students Social Studies, 71.4% of the respondents disagreed while 3.6% represent undecided. Also 18.8% of the respondents agreed that they use expository method in teaching Social Studies, 76.2% disagreed while 5% were undecided. 10% of the respondents agreed that they use excursion method in teaching Social Studies while 90% disagreed. Furthermore, 3.8% of the respondents agreed they use grouping\ peering method in teaching Social Studies, 93.8% disagreed while 2.5% were undecided.

However, 97.5% of the respondents agreed that they use lecture method in teaching their students Social Studies while 2.5% disagreed. Also 73.8% of the respondents agreed that they use assignment method in teaching Social Studies while 26.2% disagreed.

**Table 3: Percentage Analysis of Questions on Quality of Teachers Teaching Social Studies in the Questionnaire.**

S/N	Quality of teachers teaching Social Studies	SA	A	UD	D	SD
1.	I usually spend extra time with my students to makes Social Studies content clear and attainable	37(46.4%)	23(28.6%)	0(0%)	12(15%)	8(10%)
2.	Students usually ask questions whenever I am teaching Social Studies	39(48.8%)	37(46.2%)	0(0%)	2(2.5%)	2(2.5%)
3.	Most of my colleagues are trained Social Studies teachers	7(8.7%)	6(7.5%)	0(0%)	34(42.5%)	33(41.3%)

Source: Field Survey Questionnaire, 2021

From the table 3, the respondents that agreed that they spend extra time with their students to make Social Studies content clear and attainable were 75% while 25% disagreed. Also 95% of the respondents agreed that students usually ask questions whenever they are teaching Social Studies while 5% disagreed. But 16.2% of the respondents agreed that most of their colleagues are trained Social Studies teachers while 83.8% disagreed.

**Table 4: Percentage Analysis of Questions on Factors Militating Against the Successful Teaching and Learning of Social Studies in the Questionnaire.**

S/N	Methods teachers used to teach Social Studies	SA	A	UD	D	SD
1.	Lack of expert teachers in the field is one of the factors mitigating against the teaching of Social Studies in my school	18(22.5%)	15(18.8%)	2(2.5%)	20(25%)	25(31.2%)
2.	Lack of instructional material is one of the factors mitigating against the teaching of Social Studies in my school	38(47.5%)	36(45%)	0(0%)	1(1.2%)	5(6.3%)
3.	Inappropriate method of teaching is one of the factors mitigating against the teaching of Social Studies in my school	26(32.5%)	25(31.2%)	0(0%)	17(21.3%)	12(15%)
4.	Lack of resource centres in the school environment problem is one of the factors mitigating against the teaching of Social Studies in my school	29(36.3%)	39(48.8%)	0(0%)	6(7.5%)	6(7.5%)
5.	Lack of seminars and workshop for teachers to update their knowledge is one of the factors mitigating against the teaching of Social Studies in my school	38(47.5%)	39(48.8%)	0(0%)	3(3.7%)	0(0%)
6.	Inappropriate structuring of Social Studies curriculum is one of the factors mitigating against the teaching of Social Studies in my school	32(40%)	26(32.5%)	5(6.3%)	10(12.5%)	7(8.8%)

Source: Field Survey Questionnaire, 2021

The table 4 shows that majority of the respondent with 92.5% agreed that lack of instructional material is one of the factors mitigating against the teaching of Social Studies 7.5% of the respondents disagreed. Also 63.7% of them agreed that inappropriate method of teaching is one of the factors mitigating against the teaching of Social Studies while 36.3% disagreed. 96.3% agreed that lack of resource centres in the school environment problem is one of the factors mitigating against the teaching of Social Studies while 3.7% disagreed. Furthermore, major of the respondents representing 96.3% agreed that lack of seminars and workshop for teachers to update their knowledge is one of the factors mitigating against the

teaching of Social Studies while 3.7% disagreed. 72.5% also agreed that inappropriate structuring of Social Studies curriculum is one of the factors mitigating against the teaching of Social Studies while 27.5% disagreed. However, 56.2% of the respondents disagreed that lack of expert teachers in the field is one of the factors mitigating against the teaching of Social Studies, 44.3% disagreed while 2.5% were undecided.

**Table 5: Percentage Analysis of Questions on the Information Needed to Improve on the Teaching of Social Studies in the Questionnaire.**

S/N	Methods teachers used to teach Social Studies	SA	A	UD	D	SD
1.	I believe that if teachers who are trained in Social Studies are employed to teach the subject, there will be improvement in the teaching of Social Studies	38(47.5%)	36(45%)	0(0%)	1(1.2%)	5(6.3%)
2.	I believe that if Social Studies teachers should develop effective methods of teaching the subject, there will be improvement in the teaching of Social Studies	26(32.5%)	25(31.2%)	0(0%)	17(21.3%)	12(15%)
3.	I believe that if adequate instructional materials should be made available, there will be improvement in the teaching of Social Studies	38(47.5%)	39(48.8%)	0(0%)	3(3.7%)	0(0%)
4.	I believe that the building of resource centres in my school, will improve the teaching of Social Studies	29(36.3%)	39(48.8%)	0(0%)	6(7.5%)	6(7.5%)
5.	I believe that equipping our school libraries with sufficient textbooks in Social Studies will improve the teaching of Social Studies	29(36.3%)	39(48.8%)	0(0%)	6(7.5%)	6(7.5%)

Source: Field Survey Questionnaire, 2021

The table 5 shows that 92.5% of the respondents agreed that if teachers who are trained in Social Studies are employed to teach the subject, there will be improvement in the teaching of Social Studies while 7.5% disagreed. 63.7% agreed that if Social Studies teachers should develop effective methods of teaching the subject, there will be improvement in the teaching of Social Studies while 36.3%

disagreed. 96.3% of the respondents agreed that if adequate instructional materials should be made available, there will be improvement in the teaching of Social Studies while 3.7% disagreed. 85% of the respondents agreed that the building of resource centres in their school, will improve the teaching of Social Studies while 15% disagreed. Also 85% agreed that equipping their school libraries with sufficient textbooks in Social Studies will improve the teaching of Social Studies while 15% disagreed.

### **Discussion of Result**

This study was carried out to examine the problems of teaching Social Studies in junior secondary schools. Data that was obtained from structure questionnaire were analysis using chart and simple percentage.

The findings from the analysis showed that the Social Studies teachers do not usually use participatory method, expository method, excursion method and grouping\peering method in teaching Social Studies. But they usually use lecture method and assignment method in teaching Social Studies. This implies that Social Studies teachers usually use conventional methods of teaching and not participatory methods. This is in line with the findings of Adebayo, (2010) which state that the realization of the numerous objectives of Social Studies will be achieved if Social Studies teachers apply expository method, excursion method and assignment method in their teaching and learning social studies.

It is clear from the findings that most of the teachers teaching Social Studies is not trained Social Studies teachers rather specializes on other subjects and fields. This may affect the effectiveness and efficiency of such teachers in carrying the tasks.

Furthermore, the findings reveals that lack of instructional material, inappropriate method of teaching, lack of resource centres in the school environment, lack of seminars and workshop for teachers to update their knowledge, inappropriate structuring of Social Studies curriculum are the major factors mitigating against the teaching of Social Studies. The finding is in agreement with that of Erhagbe, (2012) which state the problem of teaching Social Studies as conventional method of teaching, unavailability of instructional materials and inappropriate structure of Social Studies curriculum.

Finally, the study showed that there will be improvement in the teaching of Social Studies if teachers who are trained in Social Studies are employed to teach the subject, if Social Studies teachers should develop effective methods of teaching the subject, if adequate instructional materials should be made available, if government will build resource centres in schools and if libraries will be well equipped in school libraries with sufficient Social Studies textbooks.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Introduction

This chapter will discuss the summary, conclusion as regards to the objective of the study as well as recommendations.

#### Summary

The study examined the problems of teaching Social Studies in junior secondary schools using junior secondary schools in Oredo LGA, Benin City. The objective of the study was to determine the methods used in teaching Social Studies in junior secondary schools, the quality of teachers teaching Social Studies, the factors militating against the successful teaching and learning of Social Studies and the ways of improving on the teaching of Social Studies in junior secondary Schools. A number of literature works were also reviewed in the study.

The method adopted for gathering information in the study was field survey. The population covered all the Social Studies teachers in Oredo LGA in Benin City, Edo State. The instruments used were structured questionnaires.

The findings reported in this study are as follows:

- That Social Studies teacher does not usually use participatory method when teaching Social Studies rather they usually use lecture method.
- Also most of the teachers teaching Social Studies are not trained Social Studies teachers rather they are teacher specialized on other subjects and fields.

- Lack of instructional material, inappropriate method of teaching, lack of resource centres in the school environment, lack of seminars and workshop for teachers to update their knowledge, inappropriate structuring of Social Studies curriculum are the major problem of teaching Social Studies.
- There will be improvement in the teaching of Social Studies if teachers who are trained in Social Studies are employed to teach the subject, if Social Studies teachers should develop effective methods of teaching the subject, if adequate instructional materials should be made available, if government will build resource centres in schools and if libraries will be well equipped in school libraries with sufficient Social Studies textbooks.

## **Conclusion**

From the findings made so far from the study, the study makes conclusion that the problems of teaching Social Studies in junior secondary schools are lack of instructional material, inappropriate method of teaching, lack of resource centres in the school environment, lack of seminars and workshop for teachers to update their knowledge, inappropriate structuring of Social Studies curriculum. Hence for effective teaching of Social Studies education in junior secondary schools in Oredo Local Government Area, in Benin City to be successful, suitable teaching methods should be used in teaching and effective implementation of Social Studies curriculum should be carried out by the teachers.

## **Recommendations**

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

1. The state government should as a matter of urgency send Social Studies teachers for training and seminars for effective teaching of the subject, particularly in our junior secondary schools.
2. The government should endeavour to provide the necessary instructional materials and resource center that will motivate teaching and learning of Social Studies.
3. Teachers should try as much as possible to use participatory methods of teaching to teach Social Studies. This should be monitor by appropriate bodies responsible for the monitoring of teachers and students.
4. As indicated in the findings that not all certified teachers are assigned to teach in the areas for which they have been trained, as a large numbers of teachers are teaching Social Studies without proper professional training in Social Studies. It is therefore suggested that Nigeria government should assign teachers with professional training in Social Studies to teach the subject. This will help teachers to select the appropriate methods and content for effective teaching of Social Studies.

5. Teachers in some schools that have some instructional materials should use the appropriate teaching and learning materials to make the teaching and learning of Social Studies more concrete and interesting.

### **Suggestion for Further Research**

This study has looked at problem of teaching social studies in junior secondary school in oredo local government area of edo state, similar studies should be extended to other local government areas of the state.

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# QUESTIONNAIRE ON PROBLEMS OF TEACHING SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS

DEPARTMENT OF EDUCATIONAL FOUNDATIONS  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN  
BENIN CITY

**Dear Respondents,**

Please read the statement and indicate your choice with a tick (X). The statements in this questionnaire are to seek your opinion based on the topic. All information supplied by you will be treated in a confidential manner.

Thank you.

## **Section A**

### **Personal Data**

1. Sex: Male (    ) Female (    )
2. How long have you been teaching Social Studies? Less than 1 year (    ),  
1 to 5 years (    ) 6 to 10 years (    ), 11 to 15 years (    ), 16 years and above
3. What is your educational qualification? NCE (    ) OND (    ) HND (    ) B.SC/Ed (    )  
M.SC/PH.D (    )
4. Are you a trained Social Studies teachers? Yes (    ), No (    )

## Section B

Below are statements on the problems of teaching Social Studies in junior secondary schools, kindly indicate the extent to which you agree or disagree with the statements by ticking?

- |                    |      |
|--------------------|------|
| Strongly Agreed    | (SA) |
| Agreed             | (A)  |
| Undecided          | (UD) |
| Disagreed          | (D)  |
| Strongly Disagreed | (SD) |

S/N	Items	SA	A	UD	D	SD
	<b>Methods teachers used to teach Social Studies</b>					
1.	I usually use participatory method in teaching my students Social Studies					
2.	I usually use expository method in teaching my students Social Studies					
3.	I usually use excursion method in teaching my students Social Studies					
4.	I usually use lecture method in teaching my students Social Studies					
5.	I usually use assignment method in teaching my students Social Studies					
6.	I usually use grouping\ peering method in teaching my students Social Studies					
	<b>Quality of teachers teaching Social Studies</b>					
7.	I usually spend extra time with my students and to Social Studies content clear and attainable					

8.	Students usually ask questions whenever I am teaching Social Studies					
9.	Most of my colleagues are trained Social Studies teachers					
	<b>Factors militating against the successful teaching and learning of Social Studies</b>					
10.	Lack of expert teachers in the field is one of the factors mitigating against the teaching of Social Studies in my school					
11.	Lack of instructional material is one of the factors mitigating against the teaching of Social Studies in my school					
12.	Inappropriate method of teaching is one of the factors mitigating against the teaching of Social Studies in my school					
13.	Lack of resource centres in the school environment problem is one of the factors mitigating against the teaching of Social Studies in my school					
14.	Lack of seminars and workshop for teachers to update their knowledge is one of the factors mitigating against the teaching of Social Studies in my school					
15.	Inappropriate structuring of Social Studies curriculum is one of the factors mitigating against the teaching of Social Studies in my school					
	<b>The information needed to improve on the teaching of Social Studies</b>					
16.	I believe that if teachers who are trained in Social Studies are employed to teach the subject, there will be improvement in the teaching of Social Studies					
17.	I believe that if Social Studies teachers should develop effective methods of teaching the subject, there will be improvement in the teaching of Social Studies					
18.	I believe that if adequate instructional materials should be made available, there will be improvement in the teaching of Social Studies					
19.	I believe that the building of resource centres in my school, will improve the teaching of Social Studies					
20.	I believe that equipping our school libraries with sufficient textbooks in Social Studies will improve the teaching of Social Studies					