

**EFFECTIVENESS OF SOCIAL STUDIES EDUCATION IN  
AMELIORATING SOCIAL VICES AMONGST  
UNDERGRADUATES IN FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN.**

**BY**

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BENIN CITY**

**July, 2021**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF  
CURRICULUM AND INSTRUCTIONAL TECHNOLOGY,  
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FOR THE AWARD OF THE BACHELOR OF SCIENCE DEGREE  
IN SOCIAL STUDIES EDUCATION .**

**July, 2021**

## CERTIFICATION

We the undersigned, certify that this research work was carried out by Evelyn Seun Oyibokporo in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City in partial fulfilment of the requirements for the award of the Bachelor of Science degree in Social Studies Education.

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## **DEDICATION**

This research work is dedicated to God Almighty, the loving Father, my very present help in times of need and my sufficiency. His unending grace has seen me through my academic pursuit in University of Benin.

## **ACKNOWLEDGEMENTS**

I am immensely indebted to God Almighty, who made it possible for me to initiate and accomplish this research work.

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## ABSTRACT

This study was to access the effectiveness of Social Studies education in ameliorating social vices amongst undergraduates in Faculty of Education, University of Benin. Four research questions were raised to guide the study.

The population for the study consists of students from the eight Department in Faculty of Education, University of Benin, Benin City. A sample size of 240 students were randomly selected for the study. The instrument used for data collection was questionnaire, which was developed by the researcher, validated by the project supervisor before it was administered by the researcher. The data collected were tabulated according to the researcher questions and analyzed with the use of simple percentage.

The results revealed that curriculum content of Social Studies has helped to ameliorate social vices among undergraduate students such as cultism, stealing, drug abuse, exam malpractice and thuggery, It was also revealed that the challenges encountered by undergraduate students in keeping up with social norms and values are peer pressure, family background, unhealthy use of social media, difficulty in getting a good role model and poverty. It was therefore recommended that efforts should be made for teacher training, seminars, forums, and workshops to familiarize teachers with the curriculum and to improve teacher competence and provide them with relevant materials, teachers and lecturers should be empowered and exposed to a variety of ways of improving their own knowledge and skills, finally, the government needs to compensate teachers by paying good salaries and allowances to facilitate teaching and learning and inculcate good morals in students, as is being done in other sectors of the economy

## CHAPTER ONE

### INTRODUCTION

#### **Background of the Study**

The driving force behind all human development (that is, social, economic, political and technological) and in fact civilization is “education”. This implies that education is anchored on a solid and time-tested foundation capable of relieving man from the cold hands of ignorance, poverty, diseases, squalor and unemployment, intellectual and technological backwardness as it is the case with developing nations including Nigeria.

According to Audu (2002), the products of any educational system should be reasonably empowered, to exert some element of control over the events that affect them through efficient and functional education. This will greatly be attainable if education is relevant to the needs, desires and aspirations of the society, thereby leading to the development of individuals and the entire society at large through the acquisition of appropriate knowledge, skills, ideas, values, attitudes, competencies and

abilities. All these are consequent upon change owing of dynamic nature of the society to meet societal challenges and stand the test of time.

Social Studies was introduced into the Nigerian educational curriculum shortly after its independence to assist in understanding and finding solution(s) to the problems confronting Nigerian society (Woolman, 2001). Social studies education in the Nigerian educational curriculum gives special importance to development of individuals who are responsible and capable of developing the society.

Nigeria as a developing country that is far behind developed countries, especially in the field of social conduct, including moral values. Social ills among the youth and teenagers are extremely common and have become a critical issue challenging Nigerian society. For this reason, Nigeria needs distinguished, qualified, and informed citizens who possess relevant skills and knowledge to salvage the country from its social, economic, and political crises. In this respect, Nduka (2004) affirmed that the pervasive influence of value disorientation seriously challenge Nigerian citizens and communities. Despite the level of her education, Nigeria is still found wanting in morality, economics, society, and politics.

These problems are not peculiar to Nigerian society with other developing countries facing similar social malaises. The majority of teenagers around the world are facing similar social ills, such as drug abuse, teen pregnancy, abortion, alcohol problems, and child abandonment among others.

As a Social Studies educator, concerned with citizenship education, the researcher has been interested in trying to empirically verify some of the claims made about the relationship between Social Studies and citizenship training because of the need to re-assess the contribution a subject can make to the education of young people, particularly Social Studies which is relatively new in the Nigerian educational system. The proper and legitimate contribution which Social Studies have to offer a child can be considered in relation to the ultimate purpose of education in Nigeria. A closer look at the national objectives as set out in the National Policy on Education would help throw some light on the contributions that Social Studies as a discipline can make in achieving these set goals.

The National Policy on Education (2009), re-affirms keeping the dynamics of social changes with the demands on education, with some policy innovation and changes in the educational system. Thus, the

Federal Government of Nigeria after independence till date has been involved in constant reforms of Nigeria educational policy(s) to meet the dynamism of social changes as it affects the needs, desires and aspiration of the immediate and global society. According to Fafunwa (2009), Nigeria on attainment of independence inherited an educational system that lacks relevance in meeting the pressing economic, social and cultural needs of the country. He observed this during the bi-annual meeting of Joint Consultative Committee (JCC), a national advisory committee held at Enugu in 1964. He asserts “After five years of Nigerian independence, the educational system of the country was colonial, more British than British themselves (p.239)”. That is to say that, the Nigerian school children were being educated to meet the needs of a foreign culture and was therefore better fit for it than the demands of their own country. The implication of this situation on the Nigerian society is the irrelevance of that education to meet the needs and desires of the country in terms of manpower development and the acquisition of relevant skills, values and attitudes needed to move the country forward. This led to massive criticism of the then educational system by the public and this

consequently led to the proposal of the 1969 national curriculum conference held between 8-12 September at Lagos.

Presently, every newspaper in Nigeria is filled with stories of a variety of undesirable social ills. These social problems can be found at the local, state, national, and international levels. An effective approach to deliver Nigerians from this moral decay and promote the growth and development of Nigerian society is to restore the Nigerian educational system. This can only be accomplished through Social Studies education. The moral decay and social ills prevalent in Nigerian society emphasized the need for Social Studies as a value laden subject to transform Nigerian society.

Social Studies was integrated into the Nigerian school curriculum to restore Nigeria from all sorts of social vices and to encourage Nigerians towards becoming good citizens who would help the country realize her national goals and objectives (Obidoa, 1991; CESAC, 1993; Gabriel, 2008; Gbenga, 2001; Ogunsanya, 1984, Woolman, 2001). Henceforth, social studies is society bound; it is the study of man in relation to his physical and social environment.

The need to show the effectiveness of social studies education in solving the moral dilemma in Nigeria is the main thrust of this research. In realizing this, the paper therefore highlights junior secondary school social studies curriculum for moral development. If the tenets are properly taught, it could help develop positive attitudes of togetherness and cooperation towards a sound and respectable nation through the transmission of appropriate values of honesty, integrity, hard work, fairness, justice, and fair play as one's contribution to the development of the nation and the creation of awareness in the learners that discipline is essential for an orderly society.

Citizenship is one of the major functions of education. Certainly this was regarded as the key issue of Social Studies to build a foundation for a democratic society. It is used to inculcate the concept of nationalism, unity and interdependence among the citizens of a nation with diverse people as it is in Nigeria. Social Studies is society based or related in the sense that it is geared towards solving the problems of the society. Consequently, Social Studies objectives in Nigeria have been tailored to meet the needs of the Nigeria society. Foremost among these problems are

those of dishonesty, greed, selfishness and covetousness. There are other problems like insecurity, including social, economic, and physical insecurity; political instability, and political ignorance, lack of unity, ethnicity and so forth. Social Studies can be a very useful remedy for correcting several ills of the Nigerian society.

### **Statement of the Problem**

The researcher intends to look at the effectiveness of Social Studies education in ameliorating social vices among undergraduates in the Faculty of Education, University of Benin.

Social Studies education has not been properly implemented in the schools to equip students with the knowledge, facts and ideas that can enhance positive values and attitudes for the survival of individuals and the society. These social problems range from disrespect to elders and constituted authority chronic dishonesty, corruption, religious crises, ethnic/tribal crises, murder, arson, examination malpractices, drug abuse, cultism, indiscipline and other forms of mal-adaptive behaviour. Adeyoyin and Okam cited in Livingstone (2011) confirmed that the classroom dispensation of citizenship education amongst students has not

sufficiently “Nigerianized” them into becoming effective and productive individual or citizens within the context of Nigeria as a young democracy. These critics argued that this development has not only failed to ameliorate ethnocentrism amongst learners but has failed to stimulate in them an awareness about the importance of developing a sense of loyalty to the nation.

Similarly, in using effective method to train citizens, the teacher must have the necessary professional background and conducive working environment including welfare as well as opportunities for further studies, however, even if the above conditions present themselves, and the teachers do not have the right attitudes towards citizenship training, it is doubtful if much can be achieved in that direction. This therefore mean that teachers, who will transform youths from different parochial cultural and social backgrounds into well socialized and integrated Nigerians, must themselves believe in one Nigeria and be committed to its continuity and development as a nation.

The consequences of the above scenario might explain why the process of citizenship training has not been able to satisfactorily curb

antisocial behaviours based on irrational decision making by the products of the system. Also, with respect to teaching methods, the classroom trend in citizenship education which emphasizes achievements and acquisition of objectives associated with the “Cognitive Domain” while objective associated with the “Affective and Psychomotor Domains” are neglected. This study is consequently prompted by the fact that ineffective evaluation of Social Studies education is responsible for disappearing values and attitudinal change among school children, youth and adults of our society, thus an evaluation of the effectiveness of Social Studies education in ameliorating social vices amongst undergraduates in Faculty of Education, University of Benin is very imperative.

### **Purpose of Study**

The purpose of this study is to find out the effectiveness of Social Studies education in ameliorating social vices amongst undergraduates in Faculty of Education, University of Benin. Specifically, the study intends to:

1. Determine extent to which Social Studies curriculum contents has helped in ameliorating social vices amongst undergraduates in Faculty of Education, University of Benin.
2. Determine social ills among undergraduates students in Faculty of Education, University of Benin
3. Find out problems militating against the achievement of Social Studies objectives in Nigeria.
4. Determine the challenges encountered by undergraduate students in keeping up with social norms and values.

### **Research Questions.**

The following research questions have been raised to guide the study.

1. What are the extent to which Social Studies curriculum contents has helped in ameliorating social vices amongst undergraduates in Faculty of Education, University of Benin?
2. To what extent has the Social Studies curriculum content help in ameliorating social vices among undergraduate's students in Faculty of Education, University of Benin?

3. What are the social ills prevalent among undergraduate's students in Faculty of Education, University of Benin?
4. What the challenges encountered by undergraduate students in keeping up with societal norms and values?

### **Significance of the Study**

The research findings will be of immense benefit to policymakers and curriculum developers. They will find the result of this study as a useful tool in the future development of Social Studies curriculum and make policies that are beneficial to Students, lecturers and the entire society. The study will reveal the need for a variety of curriculum materials necessary for effective implementation of the Social Studies curriculum. It will also reveal the need for school curricular to be constantly reformed and developed to meet societal needs and values.

More so, the study will also serve as a wake-up call for authorities to facilitate the introduction of Social Studies education at senior secondary schools all over the country so as to attain a greater citizenship education in the country. Furthermore, the students who are the beneficiaries of Social Studies subject in secondary schools and

Universities will be refined through this programme. Lastly, the study provides a framework for similar research efforts in the nearer future.

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

The scope of the study is to fine out the effectiveness of Social Studies education in ameliorating social vices amongst undergraduates in Faculty of Education, University of Benin. The study will determine the role and effectiveness of social studies as a subject and its impact on the lives and behaviors of students. The study is therefore limited to students of Faculty of Education, University of Benin.

### **Definition of Terms**

**Effectiveness:** The degree to which the teaching and knowledge of Social Studies is successful in producing desired results.

**Ameliorate:** to make the character of a student to be positive.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter focuses on the review of related literature. And it will be discussed under the following sub-headings:

- Concept of Social Studies
- Social studies and its objectives
- Extent to which Social Studies curriculum contents has helped in ameliorating social vices amongst undergraduates
- Social ills among undergraduates students
- Problems militating against the achievement of Social Studies objectives in Nigeria
- Challenges encountered by undergraduate students in keeping up with social norms and values.
- Summary of Reviewed Literature

#### **Concept of Social Studies**

The Social Studies concept is engrossed with numerous definitions by various scholars and authorities. A search through text books and literature confound the students with numerous definitions of the concepts of Social Studies. This is evident in the multilateral opinions or views held by people on the subject. Thus, Mezieobi in Aliyu (2009) put up this

opinion that Social Studies concept is as troublesome as there are many people attempting to define it. The definition of this concept is problematic due to its lack of concept specificity. He engrossed his view to lack of an agreed format among scholars to a universal definition of Social Studies. Social Studies has been seen as an extended civic, simplified form of social sciences, as citizenship education, applied social sciences as well as a supplement or complement of the traditional subjects that constitutes the humanities and the social sciences subjects (Mezieobi, in Aliyu, 2009).

The vagueness of Social Studies does not end with the scholars and teachers, parents, educational administrators alone, even government seems to be more confused about the subject, methodology and its importance. However, a cursory look and consideration at some definition by scholars will help drive home this point. The committee on junior secondary school Social Studies programme defines the subject as "those common learning of man's interaction with his social and physical environments (Okonkwo in Ololobou, 2004). Jiboku in Ikwumelu (1993) also describe 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, values and attitudes that characterizes a responsive and responsible citizen in a free society. Orakwe (1991) noted that Social Studies is the study of man in his unending interactions with his environments as the attempts to make them a better place.

Similarly, an often quoted definition of Social Studies by Kissok cited in Okojie (2007:11) address Social Studies as "a programme of study which a society uses to instill in a students the knowledge, skills, attitudes and actions it consider important concerning the relationship human being have with each other, their world and themselves. While the various definition of Social Studies presented above may be mutually exclusive, a close examination would reveal that their discrepancies are a little more than using different words to describe the same things. Above all, the various ideas, generalizations or features that are common among this definition include the following:

- i. Man and his environment constitute the major focus of Social Studies.

- ii. There is inter-relationship between man and his environments.
- iii. Social Studies aim at solving man's problems, that is, social, economic, political etc.
- iv. Social Studies provide the learners with citizenship, humanities, intellectual and value education.

These common features, rather than breeding conflicts and controversies that go with the definition, should form the basis for Social Studies discussions and practices in Nigeria.

### **Social Studies and Its Objectives**

There is a definite goal for adopting any innovative educational programme and that is- change for the better. The national philosophy of education in Nigeria recognizes the need for Social Studies Education in building the desired social orientation needed after independence in mobilizing the young citizens for national development. The subject was adopted in Nigeria about 50 years ago as a result of the quest for relevance in the Nigerian education. The traditional subjects like geography, history and civics inherited from the colonial education system according to Mbaba and Omabe (2012) were criticized for not

being relevant both in purpose and content to the immediate needs of the Nigerian child and the society at large. The traditional subjects also encouraged learners to know more about the colonial master's country than about their own environment and the pressing problems in their society (Oweredu, 1972, Ikem and Reuben 2012). Social Studies in several nations of the world are essentially introduced to meet certain specific needs and aspirations of the people. In Britain for instance, Social Studies was introduced into the school curriculum after the first and second world wars as panacea for social problems (Edinyang and Ubi 2013). The Nigerian society is not an exception to this. This however, partly explains why Social Studies has been given a pride of place at all levels of Nigerian education industry. The corruption free, humane, moral and integrated society which Nigeria is craving for cannot be achieved without a sound foundation as well as instructions in Social Studies.

Obameata, Agu and Laosebikan in Argungu (2009), explained that the objectives of Social Studies in Nigeria naturally reflect the national objectives of education as a whole. This is basically on the premise that

Social Studies, is a subject that draws its concepts from all the basic subjects at the primary and secondary levels of education such as History, Government, Economics, Religion among others, Based on this, the objectives of Social Studies tend to reflect the objectives of these subjects. Secondly, the subject is designed to offer specific solutions to societal issues or offer remedy to national problems. Thus its objectives must be relatively interwoven with national goals of education if it is to answer this call. The national educational goals as presented by the national policy on education (2009) states the following:

- a. The inculcation of national consciousness and national unity
- b. The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society.
- c. The training of the mind in the understanding of the world around and
- d. The acquisition of the appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of his society.

It is based on these goals that the objectives of Social Studies were designed. According to Ololobou (2004) a typical Social Studies programme must encompass four cardinal objectives namely the environment, the various skills, values and skills and emerging issues. Equally in his work, Ololobou (1999), observed that Social Studies in Nigeria seeks to re-establish the pre-colonial African educational values, which includes honesty, hard-work, mutual cooperation and conformity to traditional social order.

Social Studies as a unique area of discipline is committed to transmitting and forming the values of citizens of this great nation. Social Studies has come to be accepted as “a school subject that should assist students to acquire the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society”, (Alberta, 2000). National development remains a challenge that preoccupies all nations of the world that aspire for greatness. Social Studies Education touches on all aspects of societal development; be it political, economic, social, cultural, technological or educational.

In Nigerian context, the goals of Social Studies curriculum design is aimed at building a sound and balanced mind as a foundation for functional social education directed towards the development of intelligent, responsible and self-directing citizen. Integrating and dispensing social knowledge through the instrumentality of Social Studies curriculum design in Nigerian schools is directed towards the following objectives:

1. Self-confidence and initiatives;
2. Power of imagination and resourcefulness;
3. Desire for knowledge and continued learning;
4. Sense of compassion for the less fortunate;
5. Sense of respect for and tolerance of the opinion of others;
6. Social values and attitudes such as: cooperation; participation; interdependence; open-mindedness; honesty; integrity; trustworthiness; diligence and obedience.
7. A spirit of national consciousness and patriotism (Garb, Singh, Yusuf and Saad, 2012)

These are considered necessary for sound Social Studies education and functional citizenship education. Towards achieving these basic goals, the subject is design to:

1. provides insights into the use of various knowledge structure and procedure from the social sciences that has relevance in modern civilizations;
2. Be concerned with fostering students better understanding of the movements, events and personalities that have influence the history of their immediate environment and the wider world as a global community;
3. Foster and improve human relations through a better understanding of others within the immediate environment and beyond .

To do this, the sources of knowledge structure in Social Studies curriculum design is drawn mainly from the social sciences; though, with an orientation that differs from the individual subject disciplines of the social sciences. The role of Social Studies in engineering sustainable national development is really a primordial and was highly appreciated

when Obama (2009) asserts that we need the insights and critical thinking skills gained in History and Social Studies to fight poverty and homelessness, crime and discrimination, and to make our nation fairer and freer. Addressing the issues so highlighted, are critical efforts in the quest for National Development, according to the US President.

But whenever this adoption is accompanied by lack of preparation and enthusiasm by people who must make the new programme operative in a given setting, the chances of realizing the benefit of the programme would not only be greatly reduced, but the very existence of the programme itself will eventually be at stake. Regrettably, Okam cited in Mezeobi, Fubara and Mezieobi (2013), affirms the shortcomings of Social Studies when he states that, "...Social Studies education in Nigerian schools and universities has failed in its educational mission in Nigeria or rather is falling in this enterprise" (p.210). This position was re-echoed by Osakwe (2012) that Nigerian Social Studies should begin to focus on restructuring and reconceptualising to make the subject more relevant to current challenges, events and developments.

It is obvious that the new Social Studies curriculum at the senior secondary school is suffering from lack of implementation. Though the curriculum is new, the problem of resistance to change must be solved. Though teachers who will implement the new curriculum are favourably disposed to the curriculum, there should be a change of attitude particularly from the government, school administrators and examination bodies (Jekayinfa 2005). In the absence of the necessary political, administrative and professional goodwill and commitment for the new Social Studies curriculum at the senior secondary school level in Nigeria, it would be very difficult to implement the new curriculum.

However, no authority can completely bemoan the complete failure of Social Studies Education in Nigeria. Social Studies Education has been identified by scholar such as Edinyang and Ubi (2013) as a potent instrument that has facilitated the attainment of national development goals through the production of responsible citizens that are contributing maximally to the growth of the society. This can be seen from the citizens' behavioral dispositions which may include honesty, dedication, forthrightness, hard work, and productivity. The Nigeria-centric

characteristics of Social Studies is to emphasize the social relevance of Social Studies in which case it addresses the social needs, social realities and social aspiration of Nigerians (Mezeobi et al 2013).

### **Extent to which Social Studies Curriculum Contents has helped in Ameliorating Social vices amongst Undergraduates**

The proponent of subject theory according to Udeinya in Aliyu (2009) holds to the view that for any subject to be qualified to be included in the curriculum should be deemed relevant and essential to the achievement of the desired change in the behaviors of the learners and the overall development of the society. This stance is not uncommon to Social Studies as the subject is deemed fit to guarantee the much needed developmental desire of the Nigerian society. Thus the federal government through the 1969 national curriculum conference saw the importance of Social Studies education in relation the achievement of national goals, included it as a core subject to be taught to the Nigerian primary, junior secondary schools and the teacher training college students for learners to study the social norms and values of the local community and of the country as a whole (FGN, 2009). Bayeljusa in Uko

(2002), rightly pointed out that the Nigerian child needs to know more about the history and geography of his own country than the history and the geography of Europe. Therefore the need for Social Studies in the Nigerian educational system is imperative as the subject seeks to reverse the colonial focus which makes the Nigerian child learn more of European culture than about his own culture and environment; and to ensure she produces good respectable followers and leaders of tomorrow that would contribute their quota to the development of mankind and to the society.

Social Studies education provides common orientation to the over one hundred and forty million Nigerians with almost about four hundred ethnic groups, with diversity of languages, customs and religions etc. to work together as compatriot for nation building. Based on this thought, Okam (2002) is of the view that Social Studies in Nigeria aimed at breaking the religious, linguistic and cultural barriers that keep apart the various groups that constitute the Nigerian society, so that nation building can be facilitated by concerted efforts of these divergent people of Nigerian polity. McCauley and Regan in Aliyu (2009), in their opinion posited that the need for Social Studied education in Nigeria is to foster

mutual understanding, mutual respect and mutual appreciation of one another by the divergent people that constituted the Nigerian nation, the same way the need to inculcate democratic values and attitudes arose at the times of the influx of immigrants into the United State of America calls for the introduction and teaching of Social Studies.

The increasing waves of social problems in Nigeria especially with undergraduates and graduates alike such as corruption, ethno-religions conflict, child-abuse, unemployment, armed robbery among others calls for a living subject that inculcates in the minds of individual the right type of knowledge attitudes, values and skills needed for the development of individual and the entire nation. Alih (2002) put it "since the teaching and learning of the traditional subjects like Economics, Sociology, Anthropology, Political Sciences, Geography have proved inadequate in advancing the growing social problems of bribery, fraud, embezzlement, armed robbery and other social vices in Nigeria. Consequently, there has occurred an aggravated growing need for a positive change not only in our personal life but also in our economic and political life. There was the call for indigenous education, (integrated Social Studies). Thus Social Studies

a value laden subject which deals with constant values, attitudes and beliefs that motivate and control people's behavior is an emerging force that will actualize the developmental dream of the country. Ikwumelu (1990); Uko (2002); Ali (2002), adopted the same line of thought.

Wholesomely, Social Studies education is aimed at producing young and effective citizen. It is a vehicle for citizenship education. Okam (1998) pointed out that one of the goals which directs the enterprise of Social Studies is citizenship education. The requirement for this is not only the transmission of the requirement of scholarship but also the comprehension of social realities of the time in a given setting. Social Studies education is an avenue for preparing an undergraduate to actively participate effectively in the dynamic life of his/her society. The development of the society require individual who are active, dedicated skillful and patriotic to the cause of the nation.

Regrettably, a clear observation shows that Nigerian system of education has become bookish with the quest for paper qualification given undue, prominence with little or no attention paid to the development of attitude and behaviour of the learners. This called for the establishment of

Social Studies as a core school subject to pay serious attention to attitudes and values of the young Nigeria. In support of the above view, Mkpa (2005) opines that the fact that Social Studies enjoys the recognition of a core subject at the categories of schools in Nigeria means that the subject is perceived as a very important and worthy of being studied by all categories students in Nigerian schools. This recognition accorded to Social Studies is derived from the potential of the subject for achieving certain desirable goals for general education in Nigeria. This relevance of Social Studies is geared towards producing skills which is lacking in our school graduates resulting in high rate of unemployment, bastardized work ethics and corruption in public and private sectors. The worst implication of chronic unemployment is the phenomena of jobless growth which Uzo (1995) describes as the tendency to discourage further investment in formal education and training.

The functionality or effectiveness of Social Studies would help to ameliorate the deteriorating social ills through effective planning and resource management in classroom interaction that would equip the learners with life surviving skills. The thrust of this presentation simply

put in to make Social Studies functional that is, meeting its laudable objectives.

### **Social ills among Undergraduate's Students**

Presently, there are vast numbers of social ills among undergraduates worldwide, including Nigeria. Undergraduates are facing similar social ills such as drug abuse, bullying, abortion, alcohol problems, free sex and others. In Nigeria, some predominant social issues include drug abuse, rape, robbery, cultism, vandalism and other immoral acts that are dangerous to the home, community, schools, and the nation. Some of these problems are related to one another. The act of smoking in some cases has led to drug abuse such as marijuana, heroin, and morphine. Undergraduates' alcohol consumption and tobacco smoking enhance the risk of using other drugs. These activities may possibly lead to unintended sexual activities, which may cause unwanted pregnancies, abortion, and baby dumping among undergraduates. Akanji and Dada (2012) asserted that the abuse of children has become a platform for the problem of teenage pregnancy among female children in Nigeria.

Accordingly, Okpani and Okpani (2000) wrote concerning the decline in the age of sexual experience among adolescents contrary to accepted moral and cultural values. They observed that this is a dangerous trend which affects the educational system and the society at large. According to Akingba (1992), the estimated account for inducing abortion is currently between 20,000 to 50,000 maternal annual deaths in Nigeria. This could be the reason why Uchechukwu (2011, p. 14) wrote, “If one goes by the multifarious social problems plaguing the Nigerian society in recent times, one will appreciate the urgent need for the school to wade in and give parents a helping hand in the appropriate education on issues concerning sex early in life”.

It is possible that the increasing social problems among undergraduates in Nigeria are a manifestation of their unemployment after graduation. In support of this assertion, Akosile (2007) explained that there is incessant violence across the nation because too many youths are unemployed. It seems that the level of poverty in Nigeria accounts for the violence among undergraduates due to such problems as unemployment, inadequate housing, poor physical, and social infrastructures (Obateru,

1994). If not addressed, this situation will lead to the loss of the next generation and future leaders of the country.

Unemployment of these youths lead to criminal acts hence they are involved in drug addiction, sexual abuse and all sorts of abuses. The government is not unaware of this challenge of unemployment facing youths as the minister of Youth Development in February 24, 2012 stated that the federal government will partner with states to address the issue of youth unemployment and the challenge of street children in the country. He was however quick to add that the people belong to the states and so governments at the state level must seek for ways of effectively addressing the problem of unemployment and street children (Abdulahi, 2012).

There are so many schemes put in place to benefit youths of this nation in each state of the federation, the effectiveness of this scheme and who the beneficiaries are, need to be determined to ascertain whether it favours youths generally or whether it is of benefit to the “privileged few”. When hindrances to youths’ employment are removed, they would have the full opportunity to participate in shaping the affairs of the nation.

Furthermore, some Researchers have attributed the causes of deviant behavior among undergraduate students' include poor family backgrounds, effects of mass media and societal pressure/influence. Echebe (2010) asserted that students who come from abusive parents display characteristics of abusive persons. Such children for instance end up beating their fellow playmates without feeling any kind of remorse. On the other hand, students brought up by uncaring parents usually portray delinquent behaviours (Simourd, & Andrews 1994). They resort to criminal activities to achieve what they could not get from their parents. Charon (2007) is of the view that such students take part in criminal activities such as stealing, rioting/rebellion among others. In the same vein, mass media has a negative effect on school children, more specifically the violent content that are aired in the television or in cinemas. It is believed that children believe what they see in the media more than what happens in the real life (Dibia & Nicholas 2017).

Undergraduates who watch too many fights in the television or read pornographic materials on the internet begin to develop certain characteristics that affect the people around them negatively. The society

also models the behaviour of people. The attitude that other people have concerning their fellow human race leads to rebellion from the marginalized groups. Such people who are neglected by the society, and whose needs are not looked into by the people in authority end up engaging in activities or behaviour that contradicts the requirements of the society. Frustration from these is now being expressed through hostage taking, vandalism and kidnapping (Nicholas, Ubani & Amadi-Wali 2015). The school learning environment is a place where children go to get education and to learn all sorts of good mannerism. It however turns out that children get negatively affected by their fellow children in school. Some develop deviant behaviors after watching the way their peer behaves (Hartl,;Monnelly, & Elderkin, 2012).

### **Problems Militating Against the Achievement of Social Studies Objectives in Nigeria**

Social Studies education is a subject that develops in learners the right type of values and attitudes that are needed to create a peaceful and sustainable society. Social Studies education teaches values that would enable peaceful social integration in students. Values like maintenance of

discipline, respect for law and order, recognition of the principles of cultural relativity and the effect of cultural ethnocentrism, respect for other people's rights, formation of social competency, and citizenship education (Adesina & Odedeji, 2011). These values are important factors in the human relationship with society and essential for the development of the individuals as contributing members in the society.

Social Studies was integrated in the Nigerian school curriculum as a subject that intends to assist in understanding and finding solution(s) to the problems confronting the Nigerian society (Obidoa, 1991; CESAC, 1993; Gabriel, 2008; Gbenga, 2001; Ogunsanya, 1984; Woolman, 2001). The basic structure of junior secondary school Social Studies curriculum in Nigeria consists of the aims and objectives of the subject, appropriate selection of teaching aids, textbooks and techniques to be used to achieve the aims as illustrated in their response during the semi-structured interview. According to Kelly (2009), curriculum planning requires specifying the objectives and planning the content and the methods that will lead towards achieving the objectives.

Although the curriculum is well designed and makes provision for a variety of activities, the Social Studies curriculum has still not fully achieved its primary objective to inculcate moral values in the learners because of previously indicated factors. Thus, this study has found that there were some factors that contributed to the teachers' failure in the implementation of the curriculum for character and attitude formation. Social studies was introduced into the school system in Nigeria to inculcate moral characters and attitudes in the students so that they would become responsible citizens. Problems and barriers against the accomplishment of the goals set for Social Studies education are poor teaching methods, over population, poor motivation, corruption by law enforcement agents and politicians, and the inconsistencies of government policies with regard to education (Adesina, 2010), politics of ethnicity and political cleavages (Alapiki & Ibodje, 1996, Alapiki & Barikor, 2002), and the pervasive influence of colonization (Ademoyega, 1981; Enegwewa & Umoden, 1993; Alapiki, 2005).

The available evidence points to the fact that lack of material resources hinders the successful implementation of the curriculum for

both skills and values in students. To improve the quality of Social Studies and to inculcate moral values in the students through the curriculum, there should be adequate material resources for Social Studies teachers in all schools. The evidence from this study has shown that due to the lack or shortage of instructional materials in Nigerian junior secondary schools, teaching materials are urgently required. This and other related studies found that the lack of adequate motivation for teachers and insufficient material resources gave students little opportunities for the acquisition of knowledge and the development of skills, values, and attitudes required to sustain and improve their way of life and actively participate in the development of the society. Inadequate resources confirm what some educators have argued that lack of resources influences teachers' decisions in the classrooms (Chapin & Messick, 2002). Consequently, Nigerian secondary teachers have not fully implemented the curriculum effectively because of serious shortages in resources (Onyeachu, 2008).

Although the main objectives of Social Studies is to promote good citizens and nation builders, the subject remains surrounded by a lack of

transparency, incoherence, and contradiction that further confound the problem (NCSS, 2009). As established in literature, the junior secondary school's Social Studies syllabus was too broad and ambiguous for junior secondary students (Kizlik, 2013; Abudu Kabir, 2013). These evidences indicate that the Social Studies curriculum used in Nigerian schools is too broad and difficult for some students to comprehend. In other words, there are too many topics to be covered within a short period that there is literally no time to integrate moral or societal values in the teaching and learning processes.

Teacher involvement in the curriculum development process is of great importance, "either in the definition of the problems or the presentation of concrete solutions in the form of programs of studies" (Ben- Peretz, 1980, p. 1). Non-involvement of teachers in curriculum planning and decision-making would lead to ineffective implementation and diminish teaching and learning processes (Nigeria Education Sector Diagnosis, 2005). However, the study by AbuduKabir, (2013) and other research like Adewuya (2013) and Onyeachu (2008) found that teachers who are crucial agents in interpreting and implementing the curriculum

were not involved in the curriculum development process in Nigeria. They opined that this may lead to teacher misconceptions and misinterpretation of the purpose of the subject. This could possibly be the reason why Onyeachu (2008) said that, “for the set objectives of secondary education to be achieved, teachers must be involved in decision-making and planning of curriculum” (p. 568) Similarly, Abudu Kabir (2013) and other related studies found that Social Studies was not included in the senior secondary school in Nigeria which hinders the subject’s ability to achieve its aims and objectives in learners. As Jekayinfa (1999) put it:

*on-involvement of the curriculum in senior level has not enhanced full realization of the objectives of Social Studies towards preparing the learners to be humane, rational, skillful in decision making, participating and responsible citizens in a world that is becoming complex and interdependent (p. 6).*

The inability to implement the curriculum in senior secondary schools according to Jekayinfa was due to some errors or omissions of some important aspects that distort the final document (1999). Therefore, to inculcate good moral values in students as well as instill skills and

knowledge to fight against the moral decay of our society, Social Studies should be included in our senior secondary school curriculum. Similarly, analysis of the curriculum also reveals that concepts on moral inculcation were not well-integrated. Such concepts included cooperation and conflict, civic rights and responsibilities, good relations, fundamental human rights, virtues, justice, conflict resolutions, cultural aspects, and individual roles and responsibilities in the society.

Thus, the high degree of social problems rampant among youths and teenagers in Nigeria calls for urgent review of our education system, particularly Social Studies to realize the primary aims and objectives for which the education is intended. Consequently, it is hoped that students at the end of the courses should be able to develop the right type of attitude and learn more about their society and embrace peaceful co-existence among the members of the society.

### **Challenges Encountered by Undergraduate Students in Keeping up with Social Norms and Values.**

Education is the medium by which an individual achieves success in his/her life, in the society and in the world, and it lays the foundation of

personality (Kumar, 2017). According to the Mauritian Ministry of Education and Human Resources (2014), the secondary school provides an education that enables the fulfilment of the four pillars of the Delors Report, namely learning to know, learning to do, learning to be, and learning to live together. It should also provide the undergraduate student with the necessary skills that allow him/her to adjust easily and smoothly to the rapid physical, emotional, mental and social changes (Garcia & Santiago, 2017). Indeed, the adolescence represents the period between 13 and 19 years old (Naganandini, 2017) when students manifest an identity crisis that may have an impact on their mental make-up and attitudes towards people and circumstances (Mutemeri & Gudyanga, 2008; Nealis, 2014).

Indeed, this critical phase of their life may also affect the quality of their relationships with educators, the principal, the school superintendent as well as with their school mates (Kumari & Kumar, 2017). In addition to the modification of their behaviour due to the transition phase of their life, undergraduate school students also change their behaviour on account of many other factors that are external. Dupper (2010) maintain that

students misbehave because there are mismatches between their needs and the socio-environmental factors that are within their immediate environment. Student misbehaviour is not only the naughty behaviour of the student but also the behaviour that disturbs the effective teaching and learning process (Ghazi, Gulap, Muhammad & Khan, 2013) and that interrupts the saner and safer school environment (Schleicher, 2015). They are factors that emerge from within the immediate environment of the adolescents. These factors are related to the external system, namely the school, peer pressure, the family, the community and the media. They are the social systems in which students are influenced by other people in their daily life (Marais & Meier, 2010).

### **The school**

The school is the place where adolescents spend most of their daily time, interacting and socializing with others. It is the natural social setting for them. However, it is also in this socio temporal space that the student behaviour is influenced. In fact, the characteristics of the school may impact on the ways in which the students behave with others. Panchoo (2016), Ugboko & Adediwura (2012), Ramharai, Curpen and Mariaye

(2012), Pascal (2015), Gutuza and Mapolisa (2015) and Edinyang (2017) found the following school features that encourage students to misbehave: overcrowded classroom; too much harsh discipline measures; student alienation; the feeling of disempowerment from the principal to deal with indiscipline; lack of effective leadership from the principal; inadequate supervision; absence of the teaching of social, creative, communication and interpersonal skills; lack of student voice and choice in their learning; the feeling of rejection by students; lack of care from friends, educators and the principal; lack of extracurricular activities and sport activities; the banning or controversial use of corporal punishment; and absence of academic support for students with academic and behaviour problems.

### **Peer Pressure**

Adolescents are more likely to give in to peer pressure and manifest unacceptable behaviour that may have a negative impact on themselves or on others (Gallani, 2015). Besides, Lukman and Kamadi (2014) argue that the peer group pressure influences what the adolescent values, knows, wears, eats and learns. Bezuidenhout (2013) maintains that adolescents display disruptive behaviour in groups, not individually. This is based on

the Social Learning Theory which posits that adolescents learn to display socially unacceptable behaviour when they interact with other people. Besides, growing adolescents take up their peers at school as their role models as their parents are no more considered as role models to them (Ndakwa, 2013; Esiri, 2016).

With peer pressure, students may be take drugs, alcohol, tobacco and weapons, bully other students who are not part of the group or who do not fit the group, and involved in illegal gang activities (Gitome, Katola & Nyabwari, 2013; Temitayo, Nayaya & Lukman, 2014). They also often break the school rules to show their disapproval of the school authority and to challenge it; therefore, they are mainly involved in antisocial behaviour (Johnson, 2012). In fact, according to Fosch, Frank and Dishion (2011), there are two processes that impact on the student behaviour: coercion and contagion. Coercion is an interpersonal exchange during which the student uses an aggressive behaviour to escape experiences he/she does not like; whereas, contagion is a process in which students mutually reinforce themselves through aggressive behaviour and sharing their mutual emotional patterns.

## **The Family**

Some characteristics of the family have an impact on the adolescent behaviour at school (Oloyede & Adesina, 2013). Child neglect and abuse by family members, exposure of the child to parental criminal activities and behaviour and acts of violence, the availability and use of dangerous weapons and drugs at home, divorce or remarriage of either parent are some of the family situations that negatively impact on the adolescent's behaviour (Adigeb & Mbua, 2015; Magwa & Ngara, 2014; Seegopaul, 2016). Adegboyega, Okesina & Jacob (2017) add that the attachment theory explains that parental attachment affects the behaviour of the student; indeed, when the parents and the child develop negative relationships and the educators and the child develop unhealthy relationships, then the child manifests a lack of positive behaviour.

## **Community**

The community in which the student lives may be socially disorganised. When there is poverty, low employment and education opportunities, gang activities, drug activities and crimes and the absence of cohesion among neighbours and community networking, the

community is dysfunctional (Peterson & Morgan, 2011; Gambo & Muktar, 2017). As a result, there is a divergence between the values of the family and the values of this disorganised community, and the school fails at synchronizing them. Such a situation causes the adolescents to lack social competence such as pro social behaviour and emotional regulation (Vijila, Thomas & Ponnusamy, 2013). Besides, they may have inadequate respect for the cultural and traditional norms and manifest a low self-esteem. Adolescents with low self-esteem cannot handle their emotions and behaviour; they are disoriented (Naganandini, 2017). So, it is obvious that student indiscipline in schools is a reflection of signs of disorders in the community which surround the school and the society at large (Ministry of Education and Human Resources, Tertiary Education and Scientific Research, 2015).

### **The Media**

Undergraduates are millennial and therefore their daily life at home, at school and even in their peer group is technology-driven. The new media dominate their lives (Council on Communications and Media, 2013). They are constantly involved in the “multi-tasking” process: they

attend to the lesson and they also send messages, chat on the social network and even view YouTube on their mobile phones at the same time (Miller, Berg, Cox, Carwile, Gerber, McGuire, Votteler & Williams (2011). Moreover, adolescents overconsume the social media, and they may suffer from behaviour risks such as bullying, click-forming, sexting, Facebook depression, anxiety, sever isolation, and self-destructive behaviours (O’Keeffe, Clarke-Pearson & Council on Communications and Media, 2011). Besides, video games play is associated with increased aggressive behaviour from adolescents (Holferth, 2010) and an overconsumption of media violence through video games and TV causes adolescents to become more verbally and relationally aggressive with other adolescents and they develop less prosocial behaviour (Gentile, Coyne & Walsh, 2011). Also, the mass media easily inculcate deviant behaviour and practices among adolescent students who develop a wrong image of sex, love and affection and a glorified picture of violence in society (Ngwokabuenui, 2015).

## **Summary of Reviewed Literature**

This study focused on the effectiveness of Social Studies education in ameliorating social vices among undergraduates in Faculty of Education, University of Benin. Social Studies is meant to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. From the literatures reviewed, there seem to be an increasing wave of social vices in Nigeria especially with undergraduates such as cultism, prostitution, examination malpractice, corruption, political thuggery, lack of respect for constituted authorities, armed robbery among others which is the sole reason for the introduction of Social Studies into the Nigerian school curriculum. However, the subject though taught at all level of education in Nigeria, undergraduates seem to be aware of the objectives of Social Studies, however, there is much that needs to be done so that undergraduates who are majorly youths can become better people and the nation a safe place for all.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the research methodology that was used in the study under the following sub-headings:

1. Research Design
2. Population of the Study
3. Sample and Sampling Technique
4. Instrumentation
5. Validity of the Instrument
6. Reliability of the Instrument
7. Method of data Collection
8. Method of Data Analysis

#### **Research Design**

This study is designed to find out the effectiveness of Social Studies education in ameliorating social vices amongst undergraduates in Faculty of Education, University of Benin. A descriptive Survey research

method is adopted to enable the researcher carry out systematic investigation and obtain information across population of the study. It is considered the most appropriate in enabling a researcher to study a population by collecting information from the respondents who are a representative sample of the entire group as they exist in their various communities

### **Population of the Study**

The population of the study comprises of eight thousand six hundred and fifteen (8615) students' from the eight (8) department of the faculty of Education, University of Benin.

S/N	DEPARTMENT	NUMBER OF STUDENTS
1	Curriculum and instructional technology (CIT)	1,504
2	Department of educational foundations(DEF)	1,865
3	Department of educational management (DEM)	1,764
4	Vocational and technical education (VTE)	935
5	Adult and non-formal education (ADT)	1,022
6	Human kinetics and sports education (HKS)	776
7	Environmental and health education (HSE)	510
8	EECP	292
	<b>Total</b>	<b>8,668</b>

## Sample and Sampling Technique

The sample consists of two hundred and forty (240) respondents which would be randomly selected through simple random techniques from the eight (8) department of the faculty of Education, University of Benin.

S/N	DEPARTMENT	Total Number of Students	SAMPLE
1	Curriculum and instructional technology (CIT)	1,504	30
2	Department of educational foundations(DEF)	1,865	30
3	Department of educational management (DEM)	1,764	30
4	Vocational and technical education (VTE)	935	30
5	Adult and non-formal education (ADT)	1,022	30
6	Human kinetics and sports education (HKS)	776	30
7	Environmental and health education (HSE)	510	30
8	EECP	290	30
	<b>Total</b>	<b>8,668</b>	<b>240</b>

## **Instrumentation**

The research instrument is a questionnaire designed by the researcher entitled “the effectiveness of social studies education in ameliorating social vices amongst undergraduates in Faculty of Education, University of Benin ". It is divided into two sections: Section A and B. Section A contains particulars of the respondents (demographic data) such as name of Faculty, level, age, gender, while Section B contains twenty items. The questions contained in the questionnaire revolves round the research questions raised in the chapter one of this study and the response obtained from the respondent will help to validate the research questions. The questionnaire is a modified likert-type scale with four options of strongly agrees, agree, strongly disagree and disagree

## **Validity of the Instrument**

In order to ascertain the validity of the instrument, the questionnaire designed by the researcher would be given to the supervisor and two lecturers in the Department of Curriculum and Instructional Technology (CIT) to scrutinize and for necessary corrections to ensure content as well

as face validity. Corrections made on the draft would be incorporated in the final draft.

### **Reliability of the Instrument**

The reliability of the instrument is established using split-half technique. The data would be correlated using Spearman Brown's Correction Formulae. The reliability coefficient is expected to be found at 0.75. This indicates that the instrument would be adequate for the study.

### **Method of data collection**

The questionnaire would be administered personally by the researcher to the respondent that was randomly selected from the sample students. The respondent would be assured of confidentiality and urged to answer the questions honestly in the best of their knowledge. Instructions would be given to the respondent on how to fill the questionnaire and the questionnaire would be collected the same day to avoid incident of loss.

## **Method of data Analysis**

The data collected will be properly organized and tabulated. The responses was statistically analysed with the use of simple percentage.

## CHAPTER FOUR

### PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

The purpose of this chapter is to report, illustrate and discuss the result of the research. It involves the presentation and analysis of the data generated in the course of the research. This analysis was made using frequency count and simple percentage. The presentation and analysis were also made in line with the research questions raised in chapter one. The results of this finding are also discussed.

#### SECTION A:

##### Demographic Data for the Students

##### Distribution of Respondents by Gender

Age (yrs.)	Frequency	Percent
Female	126	61.7
Male	114	38.5
<b>Total</b>	<b>240</b>	<b>100%</b>

*Source: Researcher's fieldwork, 2021*

### **Distribution of Respondent by Age**

<b>Level</b>	<b>Frequency</b>	<b>Percent</b>
15 – 18	21	8.8
19 – 21	56	23.3
22 – 24	129	53.8
25 above	34	14.2
<b>Total</b>	<b>240</b>	<b>100</b>

*Source: Researcher's fieldwork, 2021*

### **Distribution of Respondent by level**

<b>Level</b>	<b>Frequency</b>	<b>Percent</b>
100	60	26
200	56	23.3
300	31	12.9
400	93	38.8
<b>Total</b>	<b>240</b>	<b>100</b>

*Source: Researcher's fieldwork, 2021*

### Distribution of Respondent by Department

Level	Frequency	Percent
CIT	30	12.5
ADT	30	12.5
DEF	30	12.5
EECP	30	12.5
HSE	30	12.5
HKS	30	12.5
DEM	30	12.5
VTE	30	12.5
<b>Total</b>	<b>240</b>	<b>100</b>

*Source: Researcher's fieldwork, 2021*

#### SECTION B:

**Research Question 1:** To what extent has social studies curriculum content helped to ameliorate social vices among undergraduate students in Faculty of Education, University of Benin?

Table 5: The extent to which social studies curriculum content has helped to ameliorate social vices among undergraduate students in Faculty of Education, University of Benin

S/N	ITEM	Strongly Agree	Agree	Strongly Disagree	Disagree
1.	curriculum contents in social studies has helped to teach students about democratic values and morals	111 (46.3%)	63 (26.3%)	45 (18.8%)	21 (8.8%)
2.	curriculum contents in social studies has helped students to shun cultism	163 (67.9%)	61 (25.4%)	10 (4.2%)	6 (2.5%)
3.	curriculum contents in social studies has helped to reduce drug abuse among students	141 (58.8%)	57 (23.8%)	31 (12.9%)	11 (4.6%)
4.	Curriculum content in social studies has helped to curbed indecent dressing among undergraduate	129 (53.8%)	69 (28.8%)	33 (13.8%)	9 (3.8%)
5.	Curriculum content in social studies has helped to reduce rape and sex for grade on campus	112 (46.7%)	60 (26%)	35 (14.6%)	33 (13.8%)
	<b>TOTAL/%</b>	<b>657 (65.7%)</b>	<b>310 (31%)</b>	<b>154 (15.4%)</b>	<b>80 (8%)</b>

***Researcher Fieldwork 2021***

The Table above shows the extent to which social studies curriculum content has helped to ameliorate social vices among undergraduate students in Faculty of Education, University of Benin. In the first item on the table, 111(46.3%)

and 63(26.3%) of the respondents strongly agreed and agreed respectively that curriculum contents in social studies has helped to teach students about democratic values and morals, while 45(18.8%) and 21(8.8%) strongly disagreed and disagreed respectively. Similarly, 163(69.9%) and 61(25.4%) strongly agreed and agreed respectively that curriculum contents in social studies has helped students to shun cultism, but. 10 respondents representing (4.2%) and 6(2.5%) strongly disagreed and disagreed respectively Seeking opinion of the respondents on whether curriculum contents in social studies has helped to reduce drug abuse among students, 141 of the respondents representing 58.8% strongly agreed, 57 respondents representing 23.8% agreed, while 31(12.9%) and 11(4.6%) strongly disagreed and disagreed respectively. On the opinion of indecent dressing, 129 of the respondents representing 56.8% strongly agreed, 69 respondents representing 28.8% agreed, that Curriculum content in social studies has helped to curbed indecent dressing among undergraduate, while 33(13.8%) and 9(3.8%) strongly disagreed and disagreed respectively Lastly, 112 respondents representing 46.7% and 60(26%) agreed that Curriculum content in social studies has helped to reduce rape and sex for grade on campus, 15(7.5%) strongly disagreed, while 35(14.6%) strongly disagreed and 33(13.8%) disagree. The study therefore concludes that

curriculum content of social studies has helped to ameliorate social vices among undergraduate students in Faculty of Education.

**Research Question 2: What are the social ill prevalence among undergraduate students in faculty of Education, University of Benin?**

**Table 6:** Social ills prevalence among undergraduate students in faculty of Education, University of Benin.

S/N	ITEM	Strongly Agree	Agree	Strongly Disagree	Disagree
1.	Exam malpractice is a social norm in the faculty of education	137 (57.1%)	73 (30.4%)	20 (8.3%)	10 (4.2%)
2.	Drug abuse is a form of social ill among students in the faculty of education	139 (57.9%)	81 (33.8%)	13 (5.4%)	7 (2.9%)
3.	Stealing is a form of social ill among students in the faculty of education	126 (52.5%)	95 (39.6%)	12 (5%)	7 (2.9%)
4.	Cultism is a very common social ill in the faculty of education	112 (46.7%)	99 (41.3%)	23 (9.6%)	16 (6.7%)
5.	Political thuggery is a form of social ill among students in the faculty of education	142 (59.2%)	69 (28.8%)	16 (6.7%)	13 (5.4%)

***Researcher Fieldwork 2021***

The above Table shows the responses for social ill prevalence among undergraduate students in faculty of Education, University of Benin. The responses of 137 of the respondents representing 57.1% and 73(30.4%) strongly agreed and agreed respectively that Exam malpractice is a social norm in the

faculty of education, while 20(8.3%) and 10(4.2%) strongly disagree and disagree respectively

Similarly, 123 respondents representing 69.5% and 41(20.5%) agreed that Drug abuse is a form of social ill among students in the faculty of education, while 13(6.5%) strongly disagreed, and 7(3.5%) disagreed.

Also, 126 of the respondent representing 52.5% strongly agreed and 95 representing 39.6% established that stealing is a form of social ill among students in the faculty of education, while 12(5%) and 7(2.9%) strongly disagreed and disagreed respectively Correspondingly, 112 of the respondent representing 46.2% strongly agreed and 91 representing 41.3% agreed that Cultism is a very common social ill in the faculty of education, while 23(9.6%) and 16(6.7%) strongly disagreed and disagreed respectively

Finally, the respondents agreed that political thuggery is a form of social ill among students in the faculty of education, with 142 of the respondents representing (59.2%) strongly agreed, 69(28.8%) agreed, while 16 of the respondents representing (6.7%) strongly disagreed and 13(5.4%) disagreed. From the analysis of the table 6, the research from table 2 therefore concludes that social ills prevalence among undergraduate students in Faculty of Education are cultism, stealing, drug abuse, exam malpractice and thuggery.

**Research Question 3: What are problems militating against the achievement of social studies objectives in Nigeria?**

**Table 7:** Problems militating against the achievement of social studies objectives in Nigeria.

S/N	ITEM	Strongly Agree	Agree	Strongly Disagree	Disagree
1.	Incompetence among teachers	113 (47.1%)	49 (20.4%)	63 (26.3%)	15 (6.3%)
2.	Lack of in-service training for teachers to cope with emerging social ills in the society	98 (40.8%)	93 (38.8%)	44 (18.3%)	5 (2.1%)
3.	The time lag in introducing emerging social issues into the social studies curriculum content in schools	149 (62.1%)	84 (35%)	3 (1.3%)	2 (1%)
4.	The grate differences in what the students are taught in classrooms and what they find outside the classroom environment	149 (62.1%)	37 (15.4%)	47 (19.6%)	7 (2.9%)

***Researcher Fieldwork 2021***

The above Table shows response for problems militating against the achievement of social studies objectives in Nigeria. A cursory look at table 3 revealed that 113(47.1%) and 49(20.4%) strongly agreed and agreed respectively to the statement that incompetence among teachers is a problem militating against the achievement of social studies objectives in Nigeria, while 63 of the respondents representing 26.3% and strongly disagreed and 15(6.3%) disagreed respectively.

Similarly, 98 respondents representing 40.8% and 93(38.8%) revealed that lack of in-service training for teachers to cope with emerging social ills in the society is a problem militating against the achievement of social studies objectives in Nigeria, while 44(18.3%) and 5(2.1%) strongly disagreed and disagreed respectively. Also, the respondents agreed with the statement that the time lag in introducing emerging social issues into the social studies curriculum content in schools is a problem militating against the achievement of social studies objectives in Nigeria. This was evidenced by the respondents opinion which showed that 149 of the respondent representing (62.1%) and 84 representing (35%) strongly agree and agree respectively, while 3(1.3%) strongly disagreed and 2(1%) disagreed respectively. Finally, 149 respondents representing 62.1% and 37(15.4%) bare that the grate differences in what the students are taught in classrooms and what they find outside the classroom environment is a problem militating against the achievement of social studies objectives in Nigeria, while 47(19.6%) and 7(2.9%) strongly disagreed and disagreed respectively.

In the table 7, the study seeks to find out the problems militating against the achievement of Social Studies objectives in Nigeria. Based on the analysis in table 3, the study therefore concludes that problems militating against the achievement of Social Studies objectives in Nigeria are incompetence among teachers, lack of in-service training for teachers to cope with emerging social ills in the society, the time lag in introducing emerging social issues into the Social Studies curriculum content in schools and the grate differences in what the students are taught in classrooms and what they find outside the classroom environment.

**Research Question 4: What are the challenges encountered by undergraduate students in keeping up with social norms and values?**

**Table 8:** the challenges encountered by undergraduate students in keeping up with social norms and values

<b>S/N</b>	<b>ITEM</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>
1.	Peer influence is a major challenge faced by undergraduates students in keeping up with social norms and values	141 <b>(58.8%)</b>	65 <b>(27.1%)</b>	12 <b>(5%)</b>	22 <b>(9.2%)</b>
2.	Family background is a challenge faced by students in keeping up with social norms and values	96 <b>(40%)</b>	72 <b>(30%)</b>	69 <b>(28.8%)</b>	3 <b>(1.3%)</b>
3.	Unhealthy use of social media is a challenge faced by students in keeping up with social norms and values	142 <b>(59.2%)</b>	79 <b>(32.9%)</b>	12 <b>(5%)</b>	7 <b>(2.9%)</b>
4.	Difficulty in getting a good role model is a major challenge faced by students in faculty of education.	88 <b>(36.7%)</b>	93 <b>(38.8%)</b>	52 <b>(21.7%)</b>	7 <b>(2.9%)</b>
5.	Poverty is a challenge faced by students in keeping up with social norms and values	93 <b>(38.8%)</b>	67 <b>(27.9%)</b>	61 <b>(25.4%)</b>	19 <b>(7.9%)</b>
6.	Not melting out appropriate punishment to deviance in the past is a major challenge faced by undergraduates students in keeping up with social norms and values	123 <b>(51.7%)</b>	73 <b>(30.4%)</b>	14 <b>(5.8%)</b>	30 <b>(12.5%)</b>

*Researcher Fieldwork 2021*

The Table shows response for the challenges encountered by undergraduate students in keeping up with social norms and values. It reveals that 141(58.8%) and 65(27.1%) strongly agreed and agreed that peer influence is a major challenge faced by undergraduates students in keeping up with social norms and values. while 12 of the respondents representing 5% and 22(9.2%) strongly disagreed and disagreed respectively. From oral responses most of them believes it's still a form of stress.

Similarly, 96 respondents representing 40% and 72(30%) agreed that family background is a challenge faced by students in keeping up with social norms and values, 69(28.8%) strongly disagree, while 3(1.3%) disagreed.

Furthermore, 142 respondents representing 59.2% and 79(32.9%) agreed that unhealthy use of social media is a challenge faced by students in keeping up with social norms and values, 12(5%) strongly disagree, while 7(2.9%) disagreed. Most of respondents affirmed that difficulty in getting a good role model is a major challenge faced by students in faculty of education. This was evidenced by the respondents opinion which showed that 88 of the respondent representing (36.7%) and 93 representing (38.8%) strongly agreed and agreed respectively, while 52(21.7%) strongly disagreed and 7(2.9%) disagreed respectively. Similarly, 93 respondents representing 38.8% and 67(27.9%)

agreed that poverty is a challenge faced by students in keeping up with social norms and values, 61(25.4%) strongly disagree, while 19(7.9%) disagreed.

Finally, the respondents agreed with the statement that not meting out appropriate punishment to deviance in the past is a major challenge faced by undergraduates students in keeping up with social norms and values, with 123 of the respondents representing (51.7%) strongly agreed, 73(30.4%) agreed, while 14 of the respondents representing (5.8%) strongly disagreed and 30(12.5%) disagreed.

Based on the result in table 8, the study therefore concludes that the challenges encountered by undergraduate students in keeping up with social norms and values are peer pressure, family background, unhealthy use of social media, difficulty in getting a good role model and poverty.

### **Discussions of Findings**

The result of this study has been quite instructive, informative and revealing. Based on the analysis of data or information collected from the opinion of the respondents on: the effectiveness of social studies education in ameliorating social vices amongst undergraduates in Faculty of Education, University of Benin.

The analysis of research question one reveals that curriculum content of social studies has helped to ameliorate social vices among undergraduate students in Faculty of Education. Social studies education provides common orientation to the over one hundred and forty million Nigerians with almost about four hundred ethnic groups, with diversity of languages, customs and religions etc. to work together as compatriot for nation building. Based on this thought, Okam (2002) is of the view that Social Studies in Nigeria aimed at breaking the religious, linguistic and cultural barriers that keep apart the various groups that constitute the Nigerian society, so that nation building can be facilitated by concerted efforts of these divergent people of Nigerian polity.

The results of research question two shows that social ill prevalence among undergraduate students in faculty of Education cultism, stealing, drug abuse, exam malpractice and thuggery. Presently, there are vast numbers of social ills among undergraduates worldwide, including Nigeria. Undergraduates are facing similar social ills such as drug abuse, bullying, abortion, alcohol problems, free sex and others. In Nigeria, some predominant social issues include drug abuse, rape, robbery, cultism, vandalism and other immoral acts that are dangerous to the home, community, schools, and the nation. Some of these problems are related to one another. The act of smoking in some cases has

led to drug abuse such as marijuana, heroin, and morphine. Undergraduates' alcohol consumption and tobacco smoking enhance the risk of using other drugs. These activities may possibly lead to unintended sexual activities, which may cause unwanted pregnancies, abortion, and baby dumping among undergraduates.

The results of research question three shows that problems militating against the achievement of social studies objectives in Nigeria are Incompetence among teachers, lack of in-service training for teachers to cope with emerging social ills in the society, the time lag in introducing emerging social issues into the social studies curriculum content in schools and the grate differences in what the students are taught in classrooms and what they find outside the classroom environment. The available evidence points to the fact that lack of material resources hinders the successful implementation of the curriculum for both skills and values in students. To improve the quality of social studies and to inculcate moral values in the students through the curriculum, there should be adequate material resources for social studies teachers in all schools. The evidence from this study has shown that due to the lack or shortage of instructional materials in Nigerian junior secondary schools, teaching materials are urgently required. This and other related studies found

that the lack of adequate motivation for teachers and insufficient material resources gave students little opportunities for the acquisition of knowledge and the development of skills, values, and attitudes required to sustain and improve their way of life and actively participate in the development of the society.

Research question four revealed that the challenges encountered by undergraduate students in keeping up with social norms and values are peer pressure, family background, unhealthy use of social media, difficulty in getting a good role model and poverty. They are factors that emerge from within the immediate environment of the adolescents. These factors are related to the external system, namely the school, peer pressure, the family, the community and the media. They are the social systems in which students are influenced by other people in their daily life (Marais & Meier, 2010).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Summary**

The collection of data was carried out through the administration of questionnaire to two hundred and forty (240) students from the faculty of Education in the University of Benin. The data were interpreted and discussed using percentages and frequency table. The sampling technique used for the research is the stratified random.

The purpose of this research was to find the effectiveness of social studies education in ameliorating social vices amongst undergraduates in Faculty of Education, University of Benin. The sample for the study consists of 240 Education students were used as case study. The researcher made effort in analyzing extent to which social studies curriculum contents has helped in ameliorating social vices amongst undergraduates, social ills among undergraduates students, problems militating against the achievement of social studies objectives in Nigeria and challenges encountered by undergraduate students in keeping up with social norms and values. All of which have been discussed in details under the review of literature.

## **Conclusion**

It is hereby concluded that for successful implementation of the social studies curriculum and to realize its aims and objectives in Nigeria and as a genuine means of accomplishing the educational objective of instilling societal values, emphasis should be given to character and personality development, good virtues and conduct, and knowledge and skills that would sustain the individuals and the Nigerian society.

Again, if social studies should help students develop positive attitudes, ethics, values, and moral principles that will make them good and involved members of the society, the current social studies curriculum should be reviewed and emphasis should be laid on those subjects that will foster children's intellectual, ethical, and social development. Similarly, if the social studies curriculum is to be successfully implemented in our junior secondary schools as well as achieve the ultimate goal imbuing values in Nigerian society, both government and policy makers should create opportunities for teachers to participate in curriculum planning. Following the analysis of the data collected and finding made, the following summaries were drawn:

1. Curriculum content of social studies has helped to ameliorate social vices among undergraduate students in Faculty of Education.

2. Social ills prevalence among undergraduate students in Faculty of Education are cultism, stealing, drug abuse, exam malpractice and thuggery.
3. Problems militating against the achievement of social studies objectives in Nigeria are Incompetence among teachers, lack of in-service training for teachers to cope with emerging social ills in the society, the time lag in introducing emerging social issues into the social studies curriculum content in schools and the grate differences in what the students are taught in classrooms and what they find outside the classroom environment.
4. The challenges encountered by undergraduate students in keeping up with social norms and values are peer pressure, family background, unhealthy use of social media, difficulty in getting a good role model and poverty.

### **Recommendations**

Based on the conclusion drawn from the findings, the following recommendations are made:

1. Efforts should be made for seminars, forums, and workshops to familiarize teachers with the curriculum and to improve teacher competence and provide them with relevant materials.
2. Teachers and lecturers should be empowered and exposed to a variety of ways of improving their own knowledge and skills.
3. Finally, the government needs to compensate teachers by paying good salaries and allowances to facilitate teaching and learning and inculcate good morals in students, as is being done in other sectors of the economy.

### **Suggestion for further studies**

This study investigated the effectiveness of social studies education in ameliorating social vices amongst undergraduates in Faculty of Education, University of Benin, using 240 respondents. The future researcher may repeat this study by using larger population such as more than one University.

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**CURRICULUM AND INSTRUCTIONAL TECHNOLOGY (CIT)  
FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN, BENIN CITY.**

**QUESTIONNAIRE ON THE EFFECTIVENESS OF SOCIAL STUDIES  
EDUCATION IN AMELIORATING SOCIAL VICES AMONGST  
UNDERGRADUATES IN FACULTY OF EDUCATION, UNIVERSITY OF  
BENIN**

Dear Respondents,

This questionnaire is designed for academic purposes. It is structured to find the effectiveness of social studies education in ameliorating social vices amongst undergraduates in Faculty of Education, University of Benin. Your responses which are needed for research purposes only will be treated with high level of confidentiality.

Thank you.

**Section A**

**Instructions:** Please tick (√) where applicable.

1. Name of Department: \_\_\_\_\_
2. Gender: Male ( ) Female ( )
3. Age: 15 – 18 ( ) 19 – 21 ( ) 22 – 24 ( ) 25 above ( )
4. level: 100level ( ) 200level ( ) 300level ( ) 400level ( )

**Section B**

	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
	<b>To what extent has social studies curriculum content helped to ameliorate social vices among undergraduate students in Faculty of Education, University of Benin?</b>				
1.	curriculum contents in social studies has helped to teach students about democratic values and morals				
2.	curriculum contents in social studies has helped students to shun cultism				

3.	curriculum contents in social studies has helped to reduce drug abuse among students				
4.	Curriculum content in social studies has helped to curbed indecent dressing among undergraduate				
5.	Curriculum content in social studies has helped to reduce incidence of rape and sex for grade on campus				
	<b>What are the social ill prevalence among undergraduate students in faculty of Education, University of Benin</b>				
6.	Exam malpractice is a social norm in the faculty of education				
7.	Drug abuse is a form of social ill among students in the faculty of education				
8.	Stealing is a form of social ill among students in the faculty of education				
9.	Cultism is a very common social ill in the faculty of education				
10.	Political thuggery is a form of social ill among students in the faculty of education				

	<b>What are the problems militating against the achievement of the social studies objectives in Nigeria?</b>				
11.	Incompetence among teachers				
12.	Lack of in-service training for teachers to cope with emerging social ills in society				
13.	The time lag in introducing emerging social issues into the social studies curriculum content in schools				
14.	The great huge differences in what the student are taught in classrooms and what they find outside the classroom environment.				

	<b>What are the challenges encountered by undergraduate students in keeping up with social norms and values?</b>				
15.	Peer influence is a major challenge faced by undergraduates students in keeping up with social norms and values				
16.	Family background is a challenge faced by students in keeping up with social norms and values				
17.	Unhealthy use of social media is a challenge faced by students in keeping up with social norms and values				
18.	Difficulty in getting a good role model is a major challenge faced by students in faculty of education.				
19.	Poverty is a challenge faced by students in keeping up with social norms and values				
20.	Not metting out appropriate punishment to deviante in the past is a major challenge faced by undergraduates students in keeping up with social norms and values.				