

**THE PROBLEMS FACING THE TEACHING AND LEARNING OF SOCIAL
STUDIES IN JUNIOR SECONDARY SCHOOLS IN IJEBU ODE LOCAL
GOVERNMENT, OGUN STATE**

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CERTIFICATION

This is to certify that this study was carried out by **Balogun Ridwan Oladipupo** with Matriculation Number: 17032213005 of the School of Art and Social Sciences, Tai Solarin College of Education, Omu-Ijebu, Ogun State.

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DEDICATION

This project is dedicated to Almighty Allah, the all sufficient, all-knowing and the creator of all things for His guidance and protection over me right from the inception of my birth till date and forever more. I equally thank Allah [SWI] for His infinite mercies and abundant blessing toward me in seeing me through this course of study

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ABSTRACT

The UBE (universal basic education) is one of the laudable reforms in education in Nigeria, which is implemented through social studies instruction. This study investigated social studies teachers' capability for effective implementation of the UBE in junior secondary schools in Ijebu Ode local government area of Ogun State of Nigeria. The study is a survey which made use of 50 social studies teachers in junior secondary schools as the sample. Results from the study indicate that social studies teachers are not adequately aware of the objectives of UBE. In addition, teacher training institutions have not prepared social studies teachers sufficiently for the implementation of the UBE programme, their teaching does not inject appreciable creativity in the learner, and teachers do not use ICTs (information and communication technologies) in the discharge of instruction as they are not ICT-skilled. Teachers are not sufficiently exposed in their training to reforms in education, specifically the UBE and that the teaching of social studies is not functional in injecting practical skills and vocational training in the learner, which is the basic objective of UBE. Implications of thse study and recommendations are delineated.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Education is an aged-old concept that has existed since man inhabited the universe. It is a process of transmitting what is worthwhile from generation to generation. The primary purpose of education is to produce effective members of the society whose three 'Hs' – head, heart and hands have been well developed to enable them live as effective and acceptable human beings. An effective education should be one that prepares members of the society to be able to fulfill their personal needs and to perform their civil obligations. (Azikiwe, 2009). Education as an instrument of change seeks to change the environment through the thoughts of human beings and events in the environment. It is a process by which the individual is enabled to develop his knowledge, skills, values and attitudes both for his own benefit and for the benefit of the society. The process by which every society attempts to preserve and upgrade the accumulated knowledge, skills and attitudes in its cultural setting and heritage in order to foster continuously the well-being of mankind and guarantee its survival against the unpredictable at times hostile and destructible elements and forces of man and nature. (Okafor, 2000). Education can be considered as a major tool for the systematic and sustainable human and material development of nations. It is a priority sector in every well-meaning society. It can be considered as a process of acquiring knowledge, skills, attitudes, interests, abilities, competencies and the cultural norms of a society by transmitting it to the coming generations so as to enhance perpetual development of the society. To actualize the above mentioned educational benefits, curriculum is developed for every school subjects in various educational levels. Recognizing the role of teachers in the implementation of any educational policy, Ukeje in Ebiringa (2012) observed that education may unlock the door to modernization but it is the teacher who holds the key. It is the teacher who

determines what happens in the classrooms especially in the social study classroom. Successful implementation of any educational programme can only be assured through teachers who have acquired necessary competencies in terms of knowledge, skills, values and attitudes. Education is generally acknowledged as a vital tool for sustainable development. This position is clearly supported by the National Policy on Education (NPE) which perceives education as an “instrument per excellence for effecting national development in Nigeria. (Federal Republic of Nigeria, 2004). Thus, the propriety of Education as a vital tool for development is predicated on its relevance to the needs, problems and aspirations of human society. Indeed, throughout history, societies both developed and under developed, complex and non complex have used education as a relevant instrument for effecting desirable social, economic, political and technological changes. (Obanya, 2002). This trend no doubt has influenced the philosophy of education of many countries of the world including Nigeria. Naturally, the relevance of any school subject in the educational system is primarily based on its potentials in achieving the overall goals of education of that society. This is largely so because both the goals of education and those of the various school subjects are derived from the needs, problems and aspirations of the wider society. Social Studies is one of the core school subjects at the basic education level in Nigeria which is expected to contribute significantly to national development if effectively taught. (FRN, 2004). The origin of the teaching of social studies in form of three traditional subjects Economic, Geography and History separately could be said to be dated back to the early history of education in Nigeria. The knowledge being passed to Nigerian pupils under these three subjects was foreign and British oriented. The Nigerian child was being educated out of his/her immediate environment, out of his/her society and culture. The knowledge being gathered was totally irrelevant to the child in the Nigerian society. Social studies of those days could not inculcate in the Nigerian child an awareness of his/her local environment, national consciousness, national pride

among others, all of which are the basic objectives of the present day social studies. (Mezieobi, 2002). The National Council for the Social Studies (NCSS, 1994) an apex professional Body for the Social Studies education in United States of America (USA) defines Social Studies as the integrated study of the social sciences and humanities to promote civic competence. Okeke (2003) describes social studies as the study of an organized group of people living together in an area with developed ways of getting along with one another and the ways of serving as a group. Social studies is one of the Universal Basic Education (UBE) core school subject which can contribute to nation building efforts in Nigeria (Ezudu and Ezegebe 2005). They argued that social studies ensures acquisition of relevant body of knowledge which can develop in students positive values, attitude and skills. Supporting this assertion, Ezegebe and Nwaubani (2009), observed that social studies objectives are meant to achieve the national objectives in Nigeria. As an integrated holistic approach to learning, social studies offers effective citizenship training needed for national cohesion. According to the Federal Republic of Nigeria (FRN), (2004:10), the following objectives and goals are to be achieved for the nation through the study of social studies:

- The development of an understanding of the relationship between human beings and their environment in past and present.
- The development of an understanding of the interrelationships and effects of beliefs, values and behavioural patterns and the application of this knowledge to new situations.
- The development of the ability to examine one's own beliefs, values and behaviours and the relationship between them.
- The development of human relations, skills and attitudes that enable one to act in the interest of self and others.
- The development of positive self concept.

- The development of the competencies to acquire, organise, assess and present information of the purposes of problem solving and issue classification.

1.2. Statement of the Problem

Social studies deals with the realities of life, the society is dynamic, this means that the society is ever changing. One of the major problems facing social studies today is the inadequacy of the implementation of the social studies curriculum in junior secondary schools. This has led to incessant demand for textbooks by both social studies teachers and students, excessive dependence on textbooks for social studies instruction and fear as to whether the objectives of the social studies would be attained. In terms of the teaching methods and instructional materials, teachers often use lecture method in the classroom, thereby neglecting other methods of teaching like dramatization, role-playing, construction, creative activity, inquiry, discovery, simulation, expository, questioning method. Creative activities and learning experience develop not only the creative abilities of the learner but also their intellectual skills. It also arouses the interest of students, sustains their attention and motivation to learn. The lecture method is often in cognitive domain, thereby neglecting the other two domains which are very important in the implementation of social studies curriculum in junior secondary schools. The challenges facing the teaching and learning of social studies in junior secondary school has led to poor performance of students, with specific reference to the output of social studies in both internal and external examinations. In view of the importance or the roles that social studies play in Nigerian educational system and society, its curriculum deserves to be adequately implemented in terms of methods and instructional materials. Again, the performance of students in social studies examination is not encouraging, thus warranting the central problem, which this study seeks to address. What are the reasons for this? Could it be poor attitude to the subject, poor teaching methods, inadequacy of instructional materials and defective evaluation/ assessment?

1.3. Purpose of the Study

The main purpose of the study is to evaluate the problems facing the teaching and learning of social studies in junior secondary school in Ijebu Ode local government area of Ogun State.

Specifically this study seeks to determine;

1. Teachers' qualification.
2. Teaching methods effectiveness.
3. Availability of the instructional materials
4. Extent of utilizing student's activities.
5. Extent of teachers' coverage of syllabus.

1.4. Significance of the Study

The finding of this study will benefit teachers, students, other researchers, educational administrators, curriculum planners and the society. Theoretically, this study will be a vehicle for more knowledge since implementation which it promotes is the moving force of any plan without which a plan is only good intention. The findings of this study will establish the need if any, for retraining of teachers' through workshops and seminar to improve their knowledge of social studies, the strategies to use, the procedures and the skill need for good academic performance in social studies. It will help the teachers to make use of inquiry, discovery, problem solving, and individualized instructional method as methods of teaching while in the classrooms.

1.5 Scope of the Study

This study was restricted to evaluation of the problems facing the teaching and learning of social studies in junior secondary school in Ijebu Ode local government area of Ogun state. The study focused on teachers' qualification, teaching methods effectiveness, availability of the instructional

materials, extent of utilizing students' activities, extent of teachers' coverage of syllabus and problems of teaching social studies. The study was carried out in Ijebu Ode local government area.

1.6. Research Questions

The following research questions guided the study:

1. What are the qualifications of teachers that teach social studies in secondary schools?
2. What are the methods used by teachers to implement the social studies curriculum?
3. To what extent do teachers' qualification and subject of specialization determine their choice of instructional materials as stipulated in the curriculum?
4. To what extent do teachers utilize the students' activities as stipulated in the curriculum?
5. To what level do teachers' qualifications influence the coverage of the social studies syllabus?

1.7 Hypotheses

The following Null hypotheses were formulated to guide this study.

HO1: Teachers' qualification is not significant factor in the implementation of social studies curriculum.

HO2: Teachers' qualification is not a significant factor in the usage of instructional materials.

HO3: Teachers' qualification is not a significant factor in the coverage of the social studies syllabus.

1.8 Definition of terms

Social study- the study of an organized group of people living together in an area with developed ways of getting along with one another and the ways of serving as a group.

Education- the process which takes place at a learning center where one is giving knowledge and the other receives it.

Performance- that is adjudged by the examinee/testee and some other significant factor that shows as falling below an expected standard.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviewed research work and other literature relating to the topic of the study.

2.1. Theoretical and Conceptual Framework

2.1.1. History of Social Studies Education in Nigeria

The explosion of scientific and technological knowledge that characterized the end of the world wars have inspired educationists of the Western world to re-examine the nature of knowledge needed by man as a citizen of a free world (Ikwumelu, 1988). The devastating application of science and technology during the war years convinced educators that the individual needed, for his total development adjustment within the society, not only different forms of knowledge from different sources but also skills in maximizing knowledge assimilation, and process utilization (Ajayi, 1995). These call for a balanced curriculum that will endow the individual with Composite skills in understanding the modern world amidst the various conflicting social, political and economic pressures and demands. Such skills could not be acquired through the traditional specialization of the respective disciplines of the Social Sciences. It became necessary to synthesize the minimum elements of knowledge required by individuals in any life setting and to design alternative curricula that would establish the prospective minimum foundation for general and special knowledge to be taught to learners as might be desired for maximum social and intellectual development (Obeta (1996) in Enem, 2001). Social Studies was introduced into the curriculum of Nigeria Secondary Schools in the late 1960's (Akubue, 1993). Its introduction was a reflection of a general move towards curriculum innovation or renewal, which characterized the post-independence period of Nigeria history (Akude, 1993). One purpose of curriculum innovation of that period was to relate the school curriculum to our

national ideals. The first and, perhaps, only serious experiment at introducing Social Studies into our secondary school curriculum was championed by the staff of the Comprehensive High School, Aiyetoro, in the old Western Region, with the support of the Ford Foundation of the U.S.A. and the Comparative Education Study and Adaptation Centre (CESAC) (Enem, 2000). Series of conferences organized by these two bodies led to the publication of Social Studies for Nigerian Schools, Book 1 and 2 in 1968. Later on, CESAC published a series of Social Studies 1, 2 and 3 (Ikwurnelu, 1988). The 1968 National Curriculum Conference sought among other things to relate the Nigerian school curriculum to national needs. The curriculum reform efforts of the of the early 1970s resulted in the production of the Social Studies syllabuses for Nigerian Primary Schools and Teacher Training Colleges (TTC) (Enem, 2001).

2.1.2 Misconception of Social Studies

Many views have been expressed by teachers of Social Studies about the rationale, meaning and purpose of Social Studies in the new education system (Obeta, 1996). Some of the erroneous views of the subject are held by many teachers and educators. According to Ikwumelu (1988), one of *the* widely held misconceptions of Social Studies is that it is the Junior Secondary School students' equivalent of the Social Sciences. The view states that Junior Secondary School students are too young to study the subject or disciplines in the Social Sciences, such as Economics, Geography, Government, History and Sociology; as a result, these Social Science subjects have been watered down to the level that can be learned by JSS students in the name of Social Studies. In other words, the subject Social Studies is in fact, a reflection of the individual subjects making up the Social Sciences. The only differences are in the complexity of Language of expression and concepts and in the scope of both. The view is hardly tenable because there is no research evidence that shows that students in Junior Secondary School cannot study the Social Science disciplines even in rudimentary forms. In the earlier

educational system, the single subjects were studied right from Class One of the secondary school, and students were known to have passed many of the subjects very well even at that level (Kalu, 1984).

Furthermore, one of the foremost educationists of this century, Bruner(1960), stated that any subject can be taught to any child at any level in some intelligible way if the right conditions met. Another related misconception of Social Studies, according to Enem (2001), is an attempt at amalgamation of various subjects in the Social Sciences. According to this view, JSS students may really be able to understand the subjects making up the Social Sciences but the problem is the lack of time in the JSS Timetable to teach the entire Social Science subjects. If the disciplines such as History, Economics, Geography, Government, and Sociology must be allowed to exist as autonomous entity in the timetable, the said timetable will be overcrowded and there will be no time to teach each of the subjects thoroughly. As a result, it became necessary to bring together some aspects or topics from each of the school subjects and constitute them into one school subject called Social Studies. This view of Social Studies, therefore, describes the subject as an amalgamation of certain portions of the subjects making up the Social Sciences for the purpose of touching on each of the composite subjects within the limited time available Ikwumelu (1988). The third misconception of Social Studies, according to Kalu (1984), is that it is a synonym for Social Sciences. This view regards Social Studies as interchangeable with Social Sciences. Advocates of this view see no difference between the two terms and concepts; perhaps, the fact that one is used at the Junior Secondary School level, while the other is more often used at tertiary institutions. Thus, Becker and Cornette (1972) state that Social Studies have been largely determined by the status of the Social Sciences as they have developed. They therefore refer to both terms as "Social Studies" or "Social Sciences" (Mkpa, 2001). Social Studies is one of the most important subjects in the JSS curriculum, it is also one of the most misconceived. This situation is very dangerous for the future of the subject and the intellectual

development of the students. In the light of this, there is the need to correct the misconceptions, which people have about the subject. There is, at the moment, no single universally accepted definition of Social Studies and it is not likely that there will ever be on such definition. Similarly, the subject matter of Social Studies does not at present enjoy the same uniformity of subjects as is enjoyed, for instance, by such subjects as Mathematics, Physics or Chemistry, to mention a few. This is because Social Studies varies in objectives from time to time and from place to place depending on the needs, aspirations and desires of a people. The following reasons, according to Ogunsanya (1984), may therefore be regarded as accounting for these differences in the definition, scope and objectives of Social Studies:

- Social Studies is primarily culture-bound. This means that the most of its curriculum content is derived from different cultures which change from time to time. The various cultures of the world are of different levels of development and this, of course, influences the differences in Social Studies objectives. The scope of Social Studies as earlier observed, varies from one country to another. While it is called cultural studies in some nations, in others it is named environmental studies or environmental education.
- The nature of man, take major focus of attention in Social Studies, also keeps on changing. These changes are brought about by the rapid developments in world civilization, coupled with urban problems, which frequently alter the needs, wish, and aspirations of man.

All these differences in the definition of Social Studies are however inherited partly from the various disciplines which form the basis of the subject partly from different foci of the definitions themselves.

Okwo (1995) stated that Social Studies is the study of man's interaction with his environment in the physical, historical, economic, political, cultural, technological and social domains and the interplay of

forces in these domains and its effect on one another and the humankind. It is the study of the interactions in the social system.

Social Studies has its own distinct objectives, approaches and methods. For example, Social Studies give great importance to the values, beliefs, and attitudes of people, much more than is provided by traditional History and Geography teaching. It focuses on people's present activities and their interaction with one another. Where it concerns itself with the physical environment, it examines how people affect and are in turn, affected by their environment. The other traditional subjects contribute ideas and methods of investigation to Social Studies. However, such ideas are properly integrated and adopted for use in this relatively new field of study. In teaching Social Studies, several methods have been adopted in recent times. These methods emphasize pupil's participation, discussion, group work, dramatization and other techniques involving discovery, experiment and inquiry. Despite the availability of these methods, the success of the teacher in Social Studies depends largely on personal attitudes and qualities, a willingness to keep abreast of events happening locally, nationally and worldwide, and a readiness to use relevant resource materials Enem, (2002).

2.1.3 Major Contents of Social Studies Education

Social Studies is one very vital core subject in the curriculum of the Junior Secondary School (Kalu, 1984). Traditionally, what is now Social Studies used to comprise History, Geography, Civics, Economics, each taught as a single subject (Onuekwulu, 2001). It is expected that Social Studies would be an instrument for cementing the unity of the nation, for introducing learners to the heritage of their fatherland, for integrating students into the culture of the land, for exposing learners to the essential cognitive and effective learning that will transform Nigerian children into well-disciplined, patriotic and social well adjusted individuals, if the subject is properly taught (Mkpa, 1987). Social Studies concern the individual in the society (Obeta, 1996). It stresses those values, which we should

live by as Nigerians quest for a most orderly, peaceful and productive society. According to Kalu (1984), it teaches how man exists and ought to exist in his social and physical environment. It teaches us to strive towards how material goals and aspirations, notably, national unity. It attempts also to infuse into our young learner such national values and ideas as nationalism, Patriotism, cooperation, tolerance, honesty, integrity and responsibility. Our cultural practices found to be effective in cementing and consolidating our individual and collective ideas are also highlighted and stressed in Social Studies (Mkpa, 1986). Social Studies is the study of man and his environment Akern, 2001). The content of Social Studies introduces man to his physical and social environment. The physical environment focuses on physical features and the influence of the physical features on the life of man in urban and rural areas (Oha 1996). Such physical elements as climate or weather, natural resources are also covered by the syllabus of Social Studies, while the social environment focuses on social organizations such as the family, marriage, social norms, culture and community relationship (Enem, 2000).

In addition to the study of man in his social and physical environment, Social Studies teach man's interaction with science and technology. Social Studies, therefore is a goal oriented education that is geared towards sensitizing young people to solve socio-cultural and economic problems towards national development (Nwoji Okeke, 2001). According to Okobia (1984), Social Studies means human relationship aimed at producing citizens with skills, competencies, moral values and reasoned judgment to effectively live, interact, integrate and contribute positively to the economic, social, political and cultural development of the Nigerian society.

2.1.4 Concepts of instructional Materials

Instructional materials refer to a great variety of resources, which the teacher can use to illustrate the points he wishes to emphasize in his teaching to make his lesson vivid and more

interesting (Eze, 1998). According to Kunle and Akanbi (1988), in Eze and Iloh (1999) instructional materials are information carriers designed specially to fulfill objectives in a teaching-learning situation. Similarly, Njoh (2000) defined instructional materials as any human and material resources used by the teacher to promote greater understanding of learning experience. These resources serve as information carriers designed specifically to fulfill objectives in teaching-learning situation. They are used to complement the teacher's effort in the classroom. They vary from very simple and inexpensive ones, such as the chalkboard, flat pictures, diagram, illustration and maps to more complicated ones like the television, movie projectors, slides and films strip projectors. Okeke (1998) noted that films and video tapes can be used effectively in teaching some Social Studies topics like the social and political life of the Eskimos in the Tundra Region, Apartheid, conflict and occupations of others. Stressing on the importance of instructional materials in the study of Social Studies, Onochie (1971) noted that Social Studies requires plenty of teaching aids without which the subject cannot be taught effectively. This shows that teaching aids actually stimulate interest and motivate learning. They help to develop keen observation, which is needed in arts and quite indispensable in science and technology. Still on the importance of instructional materials, Groove and Newell (1974) stated that no study of Social Studies can be complete which ignores instructional materials, for Social Studies is the study of man and his physical environment and not the study of books alone.

According to Moneme (1986), teachers' main problem then, becomes how to impart knowledge to the students so that they will understand and comprehend it. Therefore, the duty of the teachers is to resort to ways of imparting the knowledge to the students through mediated instruction. From the above statement, we know that the success of a teacher depends on his ability to use instructional materials. Researches so far made on teaching-learning communication, understanding and retention of what is taught point at the very fact that usage of instructional materials is the bedrock of education

success. This was the view of Sanders (1974) when he observed that "you remember 10% of what you hear (what I hear I forget): you remember 50% of what you hear and do (what I see I remember): you remember 90% of what you hear, see and do (what I do I know)". Teaching-learning process typically includes the use of instructional materials. Information as to just how much teachers and curricula depend on instructional materials in Nigerian classroom is scanty. Little is known about how teachers go about selecting materials for their classroom instructions. This may seem a very simple question but educators are faced with an increasing difficult challenge of sifting and matching instructional materials to the need and capabilities of the learners they seek to serve. It is not welcome news however, that some teachers lack the resourcefulness needed for adequate usage of instructional material as observed by Mkpa (1987).

Many teachers *are* very reluctant to use any form of teaching aids in their teaching. Many of them used teaching aids last at the time they were being examined or supervised for certification. Now that such supervision is not often done, they do not bother to use the aids any more.

Some factors, according to Mkpa which include laziness on the part of the teachers, ignorance *of* the dividends of effective utilization of aids or unwillingness to put in effort to enhance their professional competence, constrain teachers' use of instructional materials.

Bassey (1987) discovered that some teachers find it hard to use instructional materials. May be because of Lack of interest, resourcefulness or inadequate training on how to use materials, these teachers teach without materials. Some factors that must be considered in the selection of instructional materials according to Onyejernezi (1984) are as follows:

1. Relevance of instructional materials to objectives.
2. The target population for whom the materials are to be used.

3. The degree of satisfaction derived by children in using the materials.
4. The flexibility in and easiness of using the materials and the cost of the materials in relation to the effectiveness.

She also noted the following as the educational values accruing from the usage of instructional materials.

1. They supply a concrete basis for conceptual thinking and reduce meaningless word responses of pupils.
2. They make learning more permanent
3. They have a high degree of interest for pupils.
4. They offer a reality of experience, which stimulates self-activity on the part of pupils.
5. They develop a continuity of thought; this is especially true of motion pictures.
6. They contribute to growth of meaning and hence to vocabulary development
7. They provide experience not easily obtained through other materials, and contribute to the efficiency, depth and variety of learning.

Speaking at the opening of the Sokoto State Festival of Instructional Materials, Bunza (1985) noted that while there were now textbooks and other instructional materials produced by Nigerians, a lot needs to be done. He further appealed to teachers and educationists, in the State to see the festival as a challenge to their creativity, which he said would mark the beginning of concerted efforts to produce and use local instructional materials in teaching. On the importance and advantage of improvisation and on using locally made instructional materials in teaching learning process, STAN (1975) noted that homemade materials are very important and have several advantages. They are cheap and effective. They help to make social studies real and concrete. Concerning benefits got from improvisation of instructional materials, Nnolim (1988) stated that there are numerous benefits derived

when teachers involve themselves and the learner in the improvisation of their own instructional and learning materials, The use of five senses thus sight, touch, taste, smell and hearing have much role to play in human leaning. Without proper application of these senses, teachers can scarcely achieve the specific objectives of their lessons.

Onwuegbuna (1995) stated that instructional materials could be referred to as "teaching aids" since it directs the attention of the learner faster to the said or intended knowledge and concepts. To Farrant (1964), instructional materials are aids to learning rather than aids to teaching. However, Erikson (1972) further conceives them as those teaching aids, some red, some graphic. He further maintains that instructional materials are for teaching and learning, pointing out that in recent past, that we have become more aware of the principles that underline the communication process, which validate the use of aural and visual materials in teaching and learning.

According to Taylor (1991), neither the teacher's pastoral nor his tutorial functions can be replaced. The most austere approach is to employ a chalkboard and book. A teacher in action is not just function of words. For this sense of activity to be possible, the things that the child is learning from must be there when he needs them. They must have some measure of performance whether contrived or natural, they must provide a collection of physically existing, stable objects from which the child can learn. In the words of Watson (1 995) in Eze and Iloh (1999) visual aids are particularly important in West Africa where many of the textbooks assume a knowledge of certain things which are not part of the students' own experience.

Material resources are categorized into projected and non-projected materials. Projected materials are apparatus for projecting photographic images, films, and slides etc. on the screen, Non-projected materials cannot be projected. Such examples are chalkboard, textbook, radio, tape

recorders, pictures, posters, cartoon, charts, wall charts, flash cards, periodicals, reference books, fiction and non-fiction.

In some textbooks, teaching resources are broadly categorized into three main groups namely:

- Visual Aids: These are resources that relate to the sense of sight which make a lasting impression on the learner. They include charts, maps boards, pictures, etc.
- Audio Aids: These relate more to the sense of hearing. Examples are radio, tape recorders, and human voice.
- Audio-visual Aids: These aids are combination of the external senses especially seeing, and hearing. They include television, and cinema. All these aids help to sustain attention, retention of information or concept and serve as reference materials.

Kieffer (1965) further explained that the value or the success of these teaching aids for effective teaching and learning of Social Studies depend largely on the techniques the teacher employed in using them. Adugbo (1980) observed that in order to retain the learner's interest as well as for effective communication of knowledge, the use of audio-visual aids is indispensable in teaching Social Studies, This is because children learn from what they see, hear or do. On account of this, a Social Studies teacher uses films, pictures, photographs, maps or diagrams. But the resourceful ones may use tapes or records when a religious hymn is needed as an aid to teaching and learning. More so, field trip to ethnic group show helps the learner to understand the lesson more. A devoted teacher improvises drawings and paintings for her lesson if the ready-made aids are not available. As a general rule, audio visual aids are used by good Social Studies teachers to drive their lessons home to their learners.

Stressing further on the importance of teaching resources, Olarten (1984) stated that written or spoken words are very useful in most learning situations but there are concepts which the teacher can

transmit more effectively using teaching materials. He added that properly used materials will therefore help to clarify concepts, stimulate interest, promote better understanding of the lesson, as well as add variety to teaching methods.

Teaching aids as stated by Ajayi (1980) help the teacher to take the world into the classroom, thus making remote and abstract ideas concrete and immediate to the experience of pupils. When audio-visual materials are properly used pupils become greatly involved in their lesson and there is likelihood that they will become innovative.

Instructional materials play a role in the teaching and learning process. For instance Okwu (1995) and Mkpa (1996) agreed that the objectives of Social Studies may not be attained without the availability and use of adequate instructional materials. Akubue (1993) posited that with the use of instructional materials in a Social Studies lesson, a teacher will be able to give students the chance to learn through their senses of hearing, smelling tasting, seeing and feeling.

Stressing the need for instructional materials, Mkpa (1986) observed that children at the Junior Secondary School level are often young learners who require being stimulated to Learn through a variety of instructional materials. They are to be taught using audio, visual and audio-visual aids. Ikwumelu (1988) grouped Social Studies instructional materials into two major categories namely, the reading and non reading materials. The non-reading materials include pictures, maps, globes, field trips, recording, films, filmstrips and all types of community resources such as institutions, business and industrial films and resource persons. Njoku (2000) identified three types of instructional materials for effective Social Studies instruction. These are graphic materials, audio-visuals and community resources.

Mass media can contribute to the success of Social Studies courses In at least two ways:

- (a) They make up part of the contents of Social Studies curriculum.

- (b) They can be vehicles for teaching much of the contents of History and the Social Sciences, particularly those skills necessary for determining and interpreting facts.

Even Social Studies classroom should be well stocked with newspapers and magazines. The collection should include both local and national dailies as well as consumer or general magazines and specialized magazines. These newspapers and magazines should be the basis of lesson that discuss current affairs and opinions of people on various issues ranging from politics, law, education, industry, medicine, business to advertisements and obituary notices. The stories advertisement, articles and cartoons, which are relevant to classroom lessons for Social Studies can be cut out and filed or placed on bulletin board for use during Social Studies instruction.

There exist at least four types of television programmes suitable for use in Social Studies courses. They are:

- (a) Standard commercial courses
- (b) Special events such as party conventions and Presidential inauguration ceremonies
- (c) General, cultural, educational, information and enrichment programme and
- (d) Instructional programmes designed for classroom.

2.1.5. Methods of Teaching Social Studies

Akubue (1992) maintained that teaching method can be described as a procedure or a set of procedure for utilizing resources and providing opportunities for students to encounter the content. Some of the possible procedure for teaching and learning of Social Studies include authoritarian method, lecture method, storytelling or narrative method, tutorial method, discussion method, project method, and dramatization, quiz method essay method, inductive and contrast method etc.

Authoritarian Method: Some people term this approach dogmatic method. In this method, the teacher tells the learner the truth he must believe as he understands

2.2 Appraisal of literature review

The origin of science and technology at the end of the world war had impact on education in the western world. It help them to discover the type of knowledge they needed. That individual in the society needed an education that will enable them to understand and fit in the environment, social studies was incorporated into the curriculum of Nigeria secondary school in the late 1960s. the idea was to incorporate the national ideas into curriculum. The change in the curriculum was possible due to the effort made by the comparative education study and adaptation center (CESAC), at the University of Lagos and the Staff of the Comprehensive high school, Ayetoro In the old western region. Social Studies is one of the core subject taught among other subjects in the junior Secondary Schools in Nigeria. People regard this subject (Social Studies) as a Junior Secondary School equivalent of the social Sciences. this is with the view that Junior Secondary Students are too young to study Social Sciences such as Economics, Government, history etc. and as result, they are brought down to the level that is learn-able at junior Secondary school, in the name of Social Studies. Another related misconception of Social study by some people is that, it is an amalgamation of various subjects in Social science. Various Social Sciences that make up Social Studies can be learned at Secondary School level but the problem is lack of time to fix them individually. Secondary School level but the problem is lack of time to fix them individually in the Junior Secondary School timetable. As a result, some topics from each Social subject were brought together into one school subject called Social Studies.

Social Studies do not enjoy the same uniformity of objectives as is enjoyed, for instance, by such subjects as History and Government. This is because, Social Studies varies in objectives from time to time and from place to place depending on the needs, aspirations and desires of a people. Taking all these into consideration, one can describe Social Studies as a discipline which tries to emphasize

objectively those personal and societal values which are either colored with prejudice or ignored by many other subjects on the school timetable. It is also the study of man in relation to his physical and social environments. From the work already reviewed, much work has been done on the nature of the instructional materials to be used in teaching Social Studies. The importance of teaching resources was discussed. The importance of adequate and relevant visual aids has been recognized as means of motivation and revitalizing teaching and learning. It is good to utilize the available essential materials effectively in order to facilitate learning. This implies that the success of those materials depends on the technique employed in using them. Therefore, if the teacher is not adequately trained to be creative, Social Studies will not be an interesting subject.

CHAPTER THREE

METHODOLOGY

This chapter described the Research design, target Population, Sample and sampling technique, Instrument for data collection, validity of instrument, reliability of instrument, Method of data collection and, Method of data analysis.

3.1 Research Design

This research adopted a descriptive survey design in investigating the challenges facing the teaching and learning of social studies in junior secondary school in Ijebu-Ode local government area of Ogun state. The study was descriptive because it didn't not involve the manipulation of any variable as done in experimental research.

3.2 Target Population

The target population for the study comprised of Social Studies teachers in the secondary schools in Ijebu Ode local government area of Ogun state.

3.3 Sample and Sampling Technique

A combination of stratified and simple random sampling technique was adopted for selecting schools for this study. The stratification was done along school location. This approach is considered necessary for comparability of results as well as for policy intervention. The simple random sampling technique was adopted to give every school an equal chance of being selected.

3.4 Instrument for Data Collection

The instrument used for data collection of this study was researcher designed questionnaire. The questionnaire code named "challenges facing teaching and learning of social studies" [CFTLSOS] was divided into two sections. Section "A" contained personal and desirable

demographic data, while section “B” contained questions relating to the utilization of instructional materials for Social Studies instruction.

3.5 Validity of the Instrument

The draft questionnaire was given to the project supervisor for initial review and suggestions. After, it was given to other experts in the department for perusal, to establish whether the instrument can be used for the intended study.

The draft questionnaire will be given to the project supervisor for initial review and suggestions. After, it will be given to other experts in the department for perusal, to establish whether the instrument can be used for the intended study.

3.6 Reliability of the instrument

The instrument after validation by the experts was given to another set of social studies teachers in selected schools in another local government area. A time lag of two weeks was allowed after the questionnaires were collected. The responses were compared using Cronbach Alpha procedure.

3.7 Method of Data Collection

A letter of introduction will be collected from the school of education to the various schools to be used for the study. The questionnaire was administered to the teachers by the researcher, with the assistance of two trained field assistants. At the end, all the completed questionnaire was returned through the assistance of the field assistants.

3.8 Method of Data Analysis

In the treatment of the data collected, appropriate tables and statistical techniques was use to analyze and present the result of this study. Basic statistical parameters such as: percentages and

mean, was used to deduce patterns and relationships. The arithmetic mean was used to answer research question.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

This chapter deals with data analysis and presentation of results. The data were presented in tables according to the research questions and hypotheses that guided the study.

4.1 Presentation of Results

Research Question 1: What are the qualifications of teachers that teach social studies in secondary schools?

Table 1: The qualifications of teachers and subject of specialization of teachers' who teach social studies curriculum.

S/N	Qualification	Area of specialization	No
1	NCE	Social Studies	21
2	B.Sc. [Edu]	Social Science	12
3	B.Sc.	Social Studies	10
4	M.Ed.	Social Studies	8

Analysis of data in table 1 show that NCE social studies teachers are 21, B.Sc.[Edu] are 12, B.Sc. are 10 while M. Ed are 8.

Research Question 2: What are the methods used by teachers to implement the social studies curriculum?

Table 2: Mean and standard deviation on teachers' response on the methods they use.

S/n	Item Statement	Mean	Std. dev	Decision
1	Lecture method	3.37	0.93	Agree
2	Discussion method	3.62	0.49	Agree

3	Problem solving method	3.12	0.93	Agree
4	Discovery method	3.25	0.66	Agree
5	Inquiry method	3.62	0.48	Agree
6	Expository method	2.87	0.93	Agree
7	Teachers dictate notes to students	2.37	1.11	Disagree
8	Text book reading by students	3.50	0.71	Agree

Table 2: Reveals that discussion method, problem solving method, discovery method inquiry method, all scored above 2.5 bench mark, it implies that those items represent the various methods used by teachers to implement the social studies curriculum. A standard deviation of 0.93 for expository method shows that there was a large variation in the responses of teachers to that item.

Research Question 3: To what extent do teachers' qualification and subject of specialization determine their choice of instructional materials as stipulated in the curriculum.

From my observation of teachers in real life classroom setting, it was observed that teachers with NCE Social Studies, B.Sc [Edu] Social Studies, M.Ed Social Studies make use of Cartoons and comics, Maps, Atlases, Construction of models, Globe, Posters and Bill boards. These teachers make use of these instructional materials to a very high extent, while teachers with B.Sc Social Science make minimal use of instructional materials. Even when interviewing some of them during the observation in the classroom, two teachers acknowledged that they do not want to teach, that they are just marking their time until they get some other tangible things to do.

Research Question 4: To what extent do teachers' qualification influence the coverage of social studies syllabus?

From my observation in real life classroom setting, it was found out from teachers' lesson notes, students notes, continuous assessment and series of the students class work that teachers with NCE

Social Studies, B.Sc. [Edu] Social Studies, B.Sc. Social Studies, and M.Ed Social Studies teachers coverage of the social studies syllabus is high. When the teachers' lesson notes, students notes and the syllabus drawn from the social studies curriculum were compared, it was found out that teachers with B.Sc Social Science coverage is minimal while that of NCE, B.Sc [Edu] and M.Ed Social Studies is of a high extent.

Hypothesis 1: Teachers' qualification is not significant factor in the implementation of social studies curriculum.

Table 6: One-way Analysis of Variance on the influence of teachers' qualification on the implementation of social studies curriculum.

	Sum of squares	Df	Mean square	F	Sig
Between groups	3.158	3	1.053	9.315	.000
Within groups	56.61	97	.011		

Table 7 shows that the probability associated with the calculated value of F (9.315) for the influence of teachers' qualification on the implementation of social studies curriculum is 0.000. Since the probability value of 0.000 is less than 0.05 level of significance, the null hypothesis is rejected. Hence, teachers' qualification is a significant factor in the implementation of social studies curriculum.

Hypothesis 2: Teachers' qualification is not significant factor in the usage of instructional materials.

Table 8: One-way Analysis of variance of the influence of teachers' qualification on the usage of instructional materials for teaching of social studies.

	Sum of squares	Df	Mean square	F	Sig
Between groups	4.952	3	1.651	6.012	.000
Within groups	136.183	97	.275		

The analysis of data in table 8 reveal that the calculated value of F (6.012) on the influence of teachers' qualification on the usage of instructional materials has a probability value of 0.000. Since this probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis is rejected. Thus, teachers' qualification is a significant factor in the usage of instructional materials.

Table 9
Showing Teachers responses

S/N	QUESTION	SA		A		D		SD		TOTAL
		F	%	F	%	F	%	F	%	%
1	Lack of social studies text book affect the learner of social studies	26	52%	10	20%	9	18%	5	10%	100%
2	Lack of good environment affect the learner of social studies	25	50%	13	26%	8	16%	4	8%	100%
3	Lack of qualify teacher can affect the learner of social studies	22	44%	13	26%	6	12%	9	18%	100%
4	Teachers inadequate awareness of the objectives of UBE constitute a gap in the effective implementation of social studies content to reflect the objectives of UBE	20	40%	11	20%	10	20%	10	20%	100%
5	ICTs as the internet, computer, and Websites for (journals, periodicals, magazines and books) are available in schools for use.	2	4%	3	6%	15	30%	30	60%	100%
6	Conferences, seminars, workshops, and enrichment of social studies teacher's education curricula would further expose	25	50%	25	50%	Nil	Nil	Nil	Nil	100%

	teachers to the objectives of UBE.									
7	The poor foundation of students in primary school poses problem in learning social studies	25	50%	5	10%	10	20%	10	20%	100%
8	Lack of hard work on the part of students result in difficulty in understanding social studies	30	60%	10	20%	7	14%	3	6%	100%
9	Lack of instructional aids makes teaching of social studies difficult	20	40%	20	40%	5	10%	5	10%	100%
10	There is inadequate social studies Teachers in term of number and quality	25	50%	5	10%	5	10%	15	30%	100%
11	Parents inability to buy social studies text books for their children	10	20%	10	20%	5	10%	25	50%	100%
12	The poor foundation of students from home poses problem in learning social studies.	16	32%	8	16%	14	28%	12	24%	100%
13	Lack of parent education affect student performance in social studies.	8	16%	3	6%	4	8%	35	70%	100%
14	The necessary facilities needed in a home to encourage social studies learning is not available by parent	12	24%	7	14%	11	22%	20	40%	100%
15	Parents who are educated guide their children in school assignments and home work in integrated social studies.	22	44%	8	16%	8	16%	13	26%	100%

From the table above, it shows that out of the respondents 52% of the respondents strongly agreed that Lack of social studies text book affect the learner of social studies while 20% agree, 18% disagree and 10% strongly disagree. Out of 100 respondents 50% strongly agreed that Lack of good environment affect the learner of social studies while 13% respondents agree, 16% respondents disagree and 8% respondent strongly disagree. 44% strongly agree that Lack of qualify teacher can affect the learner of social studies while 26% respondents agree, 12 respondents strongly disagree and 18 respondent disagree. 40% strongly agree that Teachers inadequate awareness of the objectives of UBE constitute a gap in the effective implementation of social studies content to reflect the objectives of UBE while 20% respondents agree, 10% respondent disagree and 20% strongly disagree. 4% strongly agree, 6% agree, 30% disagree while 60 strongly disagree that ICTs as the internet, computer, and Websites for (journals, periodicals, magazines and books) are available in schools for use. 50% strongly agree, 50% agree, 0% disagree while 0% strongly disagree that Conferences, seminars, workshops, and enrichment of social studies teacher's education curricula would further expose teachers to the objectives of UBE. 50% strongly agree, 10% agree, 20% disagree while 20% strongly disagree that The poor foundation of students in primary school poses problem in learning social studies. 60% strongly agree, 20% agree, 14% disagree while 6% strongly disagree that Lack of hard work on the part of students result in difficulty in understanding social studies. 40% strongly agree, 40% agree, 10% disagree while 10% strongly disagree that Lack of instructional aids makes teaching of social studies difficult. 50% strongly agree, 10% agree, 10% disagree while 30% strongly disagree that There is inadequate social studies Teachers in term of number and quality. 21% strongly agree, 19% agree, 10% disagree while 50% strongly disagree that Parents inability to buy social studies text books for their children. 32% strongly agree, 16% agree, 28% disagree while 24% strongly disagree that the poor foundation of students from home poses problem in learning social studies. 16% strongly

agree, 6% agree, 8% disagree while 70% strongly disagree that Lack of parent education affect student performance in social studies. 24% strongly agree, 14% agree, 22% disagree while 40% strongly disagree that The necessary facilities needed in a home to encourage social studies learning is not available by parent. 44% strongly agree, 16% agree, 16% disagree while 26% strongly disagree that Parents who are educated guide their children in school assignments and home work in integrated social studies.

4.2 DISCUSSION OF FINDINGS

With reference to research question 1 on the qualification of teachers that teach social studies in secondary schools, the findings of this study revealed the qualification of teachers that teach social studies in junior secondary schools. Their qualifications include NCE, B. Ed and M.Ed all in social studies. The findings of this study agrees with that of (Nwachukwu 2010) who reported that in Nigeria, teachers who are academically qualified and those that are professionally qualified are employed to carry out instruction in the classroom. By academically qualified (non-professional) teachers, it means teachers who have academic training as a result of enrolment into higher educational institution. While professionally qualified teachers, are teachers who get professional training that gives them professional knowledge, skills, techniques, aptitude as different from the general education. It is expected that level of qualification can make a difference in the teachers who teach social studies and most importantly on the implementation of social studies curriculum in junior secondary schools.

On the methods used by teachers to implement social studies curriculum, findings revealed that the social studies teachers use various methods to implement the social studies curriculum in the classroom learning environment. They employ discussion, discovery, problem solving, inquiry and

expository method, which when appropriately utilized inculcate the desired reflective, critical thinking and problem solving skills to the learner.

According to Ikwumelu (1993), a wide spectrum of methods are best for use in teaching social studies, as the choice of many apt teaching methods would not only accommodate the varying needs, interest and background of the learners, but also take cognizance of the essential criteria for selecting social studies teaching methods which include relevance to the needs of the society, the individual learner and the objectives of the programme.

With reference to research question 3, on the extent teachers' qualification and subject of specialization determine their choice of instructional materials as materials as stipulated in the curriculum, the researcher observed that teachers with NCE social studies, B.Ed social studies make use of these instructional materials which include cartoons and comics, maps, Atlases, Globe, posters and Bill boards to a very high extent, while teachers with B.Sc social science make minimal use of them. The study agrees with Ezegebe, (1991), who observed that teachers with M.Ed in their subject area of specialization make use of instructional materials like maps, Globe, Atlases while teaching in the social studies classroom.

In line with research question 4, on the extent teachers utilize the students' activities as stipulated in the curriculum like role playing, simulation, debates, dramatization, cultural display, field trip, the study revealed that social studies teachers utilized students activities as stipulated in the curriculum. Since social studies deals with the problem of man in his environment, the teachers employed the students' activities in the curriculum, geared towards critical reflective thinking that is learner based. Some of these activities includes Debates, Role playing, simulation, Dramatization and Cultural display. This agrees with the opinion of (Joof, 2001), which states that the social studies teacher should not forget that in social studies classroom, the students learns through what he does, not

through what he sees the teacher doing. Good teachers minimize teacher talk, while maximizing learning participation. Bad teachers, on the other hand, dominate the class, doing most of the talking.

In assessing the extent of teachers' qualification influence in the coverage of social studies challenges, observation made by the researcher revealed that teachers with higher degree in social studies cover the syllabus. The teachers adopt test, assignment, continuous assessment (CA) and project in carrying out these tasks. The series of observation made by the researcher in real life classroom setting has proven that social studies teachers determine the extent to which content of the topics, students activities and the set objectives are achieved by the learners. The method of assessment covers the cognitive, affective and psychomotor domain of learning because they use variety of instrument to carry out these.

The findings is not in agreement with the result of Olaoye (2003) who reported that in Bassa local government of Oyo State, teachers only assess students in cognitive domain and that the psychomotor and affective assessment in social studies are not given attention. It was found out that there are lots of problems in teaching social studies but the highest was the students general unwillingness to learn. It is sad to note that many students waste much of their time on other activities to the detriment of their studies, Amah (2005) observed that most students have many other things to do, either in the school or outside the school which cause them to get easily distracted from their school work. Some parents pay through their nose to get their children educated. Some of these students do not realize the efforts of their parents. Worst still, some of them join secret societies losing sight entirely of their mission of going to school. Ezema (1996) notes that: some of these students join secret societies and go to the extent of killing other students for rituals. Most of these students have lost interest in going to school; they become maladjusted that they finally drop out of school.

Findings from this study established that social studies teachers are not adequately aware of the objectives of the UBE programme. This is in consonance with the respective studies carried out by Nworgu (2007) in Nigeria and Ibiam in Kogi State of Nigeria. The quality of teacher awareness of the objectives of UBE is crucial in its effective implementation through social studies instruction. In addition, social studies are yet to be adequately taught to enhance creative skills in the learner. This supports Ukadike and Iyamu (2007) who opined that social studies teachers have not involved learners in active learning through the inquiry process, instead they relied on expository method of instruction which exalts passivity in the classroom. Equally, Abdulahi (1982), Nwagbo (1997), and Achime (2004) condemned expository method of teaching social studies in Nigeria and supported the inquiry process which injects creative and scientific skills in the learner. Furthermore, research results of this study revealed that ICTs are not used in teaching social studies; this limits the resource base of the teacher. In addition, the social studies teachers are not ICT-skilled but have expressed interest and motivation in being ICT-skilled. This finding is in agreement with the works of Usman (2002) and Obuh (2007) who discovered that social studies teachers have no competence at all in the use of ICTs. The interest of social studies teachers to be ICT-skilled was supported by Ibiam's (2007) work. This study further established that social studies teachers are not exposed to reforms in education, even by teacher preparing institutions of colleges of education, institutes of education, and faculties of education of universities in Nigeria. This is worrisome as Mkpa (1987), Eyibe (1998), Kanno (2004), and Ciwar (2005) reflected in their studies and pointed out that teacher quality and skills as a result of their preparation would enhance the worthwhile implementation of the UBE programme. Maduewesi (2001) and Ibiam (2007) confirmed from their studies that education innovations and reforms are not immediately integrated into the school curricula of schools in Nigeria.

It could also be seen from the findings of this study that the existing social studies curriculum is not functional in terms of injecting practical skills and vocational training in the learner. In this respect, Kanno (2004) called on the social studies teachers' to be resourceful to parade modern ideas. The non functionality of the social curriculum runs counter to Adamechi and Romaine (2000) and Ukeje (2002) who postulated that UBE is meant to inject functional education in the learner.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

In this chapter, the results are discussed based on the analysed data. Conclusions were made from the findings. Based on the findings, recommendations were made.

5.1 SUMMARY

The focus of the study is on the evaluation of challenges facing teaching and learning of social studies in Junior Secondary Schools. The study also examined the qualification of teachers that teach social studies in secondary schools, the methods used by teachers to implement the social studies curriculum, teachers' qualification and subject of specialization and their choice of instructional materials as stipulated in the curriculum, the extent teachers utilize the students' activities as stipulated in the curriculum, the extent teachers' qualification influence the coverage of social studies syllabus and the problems of teaching social studies. five research questions guided the study and three null hypotheses were formulated and tested at 0.05 level of significance.

Related literature was reviewed. The review showed among other things that some studies had been carried out on Mathematics and Integrated Science but non has been carried out on the Evaluation of the challenges facing teaching and learning of social studies in Junior Secondary Schools in Ijebu ode local government area of Ogun state.

Descriptive survey was the design of the study. Simple random sampling was used to select the Ijebu Ode local government area of Ogun State. Twenty five (25) social studies teachers from the local government area constituted the sample size. A Structured Systematic Observation Schedule (SSOS) and Social Studies Evaluation Questionnaire (SSEQ) with reliability co-efficient of 0.796 were used as the instrument.

Data obtained were subjected to statistical analysis. Mean and standard deviation were used to answer the research questions. Analysis of variance was used to test the hypotheses.

The analysis of the data indicated as follows:

1. It revealed the qualification of teacher that teach Social Studies in Junior Secondary Schools.
2. Teachers use various methods to teach social studies in the classroom learning environment.
3. Teachers with higher qualification in social studies make use of the instructional materials more.
4. The social studies teachers utilize students activities as stipulated in the curriculum.
5. It was observed that teachers with higher degree in social studies covers the syllabus in the curriculum. The teachers adopts test, assignment, continuous assessment and project to carry out these task.
6. There are lots of problems of teaching social studies but the highest is the students general unwillingness to learn.
7. Teachers' qualification is a significant factor in the Implementation of Social Studies Curriculum in Junior Secondary Schools.

It was then recommended amongst other things that, social studies teachers should endeavour to be learner-centered when teaching and use learner strategies like students activities in teaching and learning so that students will contribute in the process and thus make learning more concrete. The limitation of the study was highlighted and suggestions for further areas of research were made. Based on the findings of the study, it was recommended that the ministry of education should organize workshops and seminars to re-train teachers on the proper tackling the challenges facing teaching and learning of social studies in Junior Secondary Schools. When it is properly implemented, it will make teaching and learning more concrete.

5.2 CONCLUSION

Based on the findings of the study, the following conclusions were drawn.

1. It revealed the qualification of teachers that teach social studies in junior secondary schools. They include NCE Social Studies, B.Ed social studies and M.Ed social studies
2. Teachers use various methods to implement the social studies curriculum in the classroom learning environment. The methods includes discussion, discovery, problem solving, inquiry and expository method.
3. Teachers with M.Ed in social studies make use of the instructional materials more.
4. The social studies teachers utilize students activities as stipulated in the curriculum. They are role playing, simulation, debate, dramatization, cultural display and field trip.
5. It was observed that teachers with higher degree in social studies covers the syllabus. The teachers adopt test, assignment, continuous assessment and project to carry out these task.
6. There are lots of problems of teaching social studies but the highest is the students general unwillingness to learn.
7. Teachers' qualification is a significant factor in the implementation of social studies curriculum in Junior Secondary Schools.

5.3 RECOMMENDATIONS

From the findings, the following recommendations are made;

1. That social studies teachers should endeavour to be learner-centered when teaching and use learner centered strategies in teaching and learning, so that students will contribute in the process and make learning more concrete.

2. Social studies teachers' quality, awareness, consciousness, and adequate knowledge of the objectives and focus of UBE are fundamental in the effective implementation of the functional social studies curriculum (Mezieobi, 2007, p. 5);
3. The use of effective inquiry teaching method will enhance high learning and promote creativity; Social studies teachers should be exposed to contemporary reforms in education through conferences, seminars, workshops, and cooperative learning;
4. The training of social studies teachers with appropriate ICTs competencies is a prerequisite for
5. Effective use of ICTs in teaching social studies.
6. Curriculum planners should emphasis more on the use of interactive method of instruction like student activities (role playing, simulation, debates, field trips and dramatization), which will not only make the teacher's work easier but also boost students performance.
7. The ministry of education should organize workshops and seminars to re-train teachers on the proper implementation of social studies curriculum in junior secondary schools.
8. The school administration should make instructional materials available to make learning easier and also invite resource persons that can help educate teachers on the procedures and uses of those materials.

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TAI SOLARIN COLLEGE OF EDUCATION

P.M.B. 2128, OMU- IJEBU

Questionnaire on the challenges facing the teaching and learning of social studies in junior secondary school in Ijebu-Ode local government area of Ogun state.

QUESTIONNAIRE

Name of school.....

Local government area.....

SECTION A: BACKGROUND INFORMATION

1. Gender: Male () Female ()
2. Class: JSS 1 () JSS 2 () JSS 3 ()
3. Parent occupation.....
4. Level of education: Masters () Degree () NCE () O Level ()
5. **Methods used by teachers:** Lecture method () Discussion method () Problem solving method () Discovery method () Inquiry method () Expository method ()
Teachers dictate notes to students () Text book reading by students ()

SECTION B QUESTIONNAIRE Item

You are required to tick accordingly (√)

SA= Strongly Agreed, A=Agreed, SD=Strongly Disagreed and D=Disagreed

S/N	Questionnaire Items	SA	A	SD	D
1	Lack of social studies text book affect the learner of social studies				
2	Lack of good environment affect the learner of social studies				
3	Lack of qualify teacher can affect the learner of social studies				

4	Teachers inadequate awareness of the objectives of UBE constitute a gap in the effective implementation of social studies content to reflect the objectives of UBE				
5	ICTs as the internet, computer, and Websites for (journals, periodicals, magazines and books) are available in schools for use.				
6	Conferences, seminars, workshops, and enrichment of social studies teacher's education curricula would further expose teachers to the objectives of UBE.				
7	The poor foundation of students in primary school poses problem in learning integrated social studies				
8	Lack of hard work on the part of students result in difficulty in understanding social studies				
9	Lack of instructional aids makes teaching of social studies difficult				
10	There is inadequate social studies Teachers in term of number and quality.				
11	Parents inability to buy social studies text books for their children				
12	The poor foundation of students from home poses problem in learning social studies.				
13	Lack of parent education affect student performance in social studies.				
14	The necessary facilities needed in a home to encourage social studies learning is not available by parent				
15	Parents who are educated guide their children in school assignments and home work in integrated social studies.				

