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Objective of Journal

The objective of the Journal is to provide a medium for the dissemination of educational research and exchange of experience among academics, scholars, teachers and others, which explore new directions and approaches in the teaching of social studies.

Notes on contributors

1. The Nigerian Journal of Social Studies will consider for publication articles that deal with:
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2. All articles are received on the understanding that they have not been sent elsewhere for publication consideration or have already been printed elsewhere.

3. Articles are to be typed on A4 size double spaced on one side of the paper and should contain wide margins. Three (3) copies of each article must be submitted. The length of an article should be a maximum of 3000 words or 12 to 14 pages. Authors are not to include electronic copy at this stage.

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7. A short biographical note (30 words) on the author should be submitted along with the manuscript.

8. A vetting fee of two thousand naira only is to accompany the article, payable in cash to the account of Social Studies Educationist Association of Nigeria, United Bank of Africa Plc A/C No. 1018016834 with the original teller attached.

9. Articles and other enquiries should be addressed to Prof. S.F. Ogundare, Editor, Department of Sociological Studies, Tai Solarin University of Education Ijagun, Ijebu-Ode, Ogun State, Nigeria

Examples of References

(I) Journal
Ogunlade, S.F. (1991), How Social Studies educators see the essentiality of their discipline for social mobilization of youth in Nigeria. *Social Education* 55 (5): 375-378

(ii) Book
Barr. R., Barth, J. and Sharmis, S. (1978). *The Nature of the Social Studies*. Palm Spring California: ETC Publication

(iii) Chapter in book
Adaralegbe, A. (1980). The Nigerian Social Studies programme: retrospect and prospects. In Nigeria Educational Research Council (Ed.) *Social Studies Teaching Issues and Problems*. Benin City: Ethiope Publishing Corporation.

Contents

MOTIVATION AND IT'S IMPACTS ON TEACHERS' PERFORMANCE IN TEACHING OF SOCIAL SCIENCES SUBJECTS IN SHOMOLU LOCAL GOVERNMENT AREA, LAGOS STATE

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Abstract
The study investigated motivation and its impact on the teachers` performance in the teaching of social science subjects in selected secondary school in Shomolu Local Government area of Lagos State. A descriptive survey research design was adopted in the study. The population of the research study comprised of thirty selected secondary school and one hundred and eighty teachers teaching social science subjects in selected schools. The total of one hundred and eighty teachers was randomly selected. A questionnaire was developed tagged "The Motivation on Teachers` Performance in Teaching Social Science Subject (MTPTSSS) was used to elicit respondents' views". A simple percentage was used to analyse the data. Based on the analysis of the data, the result obtained revealed that teachers teaching social sciences subjects lack motivation such as incentives and good working environment. It was recommended that government should provide a robust motivation to stimulate teachers' performance.

Key words: Motivation, Teachers` Performance and Incentives

Introduction
The most talented and innovative teachers are not solely motivated by financial rewards such as cash, but seek satisfaction from their work. Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfilment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. An organization's success lies in a motivated teachers as highly motivated teachers strive to produce at the highest possible level and exert greater effort than teachers who are not motivated (Ikenyiri & Ihua-Maduenyi, 2011; Oladele, 2005). Teacher's motivation, organizational performance, and profits are interconnected and cannot be separated (Daft & Marcic, 2007). Motivation is very important because it explains why the employees do their work. The essential stimulus of work motivation is needs. Needs are the driving factors in developing work motivation while working in an organization. Thus, the objective of a person to work is similar with a teacher who is actually work to earn income and fulfil his/her needs, with hopes, desires and wishes that can be realized in his workplace.

Several factors are believed to be need satisfiers that motivate workers in institutions and indeed teachers to perform work satisfactorily in the school. The need based theories explain these needs. The need theories explains how needs satisfaction motivate an individual worker intrinsically. For this study, the Herzberg two factor theories were used.

According to the theory, motivators relates to actual performance of the work and these were responsibility, recognition, promotion and achievement while Hygiene relate to work environment such as supervision, pay ,company policies, relationship with colleagues and working conditions. The findings were the presence of motivators in work caused state of motivation and job satisfaction but the absence did not cause dissatisfaction. According to the Herberg's theory, if head teachers do not attend to the motivation factors, teachers will not be motivated to work, but they will not be dissatisfied either. They will perform up to a certain level considered satisfactory, but will make little or no effort to exceed this level, (Sergiovanni 1955). To raise the performance of the schools, principals should be concerned with both the intrinsic and extrinsic

rewards such as remuneration, working conditions, recognition, responsibility and advancement, that have effects on teachers motivation and students performance. Herzberg two factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers (Ololube, 2005). Herzbery (1954) carried out several studies to find out those things that cause workers to be satisfied and dissatisfied. In the study, Herzberg found out the environmental factors cause workers to be dissatisfied. He referred to these environmental factors as Hygiene factors. These factors are; company policy and administration, technical supervision, salary, interpersonal relationship. The second factor of Herzberg two factor theories is motivating factors. He identified motivating factors as those factors that make workers work harder. He posited that these factors are associated with job context and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is challenging tasks and achieving standard of excellence. The individuals need for advancement, growth, increased responsibility and work itself are said to be motivating factors (Ololube, 2005). From both theories, one would conclude that need satisfiers should be provided so as to motivate teachers. Applying job satisfying factors is therefore necessary in the field of education because needs satisfied teachers can create a good social, psychological and physical climate in the classroom.

Although, it is believed that the reward for the teachers is in heaven, but there is no doubt about the fact that if the limited or no motivation for teachers in terms of incentives and innovation may drastically reduce their morale which may in turn have a negative impact on the teachers` performance in the classroom. The few teachers on the government payroll are poorly remunerated as a result most of them take up part time employment or private business enterprise in order to make ends means.

Organization quality teaching are teachers and students who are supposed to jointly achieve the goals, quality teaching, measured by teachers through students' performance (Adair, 2009) in secondary schools is an output of many variables whereas one of them is the motivation of the teachers. According to Alarm and Farid (2011), motivation of teachers is very important as it affects the students directly. This fact is supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. Dornyei (2001) further states that teacher efficacy affects students directly as there is strong correlation between teacher efficacy and students' performance hence a desired outcome by the students can occur with the help of the teacher. This means that low motivation of teachers affect performance which affects the students' performance.

In the United States teachers are being paid relatively low salaries. Teachers with more teaching experience and higher education qualification earn more than those with a standard bachelor's degree and certificate while high school teachers have the highest median salary take home. Many teachers take advantage of the opportunity to increase their income by supervising after-school programs and other extracurricular activities. Merit pay systems are on the rise for teachers, paying teachers extra money based on excellent classroom evaluations, high test scores and high success at their overall school (Sogomo, 1993). According to Akanbi (1982) schools in Nigeria are fast decaying and the "rot" in the system ranges from shortage of teaching and learning resources to lack of effective leadership and proper motivation of teachers. He pointed out that teachers in Nigeria were unhappy, frustrated, uninspired and unmotivated. The school environment is dotted with dilapidated buildings equipped with outdated laboratory facilities and equipments.

Teachers at times have to work under the most unsafe and unhealthy conditions. This has no doubt, translated into students' poor performance in external examinations, their involvement in examination malpractice, cultism and other negative dispositions. In Kenya, teachers motivation and job satisfaction is not any better. For pay and allowances to the teachers is comparatively low than in the other professions. Teaching profession is considered as 'profession of the last resort' where individuals find themselves there after they fail to secure better career jobs. In some schools teachers are not involved in decision making as staff meetings are merely used as directive

forums. There is poor housing and working conditions. Provision of teaching and learning materials and equipments to the teachers is sometimes not prioritized Nyantika, (1996) and Okumbe (1998) recommended that clear schemes of service and promotion procedures are put in place and measures to achieve greater commitment to teaching through changes in the teaching environment.

It is worthy to note that teachers in Kenya had to fight for salary increments and the end results was that they could only get the increment over a period of three years. They also face some challenges in the line of their duties such as walking long distance to schools, inadequate schools facilities and equipments and indiscipline among students. It is imperative in such type of scenario that teachers may experience motivation or demotivation which may affect negatively or positively the performance of the students in examinations in secondary schools. According to Marques (2010), motivation, satisfaction and performance are interdependent with each other. Job satisfaction is a decisive factor that determines the general efficiency of an organization. Lack of job satisfaction among teacher's results in absenteeism from school, aggressive behavior towards colleagues and learners, early exit from teaching profession and psychological withdrawal from work. Hence, poor motivation of teachers would also have the same results as lack of job satisfaction. A study by Spear (2000) in United Kingdom revealed that teacher's motivation was low due to work overload poor pay and low perception by the society.

Teachers` motivation can be aroused by either internally or externally both of which are important in directing and regulating the learner's behaviour towards attainment of the desired goals. Teachers should therefore be motivated through various ways which includes; organisation of seminars and workshops, upgrading test, performance appraisal, timely payment of salaries and wages, providing the required physical facilities like laboratories and verbal encouragements for student, recognition of hard work, gratification etc. All this would go a long way in motivating the teachers to put in their best to teach the students as expected of them.

There are some factors influencing teacher's work performance in Nigerian contexts and the studies stated by Ayodele and Kehi (2010) put forward that work motivation is indeed influenced by teacher's work performance. It was also supported by Tella (2010) on the aspects influencing teacher's performance. Education plays a very important role in the economic development of a country as it is aimed at supplying the economy with human capital that can convert effectively and efficiently other resources into output of high value. It is perceived as the corner stone of economic and social development and a principal means of providing for the welfare of individuals (Orodho, 2004). Educational institutions are established to assist the society enhance their knowledge, attitudes and skills (Okumbe, 1999). According to Okumbe (1999), schools as institutions, have two goals namely performance or outcome goals and institutional maintenance goals. Schools pursue performance goals by attempting to be top performers in national examinations.

Objectives of the study

The specific objectives of the study were to:
1. Investigate how motivation affect teachers` performance in the teaching of social science subjects in secondary schools.
2. Examine the level of working environment on the teaching and learning of social sciences subjects.
3. Examine how incentives can help to stimulate teachers` performance.
4. Find out incentives suitable for encouraging teachers' productivity in the teaching of social sciences subjects.

Research Questions

The following questions were raised to guide the study:
1. How does motivation affect teachers`performance in the teaching of social science subjects in secondary schools?
2. What is the level of working environment on the teaching and learning of social sciences subjects?
3. What are the incentives that can help stimulate teachers` performance?

4. What are incentives suitable for encouraging teachers' productivity in the teaching of social sciences subjects?

Methodology

The research employed the descriptive design of survey type. The population for this study comprised of all teachers within Shomolu local government area of Lagos State. Thirty schools were sampled for this study. Social science subject teachers teaching geography, economics and government were randomly selected from each school for data collection. The respondents consist of both male and female teachers. Six teachers were selected from thirty selected schools from Shomolu Local Government Area of Lagos State. The total respondents for this study were 180 teachers teaching social sciences subjects in selected schools for this study. A questionnaire was developed tagged "The Impact of Motivation on Teachers Performance in Teaching Social Science Subject" (TIMTPTSSS) which was used to elicit responses from the respondents. There were 16 items on the instrument and they were put on four-point Likert Scale of; Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The research instruments were administered personally to the respondents by the researchers. Respondents were guided on the procedure for completing the items of the instrument. The respondents were given enough time so that, they can complete the questionnaires. The copies of the questionnaire that was administered were collected after completion and were analysed.

Results

Providing answers to the questions, the responses revealed motivating factors such as salary, gratification, and encouragement boost the morale of the teachers to do their job perfectly. Reason teachers do not take their job serious is as a result of them not been properly motivated as expected. Governments and school management should try and increase teachers` salary and they should try and reward teachers that are hard-working in the school in other to be able to boost their morale when teaching. The data collected were presented below

Research Question 1

How does motivation affect teachers` performance in the teaching of social science subjects in secondary schools?

Table 1: Motivation affects teachers` performance in the teaching of social science subjects in secondary schools

S/N	Items	SA %	A %	D %	SD %
1	Lack of motivation in school affects teachers` performance in teaching social science subject	80 (44.44)	35 (19.44)	40 (22.22)	25 (13.89)
2	Motivation plays significant role in boosting teachers` morale to teach	66 (36.67)	44 (24.44)	45 (25)	35 (19.44)
3	Teachers are not dedicated to their work when there is no motivation	64 (35.56)	54 (30)	36 (20)	26 (14.44)
4	Teachers are more dedicated to their work when they are been motivated to do so	78 (43.33)	42 (23.33)	36 (20)	24 13.33

The result presented in the table 1 indicates that lack of motivation in school affects teachers` performance in teaching social science subject as 44.44% and 19.44% strongly agree, respectively, few of the respondents with 22.22% and 13.89% strongly disagree and disagree. Item 2 shows that motivation plays significant role in boosting teachers` morale to teach, with 36.67% and 24.44 strongly agreeing and agreeing respectively, while 25% and 19.44% disagree and strongly disagree. In item no 3, 35.56% and 30% strongly agree and agree that teachers are not dedicated to their work when there is no motivation while 20% and 14.44% disagree and strongly disagree with the statement. On item no. 4 teachers are more dedicated to their work when they are been motivated to do so 43.33% and 23.33% strongly agree and agree, while 20% and 13.33% disagree and strongly disagree. Based on the result explained above one can see the crucial role motivation plays in boosting teachers performance in teaching social science subject.

Research Question 2

What is the level of working environment on the teaching and learning of social sciences subjects?

Table 2: Level of working environment on the teaching and learn ing of social sciences subjects

S/N	Items	SA %	A %	D %	SD %
5	Good working environment motivate teachers to teach	65 (36.11)	61 (33.89)	20 (11.11)	34 (18.89)
6	Good working environment motivate students to learn	56 (31.11)	46 (25.56)	54 (30)	24 (13.33)
7	The environment should be conducive for teaching	52 (28.89)	50 (27.78)	32 (17.78)	46 (25.56)
8	Funds should be provided to make school a working environment for the teachers and students.	70 (38.89)	64 (35.56)	33 (18.33)	13 (7.22)

The table shows that good working environment motivate teachers to teach with 36.11% 33.89% strongly agree and agree while few of the respondents with 11.11% and 18.89% strongly disagree and disagree with the statement. For item 6 which state good working environment motivate students to learn, 31.11% and 25.56% respondents strongly agree and agree while 30% and 13.33% disagree and strongly disagree with the statement. Item 7 with the environment should be conducive for teaching, responses with 28.89% and 27.78% strongly agree and agree while few respondents with 17.78% and 25.56% strongly disagree and disagree with the statement. On item 8, funds should be provided to make school a working environment for the teachers and students, 38.89% and 35.56% strongly agree and agree, while 18.33% and 7.22% strongly disagree and disagree. It can therefore be inferred that motivation plays significant role in boosting teachers' morale to teach social science subjects in Nigeria schools.

Research Question 3

What are the incentives that can help stimulate teachers` performance?

Table 3: Incentives that can help stimulate teachers` performance

S/N	Items	SA %	A %	D %	SD %
9	Motivation plays crucial role in the teaching of social science subject	66 (36.67)	44 (24.44)	45 (25)	35 (19.44)
10	Teachers put in more effort when there is motivation to teach the students	70 (38.89)	64 (35.56)	33 (18.33)	13 (7.22)
11	No teacher can teach students effectively without been motivated	56 (31.11)	46 (25.56)	54 (30)	24 (13.33)
12	Teachers proves efficient when they know that motivation in place	64 (35.56)	54 (30)	36 (20)	26 (14.44)

The table shows that motivation plays crucial role in the teaching of social sciences subject: 36.67% and 24.44% strongly agree and agree while 25% and 19.44% respondents disagree and strongly disagree with the statement. On the other hand, teachers put in more effort when there is motivation to teach the students, with 38.89% and 35.56% high responses while 18.33% and 7.22% disagree and strongly disagree with the statement. No teacher can teach students effectively without been motivated, with 31.11% and 25.56% while 30% and 13.33% strongly disagree and disagree with the statement. On item no. 12, teachers proves efficient when they know that motivation in place 35.56% and 30% strongly agree and agree, while 20% and 14.44% strongly disagree and disagree. With the explanation given above, one can see that, motivation is the key to effective teaching of social science subject.

Research Question 4

What are incentives suitable for encouraging teachers' productivity in the teaching of social sciences subjects?

Table 4: Incentives suitable for encouraging teachers' productivity in the teaching of social sciences subjects

S/N	Items	SA %	A %	D %	SD %
13	Organising seminars for teachers will stimulate them to perform better in class	80 (44.44)	35 (19.44)	40 (22.22)	25 (13.89)
14	Annual increment in salaries will stimulate teachers performance	66 (36.67)	44 (24.44)	45 (25)	35 (19.44)
15	Payment of salaries as at when due stimulate teachers performance in class	64 (35.56)	54 (30)	36 (20)	26 (14.44)
16	Recognition of teachers effort on the students stimulates their performance in school	78 (43.33)	42 (23.33)	36 (20)	24 13.33

The result presented in the table 4 indicates that organising seminars for teachers will stimulate them to perform better in class as 44.44% and 19.44% strongly agree, respectively, few of the respondents with 22.22% and 13.89% strongly disagree and disagree. Item 14 shows that annual increment in salaries will stimulate teachers' performance, with 36.67% and 24.44 strongly agreeing and agreeing respectively, while 25% and 19.44% disagree and strongly disagree. In item no 15, 35.56% and 30% strongly agree and agree that Payment of salaries as at when due stimulate teachers performance in class while 20% and 14.44% disagree and strongly disagree with the statement. On item no. 16 recognition of teachers effort on the students stimulates their performance in school 43.33% and 23.33% strongly agree and agree, while 20% and 13.33% disagree and strongly disagree. Based on the result explained above one can see the crucial role motivation plays in boosting teachers performance in teaching social science subject.

Findings of the Study
The major findings in this study are:
- Motivation plays significant role in the enhancement of teachers' performance.
- Motivation is the key to effective teaching of social sciences subjects.
- Without motivation teachers will not put in their best for the students to achieve their goals in life.
- Motivation in terms of salary, wages, recognition, career prospect, training, incentives and gratification is vital to teachers' productivity.

Discussions of Findings
The impact of motivation has been seen as major factors that boost teachers' morale to teach effectively. Any teacher that is not well motivated may not do his or her job well as expected. The finding is in line with Okumbe (1998) that sees motivation as key to employees' performance and productivity increased. According to Okumbe (1998), "Motivation is a process that starts with a physiological

deficiency or need that activates behavior or a drive that is aimed at a goal or incentive." Motivation therefore consists of needs (deficiencies) which set up drives (motives) which help in acquiring the incentives (goals). Drives or motives are action-oriented while incentives or goals are those things which alienate a need.

According to Joan Marques (2010), motivation is what people need to perform better and can only work if the right person with the right skills has been placed in charge of the task at hand (Luthans, 1998). The productivity in any institution is a function of how well teachers perform their various tasks within the school. This productivity is very much dependent upon other factors such as; job analysis, job recruitment, selection and job placement of the teachers. However, a greater performance of an institution does not depend upon only these main variables. The teacher`s performance is a function of the ability and the willingness of the individual worker to perform the job (Ngumi, 2003).

Motivation constitutes one dimension that has received considerable attention for the purposes of understanding the individual worker and his or her working environment (Wofford, 1971). It is then notable that when employees are highly satisfied, the production in the institution will always increase. Motivation is said to result when the sum total of the various job facets give rise to feelings of satisfaction; and when the sum total gives rise to feelings of dissatisfaction, job dissatisfaction results. Improving any one of the facets leads to the direction of job satisfaction and eliminating any one of them leads to job dissatisfaction (Mutie, 1993). It is therefore evident that improvement of job satisfaction among teachers in any institution is a linchpin of productivity. Motivation covers all the reasons which cause a person to act including the negative ones like fear along with the more positive motives such as money, promotion or recognition (Aldair, 2009). The source of motivation is both intrinsic and extrinsic. Intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in an activity since they know the results they will get, will not be by luck. Extrinsic motivation has to do with incentives. Incentives are external to a

person and are provided by the management in order to encourage workers to perform tasks (Hacket, 1998).

The finding of this study is in-line with Kadzamira findings in from teachers in Malawi. In developing countries, teachers' motivation has been researched and addressed significantly. According to a study done by (Kadzamira, 2006) in Malawi, teachers are highly dissatisfied with their poorly paid salaries and other conditions of service like poor incentives and conditions of service which have resulted to low morale and thus poor performance. In Malawi absenteeism and attrition, were largely influenced by teacher motivational factors such as; low salaries and poor working conditions. All educational stake holders agree that teacher motivation depend on an array of factors such as levels of remuneration, location of the school, availability of appropriate housing opportunities for further training and conditions of service, work load, promotion and career path, student's behaviour, relationship with the community, school quality factors such as availability of teaching and learning resources (Adelabu, 2005).

Conclusion

From the above result, it can be concluded that motivation of teachers can enhanced their productivity. Based on the analysed results in table 1, 2, 3 and 4, one could conclude that, teaching cannot be effective if motivation for the teachers is not involved. The government and the school management should try their possible best effort to make sure that, their teachers are well taken care off in other for them to discharge their duty as expected of them. In other to improve the quality of teaching of the social sciences subject in the Nigerian schools, teachers should be well remunerated and motivated. The importance of motivation in the day-to-day performance of teachers cannot be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job. It is a well-known fact that human performance of any sort is improved by increased motivation at place of work. Going by the findings of this study, it can be easily inferred that teachers' motivation matters a lot and should be a concern of both the school

management and teachers. The results obtained from the research questions showed that workers place great value on their motivation and in the enhancement of their work performance. Hence, when this motivation is not achieved and encouraged by the school management, teachers tends to express their displeasure through poor performance and non-commitment to their job. It is therefore imperative for the school management to consider the needs and feelings of its teachers. School management needs to involve teachers in setting clear, challenging yet attainable goals and objectives, and give them the authority to accomplish those goals. Provide the training and resources teachers need to do their work and teachers should be recognized for good performance both in school and outside the school premises.

Recommendations

Government and all stakeholders in the educational sectors should come together in financing and supporting the teachers by motivating teachers` teaching social sciences subject with robust salary, incentives and good working environment that will enhance teachers' productivity. The followings are areas in which teachers teaching social science subject in secondary schools can be motivated:

1. The government should pay teachers salaries and allowances that will boost their morale to teach effectively.
2. The school management should also try to pay teachers salary on time and other benefit attached to condition of service.
3. Teachers should work hard and also try to consider the future of the students in the discharge of their work.
4. Teachers should not use motivating factors such as recognition, encouragement, salary and wages, allowances, gratification as the only thing to teach the students effectively.

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ISSUES AND CHALLENGES CONFRONTING GOALS AND OBJECTIVES OF SOCIAL STUDIES IN NIGERIA

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Abstract
The invaluable roles and contribution of education in the development of an individual and the society as a whole cannot be overemphasized. Countries in the world including Nigeria have taken education as tools for the enhancement of national development as well as effecting desirable social change (NPE,1998), and this might be responsible for the continuous growing concern of all the stakeholders in education industry about the changes that are likely to affect it as well as the implications of such changes will have in our society with no exception of Social Studies. It is undisputable facts that Social Studies is a teaching subject that have the potentials to achieve most of the educational goals in Nigeria. This paper therefore, attempts to discuss Social Studies objectives in relation to Nigerian context. It equally examines the significance of Social Studies education, teaching and learning of Social Studies. Moreover, the paper discusses problems facing Social Studies, challenges ahead and finally recommends that adequate fund should be allocated for the development of Social Studies education in schools and managed by professionals, There should be compulsory up-to-date upgrade of knowledge among curriculum planners to meet up with the modern societal challenges and the teaching of Social Studies should be left in the hands of the qualified Social Studies experts.

Introduction

Social Studies is a subject which builds sociable understanding, encourages civil efficiency, teach critical thinking, breeds character and provide students with an understanding of their role as a citizens in a democratic society. It also provides citizens the possibility to take active roles in their future and the future of their countries. Social Studies helps students to study from the inaccuracies of their country as well as the mistakes of other countries. Students will learn about policy implications and thus make valuable decisions on issues of their conditions after dealing with the material of Social Studies course.

Social Studies is a field that incorporates imperative parts of various parts of the humanities and social sciences. It is essential for every individual to have a fundamental appreciation of the key ideas that relate to the present-day society and these are some of the concerns of Social Studies. The teaching of the subject matter permits to have the student basic values such as justice and equal rights, which are the base of society. Thus, the roles of Social Studies education in the development of an individual and nation cannot be overemphasized. It is very essential to an all-round development within an individual and has contributed immensely towards the attainment of the national objectives of Nigerian education. Social Studies takes on the role of creating the people appreciate the cultural diversity of Nigeria and the need for cooperation and peaceful co-existence among the diverse ethnic groups. National Council for Social Studies (NCSS) (2011) maintained that Social Studies programmes include experiences that promote the study of cultures and cultural diversity. In consonance, Ekpo and Osam (2009) remarked that Social Studies seeks to expose learners to positive attitudes and values that promote harmonious social relationships and interdependence focused at achieving group cooperation, human relationship, harmonious co-existence and cohesive spirit for national development. Abubakar (2013) in his own view stated that Social Studies instruction plays out an extremely essential part in creating basic and normal reasoning capacity for commonsense

social life, advancing political proficiency and fortifying law based esteems and ideas for the advancement of utilitarian citizenship. He further stated that Social Studies contents could permit citizens to develop positive attitudes that could make them contribute their finest towards the welfare of the society which they are supposed to be.

Adamechi and Romaine (2000) and Ukeie (2000) agreed that the focus of the Universal Basic Education (UBE) in junior secondary schools is to equip the learner with practical, creative skills, values, and ingenuity to become a functional member of the society. Nwazuoke (2007) thought that this is realizable when the Social Studies teachers integrates creativity process in the classroom instruction, as a means of energizing the thought processes of the learners in thinking reflectively about their personal and National problems. It is therefore instructive that Social Studies teachers should be adequately trained by teacher preparing institutes of education, the universities and colleges of education by enriching their Social Studies teacher education programme with current educational reforms and policies, as well as emerging contemporary issues. This will make the Social Studies teacher functional in the implementation of the UBE programme as well as being sufficiently acquainted with educational reforms and evolving contemporary issues. Afe (2003) opined that teacher quality and effectiveness is imperative for realistic implementation of UBE in Nigeria.

Mezieobi and Osakwe (2003), Esu and Inyang-Abia (2004), and Mezieobi (2007) indicated that the essence of Social Studies instruction in junior secondary school is to equip the learner with attitudes, values knowledge, and skills for functional living in the Nigerian society. It is therefore imperative that effective implementation of Social Studies instruction in line with vocational ideals of UBE be focused on equipping the learner with entrepreneurial and creative skills for productive living. Social Studies education curriculum instructors to be innovative in exposing the learner to discover knowledge, create ideas and think scientifically. This is a veritable process of exposing and preparing

the learner to become job creators rather than job seekers in the future. In their perception of existing Social Studies classroom interaction process, Ukadike and Iyamu (2007) reported that Social Studies teachers are yet to involve learners adequately in active learning engagement and condemned the expository method which is responsible for the poor implementation of the Social Studies curriculum and consequent poor appreciation by learners of knowledge, values, attitudes, and skills in Social Studies curriculum.

The quality of the Social Studies teachers and the effectiveness of their instructional strategies in the classroom are crucial in the effective implementation of the UBE programme.

Against this background, Ibiam (2007) noted that rapid technological changes in the society render most often learned materials and information in the Social Studies classroom obsolete if the teacher is not resourceful to embrace dynamic changes in the society. Furthermore, Maduewesi (2001) and Ibiam (2007), observed that educational innovations are not instantly integrated into school curricula at all levels in Nigeria. Obuh (2007) discovered that Social Studies teachers have not demonstrated high competence in the use of ICT's (Information and Communication Technologies) in the teaching of Social Studies. This paper therefore, discusses Social Studies objectives in relation to Nigerian context. It equally examines the significance of Social Studies education, teaching and learning of Social Studies.

Concept of Social Studies

Social Studies is one of the school subjects which appeared toward the start of the twentieth century. In the recent past, Social Studies have been made one of the centre subjects in the essential and junior optional schools in Nigeria and have as far back as picked up acknowledgment in the educational system. Iyamu & Otote (2006) watches that the focal point of Social Studies in Nigeria is another reaction to the inadequacies of past educational practices, especially in its essential concern for the teaching of alluring standards, qualities

and states of mind that were required to support the new free country. Social Studies, as a problem approach discipline, centered around the problems of man and the general public and additionally how to understand them. Social Studies is a subject whose scope is not specific as it is interdisciplinary and multi-disciplinary in nature. It is hard to state where Social Studies starts or finishes. This combined with its emphasis on changing social state of man and society influences its degree to accept an expanding skyline. Social Studies is an interdisciplinary subject that cut across a few other trains especially in the social sciences and humanities.

Therefore, according to National Council for the Social Studies (NCSS, 1994), Social Studies is the coordinated investigation of social science and humanities to promote community competence inside the school program. It provides coordinated deliberate examination drawing upon such teach as anthropology, prehistoric studies, financial matters, geology, history, law, rationality, religion and human science and appropriate substance from the humanities, arithmetic and natural sciences. From the previous, one would be able to assert that the main role of Social Studies is to enable youngsters to build up the capacity to settle on educated and contemplated choices for the general population great as subjects of a socially different vote based society in an associated world.

Social Studies is basically culture-bound as the greater part of its educational modules content is gotten from various societies which change from time to time contingent upon the requirements and desire of the general population. Adaralegbe (1981) did conceptualized Social Studies as "the investigation of man in his totality - where he lives, his activities in the over a wide span of time; his way of life; his mood; and how he identifies with others. It centres around building up the correct esteems, states of mind and capacities which help the kid to get on well with others as he grows up to end up a capable subject". The concept of Social Studies is in this too embracive to be reduced to a solitary definition. This appears to underlie the situation of the Comparative Education Study and Adaptation Centre (CESAC) that Social Studies manages man in his environment – it isn't just concerned with the acquisition of learning for its own purpose. Social Studies teaches lifestyles – it is a methods by which individuals recognize what they should do as an individual from a general public. In any case, in 1992 the directorate of National Council for Social Studies, the essential enrolment association for Social Studies instructors in the United States of America, embraced the accompanying definition that; the main role of Social Studies is to enable youngsters to build up the capacity to settle on educated and contemplated choices for the general population great as a subject of a socially various just society in a reliant world.

The Objectives of Social Studies in Relation to Nigerian Context

The major task of social studies education is to help learners to be socially sensitive, socially responsible and become intelligent members of their total school community and their environment generally. Equally, social studies education aimed to develop citizens so as to be useful to the society. Ajiboye (2009) maintains that, it is in the hands of good citizens that any country democracy has a chance of survival. By this, it means that the progress of any democratic society reets fundamentally on citizens who are intelligently and normally fit to run the affairs of their government. Thus, the objectives of social studies education base on the Nigerian context include the followings:

- Assisting the learners to develop social and democratic behavior which will help them becoming effective adult citizens in society.

- Assisting the learners to know their duties, obligations and responsibilities as a good citizens and include them to learn how best to perform in their own interest and for the wellbeing of the society.

- Leading the young people to develop fundamental and democratic values that are necessary for sustenance of the society.

- Assisting the learners to have a good knowledge of their rights and privileges in democratic society and make them know how to obtain them under the law.

- Conveying to the learners, the body of knowledge sets of values and behavioral orientations which are considered necessary for the sustenance and wellbeing of the Nigeria.

The above stated objectives can only be achieved through social studies education. Onyabe, (1980) added that the purpose of social studies is enhance social interaction. A proper implementation of these objectives through Social Studies contexts will help in producing effective citizens that are creative, sensible and reflective in their thinking towards the development of their societies and will in turn promotes socio, cultural and political life of the country instead of creating more social problems.

Significance of Social Studies Education

Any country that intends to survive technologically, socially, culturally and politically must focus on Social Studies education because it is not a subject that is meant just to pass but a subject centered on a way of life. It is also a subject that offers ample opportunities to examine, identify and clarify the needs, asserts the problems of society and provide solution to these problems. The proper integration, implementation and utilization of the knowledge of Social Studies education evolving for the society.

Hence, Nigerian society needs a new value system that will assist the citizens to appreciate better the true meanings of society, loyalty, services as well as appreciating the plat philosophical statement which says that "laws which are not established for the good of the state are bogus law. Social Studies therefore is not only significant to an individual but also to the whole society based on the following reasons:

- Building in the citizens the spirit of national consciousness and patriotism.

- Including an act of respect to the constituted authority by the citizens.

- Creating societal awareness and understanding in the mind of the citizens

- Development of love and responsibility not only to the people in their environment but to the nation in general.

- Inculcation of civic rights and obligations in the life of the learners.

- Inculcation of the right values to the citizens.

- Upliftment of the moral tone in the life of the learners or citizens.

- Promotion of societal awareness and understanding among the citizens or learners.

- Transmission of cultural heritage in the life of the learners and the entire citizens.

All these are the major target of Social Studies as a teaching subject, enables the learners to know the cultural norms and social values which their society cherishes and upholds it. This will lead them to know the difference between their own culture and that of others (Meziobi Ikwumelu, 1993). Social Studies as a teaching subject aims at reflecting all human endeavors of an individual and societal interest. Hence it is not only a subject that prepares learners for life rather as life itself.

Problems Facing Social Studies Teaching

Attempts of having a cursory look at the problems confronting Social Studies as a subject through which national education goals could be achieved will serve as a basis for us to have awareness of the new challenges ahead in the overall interest of the country more so in this era of democratic dispensation. These problems include the following:

Social problem: Social Studies education is being plagued

with so many social problems, which make its achievable objectives mirageous to its stakeholders in terms of quality, relevance and standard. Such social problems include examination malpractices, student cultism, incessant strike actions, sexual abuse, total breakdown of the societal norms and values e.t.c.

Financial problems: That the entire educational sector is underfunded is no more news. Corroborating this view, Obanya (1999:39) asserts that 'funding has become a vexed issue in discussions on education in Africa. This has also been the case in Nigeria'. This problem of inadequate funding reflects in poor Social Studies teacher's remuneration, shortage of (even outdated) instructional facilities as well as inappropriation of the little available funds.

Political problem: All sectors of the economy depends on happenings in the political sector. Hence, the political instability in the country over the years shows its devastating effects on the country's educational policies and programmes which thus have an adverse effect on Social Studies. The plurality nature of Nigeria does not even help the situation, as managing education in a pluralist society like ours is a tedious task since there are many diverse interests to satisfy.

Technical problem: Some technical problems are also affecting our nation's education with no exception of Social Studies education and these problems revolve around dearth of reliable educational data to carry out meaningful researches and poor management information system among others. Obenya (1999) observes that our strategic thinking on the future of education in this country should in fact dusell seriously on information's, not just as a tool of management but also as a teaching, a research and infact a routine activity tool. No wonder Nigeria education system is plagued with such problem as poor funding, inadequate facilities, corruption in admission, certificate scandals, abandonment of academic standards by our leaders e.t.c. all these problems in one way or the other equally have negative effects on Social Studies thereby making it difficult to achieve its stated goals and objectives.

The Challenges Ahead

Having identified some of the problems facing our education, it is pertinent to briefly highlight the new challenges with a view to getting the fact social studies curriculum planners as well as other stakeholders prepared.

Human resources development: How to properly develop all the human resources in education including Social Studies teachers is a new challenge in Nigeria. Human resources are needed to harness other resources toward the realization of the social studies goals, hence they should be well developed.

Discipline: Maintenance of discipline in the entire educational system including Social Studies education is a challenge ahead. That there is gross indiscipline on the parts of virtually all educational curriculum planners a stakeholders cannot be overemphasized. For example, sexual harassment on the students by the teachers, involvement of students in cult activities, prostitution by the female students, exploitation on the part of the teacher, parents encouragement of examination malpractices and so on.

Result oriented leaders: This is another great factor responsible for the failure of the Social Studies towards achieving its desirable goals. Most of our leaders lack managerial and administrative skills required to succeed. Therefore, this becomes a challenge for us to really source for competent leaders that can deliver the much needed results. Even incompetent on the part of Social Studies teachers does not help matters in the sense that the subject is being handled by Geography, Economics, Government teachers in most of our schools.

Relevance: Our education does not seem to be relevant to our aspirations and needs these days. Udoh, Akpa and Gang (1990) as quoted by Oladejo and Ige (2004) submit that after the independence, many educators expressed concern about the lack of relevance of the Nigerian educational system in meeting the pressing economic, social, cultural and societal needs of the nation'. Looking at our local cultural values, the education handed over to us by the colonial masters fails to take the norms and values of our society into

consideration thereby making the practice of education policies in the country to negate the desirable objectives in our various societies. Fafunwa (1995) maintain that 'Nigerian education must of necessity, relates to the needs and aspirations of the child, the community and the rediscovery of our cultural heritage'. In essence, we need to restore out local cultural heritage and values so as to meet the real objectives of Social Studies. It is therefore a great challenge for us to ensure that all the above are worked towards by social studies stakeholders and be restored in social studies education in Nigeria.

Conclusion

The discussions in this paper have so far revealed that the nation's educational system in which the implementation of social studies curriculum is no exception is played with numerous problems (Social, financial, political and technical). The challenges ahead towards finding a lasting solution to these problems were also mentioned and base on this, there is the need to ensure that all hands are on deck so as to achieve an appreciable objectives and goals of Social Studies as contained in its curriculum and that of National Policy on Education in general. There should be adequate funding of education and this fund must be allowed to be managed by education professionals in implementation of the nation's education contents. Also, there should be proper funding of education by the government, non-governmental organizations, private individuals and buoyant parents since no meaningful or tangible things that could be achieved in this country without adequate funding.

Moreover, there should be new orientation on the part of the Social Studies curriculum planners in order to have strong consciousness and commitments so as for the subject to meet up with the modern societal challenges and training and re-training of all educational managers, (Social Studies Education) policy makers, teachers who are the implementers in form of workshops, conferences and seminar. These should be pursued and made compulsory for up-to-date upgrade of knowledge.

In Conclusion, the teaching of Social Studies should be left in the hands of the Social Studies experts that are qualified unlike most situations where Geography, Economies or Government teachers are the one's teaching Social Studies in our schools and also that the government should embark on a periodic full and adequate monitoring, supervision and evaluation of the entire educational system in the country. This will ensure that the objectives and goals are being properly achieved.

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CURRICULUM POLITICS AND CITIZENSHIP EDUCATION IN NIGERIA: THE CLASSROOM TEACHERS' PERCEPTION

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Abstract

The study assessed the teachers' perception on curriculum politics and citizenship education in Nigeria. A descriptive research design was employed for the study. The population for the study was all senior secondary school teachers teaching social studies and civic education in Ilorin metropolis. Ilorin metropolis has three local governments with total number of 79 senior secondary schools. One hundred teachers teaching civic education and social studies were purposively sampled in Ilorin Metropolis. The data collected was analyzed using count and percentage. The results of the study revealed that teacher was of the opinion that social studies was a suitable means for citizenship education in Nigeria. Also, the outcome of the study showed that teachers affirmed that the curriculum planners did not consult the stakeholders most especially the teachers before the implementation of the new civic education curriculum. Furthermore, the results obtained revealed that the teachers were not exposed to human capacity development before or after the introduction of the new civic education curriculum. Based on the findings of the study, it was recommended that: curriculum planning and design should be done by a body independent of government control and such body should incorporate stakeholders like teachers and learners who practice the curriculum on daily basis, and there should be adequate pre and in service training for teachers before and after the introduction of a new curriculum.

Introduction

Curriculum is the heart beat of education process in any given country. Curriculum does the following: it set out what is to be learnt, how and when is to be taught; it covers all other parts of the system, it guides the day to day experiences of the classroom, it underpins the basis for teacher training programmes, the contents of textbooks and other materials, it determines how learning is assessed through the examinations systems, how standards are developed and how performance is monitored through school inspection and supervision systems. Curriculum is a major determinant of what graduates that passes through it bring to the world of work and most importantly contribute to national economic development of a country (Idowu, 2015).

It is very obvious from the description above that curriculum development and implementation are hard task to be accomplished due to several factors that influence it. One of such factor is politics. Politics is an integral part of human life. Therefore, it is not strange that attaining nation-building via education in Nigeria is mostly politically motivated. It has been observed over the years that curriculum design and implementation in Nigeria are educational actions which is affected by political processes (Ho & Martin, 2010, Ogunyemi, 2010).

The citizenship education in Nigeria through social studies, civic education and the merging effort called religion and national value education was undoubtedly exposed to manipulation by political classes. It was observed that politics was the underlining issue which truncated developing effective citizenship education through social studies education. Individual and sectional political interest overrules national interests therefore changing negatively the fortunes of Nigerian social studies education (Ogunyemi, 2011, 2010, Kahne & Middaugh, 2008).

It should be noted that citizenship education in Nigerian primary and secondary schools has passed through different period and transformation such as when the learners were educated through

a single subject. This was dated to period immediately after Nigeria independence from British colonial rule. Civics was introduced into the school curriculum. This was followed by the emergence of integrated Social Studies. Then, the period when the Federal Government of Nigeria fashioned out Civic Education from Social Studies and the related school subjects at basic education level were merged to form a new subject called Religion and National Value Education (Babatunde, 2018; Nigerian Educational Research and Development, 2012, Ogundare, 2011, Nigerian Educational Research and Development, 2007).

Most of the time, the curriculum change has been observed to be forced on the stakeholders most especially the teachers who are the major player in the full implementation of the curriculum. Literature showed that developing curricular (programme) should involve inputs, processes and outputs of education sector stakeholders. Regrettably in Nigeria, the general trend is non-involvement of stakeholders most especially the teacher in the process of curricular design either by seeking their views or direct participation. Most studies agreed on stakeholders' non-involvement in curricular development. In the case of Nigeria, curricular implemented in our classrooms are centrally developed by the Nigerian Educational Research and Development Council (NERDC), established by the Federal Government of Nigeria (Idowu, 2015).

Most curricular design operates top-down and superficially imposed administratively which make stakeholders beneficiaries rather than active participants in curriculum development (Oloruntegbe, 2011, Ogunyemi, 2010). Also, teachers were hardly engaged in any form of training to acquaint them with the new curricular despite being sole implementers of the curricular reforms (Schnidt & Pramwat, 2006, Thamman, 1988). This has been the recurrent experience in the introduction and implementation of new curriculum in Nigeria over the years. This study intends to provide a solution to this identified problem in the development of curriculum in Nigeria. Thus, Curriculum Politics and Citizenship Education in Nigeria: The classroom teachers' perception.

Research Questions
The following research questions were set to guide the study:

i. Which of the curriculum (single subject (civic education), integrated (social studies and harmonization (religion and national value education) would be suitable for citizenship education in Nigeria?

ii. Do the curriculum planners consult with the stakeholders most especially the teachers before the introduction of the new civic education curriculum?

iii. What is the human capacity building given to teachers in terms of seminars, workshops and conferences before the introduction of new civic education curriculum?

iv. What is the human capacity building given to teachers in terms of seminars, workshops and conferences after the introduction of new civic education curriculum?

Methodology
A survey research design was used in carrying out the investigation. The population for the study was all senior secondary school teachers teaching social studies and civic education in Ilorin metropolis. Ilorin metropolis has three local governments with total number of 79 senior secondary schools. Purposive sampling was used to arrive at 100 teachers sampled for the study. The main instrument used for the study was a questionnaire designed by the researchers with two sections. Section A focused on the demographic information of the respondents and section B with an open ended questionnaire elicited information in answering the research questions stated for the study. Data collected were analyzed, using descriptive statistics.

Results
Demographic Information Analysis
Table 1: Distribution of the Respondents Based on Sex

Sex	Frequency	Percentage
Male	40	40.00
Female	60	60.00
Total	100	100.0

Table 1 reveals that 40 (40%) of the respondents are male while 60

(60%) of the respondents are female.

Table 2: Distribution of the Respondents Based on Years of Experience

Years of Experience	Frequency	Percent
Below 5 years	10	10.00
5-10 years	70	70.0
11-15 years	20	20.0
Total	100	100.0

Table 3: Frequency and Percentage of respondents on curriculum suitable for citizenship education in Nigeria

Subjects	frequency	percent
Civic education	20	20.0
Social studies	80	80.0
Total	100	100.0

Table 3 reveals that the greatest number of the teachers indicate social studies as a suitable means for citizenship education in Nigeria, 20 (20.0%) of the respondents indicate civic education as suitable means for citizenship education while 80 (80.0%) of the respondents indicate social studies as a suitable means for citizenship education.

Research Question 2: Does the curriculum planners consults with the stakeholders most especially the teachers before the introduction of the new civic education curriculum?
Answers to RQ 2 are presented in table 4.

Table 4: Frequency and percentage of respondents on curriculum planners' consultation with the stakeholders

	Frequency	Percent
Yes	20	20.0
No	80	80.0
Total	100	100.0

Table 4 reveals that many teachers affirmed that the curriculum planners do not consult with the stakeholders most especially the teachers' before the introduction of the new civic education curriculum. 20 (20.0 %) of the teachers affirmed that the curriculum planners consult the stakeholders most especially the teachers before the introduction of the new civic education curriculum while 80 (80%) of the teachers affirmed that they did not consult the stakeholders most especially the teachers.

Research Question (RQ) 3: What is the human capacity building given to teachers in terms of seminars, workshops and conferences before the introduction of new civic education curriculum?
Answers to RQ 3 are presented in table 5.

Table 5: Frequency and Percentage of respondents on the human capacity building given to teachers before the introduction of the new curriculum

	Frequency	Percent
Yes	20	20.0
No	80	80.0
Total	100	100.0

Research Question 4: What is the human capacity building given to teachers in terms of seminars, workshops and conferences after the introduction of new civic education curriculum?
Answers to RQ 4 are presented in table 6.

Table 6: Frequency and Percentage of respondents on the human capacity building given to teachers after the introduction of the new curriculum

	Frequency	Percent
Yes	20	20.0
No	80	80.0
Total	100	100.0

Table 6 reveals that greatest number of the teachers asserted that they were not given human capacity building in terms of seminars, workshops and conferences after the introduction of the new civic education curriculum. 20 (20.0%) indicated yes while 80 (80.0%) indicated no.

Discussion

This study revealed that the teachers were of the opinion that social studies is a suitable means for citizenship education in Nigeria. This may be attributed to their years of teaching the subject. This finding agrees with Oyeleke (2011) that the teachers preferred social studies as means for citizenship education in Nigeria. The study also revealed that the curriculum planners did not consult with the stakeholders most especially the teachers before the introduction of the new civic education curriculum. This calls for paying greater attention to wider consultations with the teachers before and after the introduction of new curriculum. This finding agrees with Babatunde (2018) that the events before the extraction of civic education from social studies revealed that there was no wider consultations with the stakeholders (teachers, students, parents, community leaders, religious leaders and general populace) before the introduction of civic education curriculum.

The study further revealed that the teachers asserted that they were not given human capacity building in terms of seminars, workshops and conferences before the introduction of the new civic education curriculum. Finally, the study, showed that, the teachers were not given human capacity building in terms of seminars, workshops and conferences after the introduction of the new civic education curriculum. This should be a thing of concern to all stakeholders because the teachers who are to implement the curriculum are neglected in terms of adequate training giving to them. These findings agree with Idowu (2015) that civic education teachers lack adequate government sponsored training in terms of in- and pre-service training.

Recommendations

Based on the findings of this study the following recommendations were proffered as follows:

1. Curriculum planning and design should be done by a body independent of government control and such body should incorporate the stakeholders most especially the teachers and students who practice the curriculum on daily basis.
2. There should be adequate pre-service and in-service training given to the teachers before and after the introduction of any new curriculum.
3. The process of citizenship education in Nigeria needs a closer attention and overhaul devoid of politics by both the government and the stakeholders in the educational sector.
4. The government should come out with a workable curriculum suitable for citizenship education in Nigeria without political interferences and with absolute consultations with the stakeholders in the educational sector.

Conclusion

This study has empirically pointed to some of the technical aspect of the curriculum development neglected most of the time in this part of the world most especially in Nigeria. This has to do with wider consultations with stakeholders in education sector most especially the teachers before the introduction of a new curriculum. Also, the teacher education available for the teachers as well as the in-service training the teachers are exposed to before and after the introduction of a new curriculum. This is not far fetch because the success of any curriculum depends solely on the teachers.

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HINDRANCES TO EFFECTIVE TEACHING OF SOCIAL STUDIES IN NIGERIAN BASIC SCHOOLS

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Abstract
Social Studies is a discipline that has performed excellently well in the annals of human society. From time immemorial, Social Studies has not relented in providing the succor needed to foster harmonious relationship among family circles, stabilize national harmony and serve as adhesive to the multiethnic nature of the nations around the globe. Through its well articulated contents, it has built families, empires, states, nations and the globe as a whole. It is imperative that the future of the discipline (Social Studies) should be built as it has built a lot of humans. This noble disposition will ensure that its numerous benefits are continued to be enjoyed. A symbiotic relationship must be experienced between the discipline and the human race it has immensely benefited. Social Studies does not have its root in Nigeria though it has come to stay in Nigeria as well due to its unquantifiable importance and benefits; it is a discipline that is eclectic in nature. Its tentacle spreads across all aspects of human endeavours; hence, it is seen as panacea to so many evils that bedevil mankind around the globe. However, the current trend around the globe seemingly renders the discipline as ineffective, toothless and impotent. The paper also delineates areas where Nigeria does well and adjustments need to be made for an effective function of Social Studies in relation to Nigeria child. This paper therefore sees Social Studies as a discipline that still stands the test of time and must be accorded the dignity and recognition it deserves.

Key words: Social Studies, Nigeria, Child, Needs Assessment, Efficacy and Effectiveness

Introduction

The trends around the world today call for modification, adjustment, assessment and improvement on and of every matter that critically affects humans. Onward and accelerated movement of matters cannot be underestimated ditto variables that harmonise human organization. A lot of disciplines have evolved and have had great impact on humans. Social Studies, as a discipline, has continued to discharge its duty without any failure. However, paradigm shift in education, more than ever before, requires that the way it is taught and dispensed to the target audience is given more than the usual attention. This paper also feels that, with the current wave in human society, Social Studies could still move, if an inch, to better the more the lot of Nigeria child. That children of today are the fathers and mothers in the future is the truism that cannot be debated. While the past had been well catered for as it can be deduced that the contents of Social Studies had curbed some menace, the discipline should be armed in the present against the ugly trends that are striving to rear their heads against the future. It interesting and apt that National Policy on Education (2014, p. 7) chronicles the purpose of early childhood education. Among the purposes delineated are to:

a. inculcate social, moral norms and values;
b. inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music, and the use of toy;
c. develop a sense of co-operation and team spirit; and
d. stimulate in the child good habits, including good health habits, just to mention a few.

What is noted is that Social Studies meets up with all the purposes described. Besides, right away from primary school education, Social Studies occupies an undeniable position; it is categorically listed as one of the subjects taught at this level. Its teaching continues till Junior Secondary School level. The paper therefore delineates areas where Nigeria does well and adjustments need to be made for an effective function of Social Studies in relation to Nigeria child. It also examines Social Studies as a discipline that still stands the test of time and must be accorded the dignity and recognition it deserves.

The Birth of Social Studies in Nigeria

It was from the United States of America and Britain that Social Studies spread to Africa (Nigeria inclusive). The adoption of Social Studies as a subject in Africa was informed by responses to societal needs and wants (Olaleye, 1992). It was also believed that the discipline would heal the wound caused by the Civil War (Dubey & Barth, 1980). It is even on record that around 1958, Social Studies was taught in some Teachers Training Colleges in the defunct Western Region of Nigeria (Awopetu, 1995). The good tidings about the discipline was spread to the secondary school level when it was first taught at Aiyetoro Comprehensive High School in Yewa Area of Ogun State. Adejumobi (1978) also asserted that Social Studies as a field of study was introduced into the Aiyetoro Comprehensive High School in 1964. The importance of the subject necessitated its being sponsored or financed mainly by the Ford Foundation of America and was termed as 'experiment'. After this, the collaboration and assistance of the Ford Foundation and the Comparative Education Study and Adaptation Centre of the University of Lagos (CESAC), the Social Studies Department of the school published a book in 1968. This could be termed as the beginning of prints in Social Studies in Nigeria. The book then served as the textbook adopted for use in the lower form of secondary school. Since this noble beginning, Social Studies has continued to enjoy unprecedented position as a subject or discipline which ranks equal to English Language and Mathematics and other science subjects in Nigeria.

However, with this nice beginning, there is a challenge that the subject faces today. Teachers that teach the subject are not often involved in the implementation of the curriculum. AbdulKabir (2014) has rightly quipped that teachers' involvement in the development of curriculum cannot be overemphasized. Adewuya (2013) eloquently argued that teachers are the indispensable elements and agents in the interpretation and implementation of Social Studies curriculum were not involved. This would be a disservice to the child to whom the curriculum is being designed. In this regard, Nigeria needs to assiduously work out the modality through which Social Studies teachers would be grossly involved in the design and implementation of Social Studies curriculum. The teachers should be recognized and

given a great latitude to be involved in the project right away from the conception (planning and implementation stages) to delivery. Nigeria has done favourably in observing what the law dictates as far as the right of a child is concerned; Social Studies Curriculum also entrenches in its contents the rights as stipulated by both National and International Conventions. This fact is corroborated by the various provisions made in different conventions held around the globe.

Legal Provision for a Child in Nigeria and Abroad: a Need that is Met

It should be borne in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children. Nigeria too has not deviated from the noble course of protecting the right of a child. To this end, Nigeria ratified the Convention on the Rights of the Child, which is later known as the CRC on 16th April, 1991. It did not end there in the recent time as has Nigeria ratified other international instruments that have bearing on the rights of the child. Such are Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and the Convention against Torture and other Cruel Inhuman or Degrading Treatment or Punishment, just to mention a few.

An appraisal of legal provision is done to place Nigeria on a good pedestal that she has not flagrantly deviated from providing for the needs of Nigeria child. This is line with the conclusion of United Nations Convention on Rights of the Children that twentieth century was 'the Century of the Child' and witnessed the revolutionary 'new Social Studies' of childhood, which brought childhood to the forefront of international, political and academic debate (UNCRC, 1989). This is not an exaggeration especially with

the subthemes of this Convention which has a serious concern for children. It was in line with this that Bisht (2008) maintained that childhood is also an extremely visible entity in the policies and programmes of some countries. Nigeria keys into this sentiment as Social Studies, as a discipline, a subject and a course studied at different levels of education in Nigeria, does not neglect the needs of her child. Although Raman (2000) averred that most discourses on children remain predominantly Eurocentric, this does not apply to Nigeria. Nigeria has not lagged behind in giving to her child what is needed; Social Studies, with its well thought-out contents, makes the provision for raising and nurturing a holistic child.. Yet, Raman's assertion is a challenge to African nations, that is, Africa should wake up from slumber and take issues relating to children with all seriousness. It needs not and should not be the prerogative of Europe alone to have a keen, earnest and passionate love and desire for a child or children. Every nation of the world should be what could be termed 'child maniac'.

Need to Address the Language of Teaching Social Studies at Early Stage of a Child

The proper and legitimate contribution that Social Studies offers a child can best be considered in relation to the ultimate purpose of education in Nigeria (Osakwe & Itedjere, 2005). Social Studies matches the abilities in developing in learners critical thinking, decision making, problem-solving skills and inculcation of healthy habit patterns. It is no doubt that Social Studies arms children to become better informed and effective citizens. According to Meziobi and Amadi (2015), one of the primary objectives of Social Studies is to inculcate socio-civic competence, which in turn, is focused on effective citizenship and encapsulates values as well as character development.

Based on the premise above, language of instruction should be the language of the immediate environment or the mother tongue if a child would be properly taught the skills that would benefit him or her immensely. Salami and Okewole (2018) averred that the onus is on Nigerian teachers who should cherish the languages with which the country is endowed. Nigeria should endeavour to sustain

herself with resources with which she is naturally endowed. One of the major natural resources with which Nigeria is blessed is the numerous local languages. It is not a gainsaying that a child taught with the language of the immediate environment performs excellently well more than a child exposed to a foreign language as language of instruction. Could the contents of the Social Studies at lower primary school be written in different local languages, which could be the mother tongue or language of the immediate environment? Could the contents include the current happenings in Nigeria? While it could not be said that societal and youth-related problems had not been entrenched in Social Studies Curriculum, prevailing contemporary issues like Boko Haram, Yahoo Yahoo, suicide bombing, kidnapping, etc., need to be entrenched in the present Social Studies curriculum so that Nigeria child would be kept abreast of the current trends. As such, the present evils in the society would be exposed and dangers that could emanate from such would be averted. This could only be successfully done if appropriate language is used to pass across the vital pieces of information. Appropriate execution of language policy, at this juncture, would set the tone for effective teaching of Social Studies when language of the immediate environment or mother tongue is used to teach Social Studies. This becomes necessary if the kaleidoscopic nature of language education in one aspect and the paradigm shift in education generally is given a special and undivided attention (Salami & Okewole, 2018).

Need for Seasoned and Professional Social Studies Teachers

A fallacy that is often peddled is that Social Studies can be taught by every Dick and Harry. This is far from the truth. It is a known fact that Social Studies is eclectic hence, it requires the services of professionals before its contents can be presented to the Nigeria Child who needs it for his or her sustenance. Johnson (2001) maintains that to understand teacher learning and language teaching from a socially-situated perspective then, we must examine the activity of language teaching through the perspectives of teachers in order to describe their experiences and beliefs about the content and the learning-teaching process. What this boils down to is

that the quality of a teacher determines greatly what would be achieved by pupils under his tutelage. This supports the assertion made by Nigerian Government through the National Policy on Education (Federal Republic of Nigeria, 2014) that:

> The responsibilities of government for pre-primary education shall be to promote the training of qualified pre-primary school teachers in adequate number, contribute to the development of suitable curriculum, supervise and control the quality of such institutions , and establish pre-primary sections in existing public schools (P.2)

Archana and Usha Rani (2017) maintained that a teacher plays a very prominent role in attracting the student's attention by creating interest among the students. A teacher should play various roles such as Learner, Facilitator, Assessor, Manager and Evaluator. Before teaching the pupils, a teacher has to first place himself/ herself in a position of a learner and think from the learners' perspective. A Social Studies teacher is expected to act in this manner so that pupils would find easier the aspects of Social Studies that look dry, sound odd or taste unappetizing, so to speak. This is a need that must be met by anyone who chooses to teach the important subject to Nigeria child.

Conclusion

In the midst of various roles performed by Social Studies and its inclusion in the Nigerian Policy of Education, it is important that the curriculum planners take cognizance of the trends in modern society and embed in its contents the current issues that affect human society in the present time. The discipline, taught by the professionals, is a great antidote to the menace that has ravaged mankind from time immemorial. It cannot be faulted that the components of the discipline rob off on other subjects that affect humans in positive ways. Being eclectic, Social Studies traverses the boundaries of science, social science and humanities; hence, its role must not be downplayed.

Recommendations

1. The discipline should be taught in the language of the immediate environment at pre and primary levels so that the contents are well ingrained in the learners.
2. The subject should not be made to suffer at any level of education as it does at the Senior Secondary School level where Social Studies is not taught but skipped and only to be continued at the tertiary level.
3. The erroneous belief and wrong philosophy that the discipline can be taught by any person should be out rightly discarded and only the professionals should be made to teach it at all levels of education where it is taught.
4. Through curriculum assessment, current trends in human society should be factored into the contents of Social Studies curriculum.
5. Since children are fascinated with pictures, vices that are being perpetrated in the society should be abhorrently condemned through graphics while virtues should be encouraged with the aids of graphically drawn pictures.

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MISCONSTRUING SOCIAL STUDIES AS A SCHOOL SUBJECT IN NIGERIA– WOULD THE RE-INTRODUCTION OF HISTORY PROVIDE A BETTER ALTERNATIVE?

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Abstract

On Channels Television news of 22nd October, 2016; the Minister of Education announced the reintroduction of History as a core subject in primary and secondary schools in Nigeria. In furtherance to this, the Minister directed the Nigerian Educational Research and Development Council (NERDC) to disarticulate history from Social Studies curriculum for the purpose of "social and behavioural change", "national integration and nation-building" The question this paper attempted to answer are: Is the dynamic nature of Social Studies not enough to address the social malaise ravaging the country? Would the reintroduction of History in Primary and Junior Secondary Schools not compound the problem of overloaded time-table that the students complain about nowadays? What are the suggestions for strengthening Social Studies contents to proffer solutions to the current gaps being observed in citizens' behaviour? The paper among others therefore recommends the need not to over-politicize curriculum review. That is, a curriculum review if necessary should not be based only on 'public comments' but also combined with 'expert views' and 'research outcomes' from relevant existing specializations.

Introduction

Social Studies as a subject in the school curriculum faces difficulties in acceptability and justification of its relevance among older disciplines. According to Ogunyemi (2007), despite the efforts at the country and continental levels to give Social Studies a place of

prominence in the school curriculum, the initial confusion about its concept presented a hard-nut to crack. This confusion came as a result of replacing the British model of History and Geography with the American idea of integrated Social Studies based on the principles of 'pragmatic education', 'spirit of adventurism and experimentation'. Whereas after the second world war, especially in the United States of America and Europe, scholars began to realize that the understanding of human problems and their solution in society required a lot more than what could be covered by a single subject in the Humanities and the Social Sciences (CESAC, 1979 & Adetoro, 2015). Ross (2006) asserted that it was this driving force that led to the formal introduction of Social Studies with emphasis on development of citizenship values as recommended by the National Education Association (NEA) in America in 1916.

In Nigeria, the emergence of Social Studies came when it was obvious that the colonial and post – colonial education system "lacked a sense of direction and were geared towards alienating the individual from his cultural environment" with its inability to inculcate "an awareness of the local environment, national consciousness, national pride and a desire to know and read wide about the country" (Arisi, 2015). Consequently, the first attempt to introduce Social Studies into secondary schools in Nigeria was first done at Aiyetoro Comprehensive High School in 1965. This effort according to Adetoro (2015) was sponsored through Ford Foundation and UNESCO but supervised by Comparative Education Study and Adaptation Centre (CESAC) in Nigeria. With the efforts of the Nigerian Federal Ministry of Education however, Social Studies gained a national outlook and was therefore introduced into primary schools and Teacher Training Colleges in 1971 and 1972 respectively.

However, throughout the 20th and early part of the 21st centuries, Ross (2006) noted Social Studies to have suffered from ideological warfare in which "life-adjustment movement, progressive thinking, social reconstructonism and nationalistic history" have held sway at various times. The debate over the nature, purpose, and content of Social Studies curriculum continues till today with arguments for "social issues approach", "disciplinary study of

history and geography" or "action for social justice" as the common framework for the Social Studies curriculum. Earlier, Lee (1974) viewed Social Studies as the study of man's interaction with ideas and environment, over time and in space. Equally, Barr, Barth and Shermis (1978) recognizes three major orientations of Social Studies as the study of the simplified form of social sciences, the problem – solving and citizenship transmission education. Thus, to Ogunyemi (2008), the contention and debates over the nature, scope and meaning of Social Studies since 1916 has been based on such questions as: Social Studies a study or about some studies? Where does its content come from and who selects them? What is unique to Social Studies unlike other school subjects? In clarifying the purpose and mission of Social Studies therefore, the New Foundland and Labrador (1984) asserts that Social Studies is:

> to provide an enabling process whereby learners develop such personal qualities as knowing, inquiring, reflecting and valuing, and to promote personal development as a catalyst for positive participation in provincial, national and global community (p.7).

Consequently, as a simplified form of social science, Social Studies is for providing integrated theoretical and pedagogical solutions from such subjects like History, Geography, Political Science, Sociology, Anthropology, Economics, Psychology etc to solve man's multi-dimensional problems. The major problem with this perspective in the views of Ogunyemi (2008) is the inability of many teachers to facilitate effectively the integration of knowledge, skills and other forms of competences from the social science and other disciplines to address the human condition. In addition, Barr, Barth and Shermis (1978) noted the ambiguity and controversies surrounding Social Studies as "a complex educational enigma" which for several decades in America and Britain still have no consensual content admittance. For example, this led to a national debate by the 'Contrarians' in America in 2003 when they raised the big question: 'Where did Social Studies go wrong?' because according to them, the subject had all along been training 'idiots', 'garbage-in-garbage-out' and 'ignorant activists' (Leming, Ellington

& Porter-Magee, 2003. Earlier in Britain, the Crick Report of 1998 had found a serious gap in the citizenship training of youths in that it had not made them active participants in democratic governance and international understandings because they had all along being producing 'backbenchers', 'disengaged generation' and people with 'historic political disconnection' (Crick, 1998: 16). Consequently, the debate about the efficacy of Social Studies all over the world would continue endlessly as long as man continues to search for the best solutions to solve societal problems from multifaceted dimensions.

As a reflective social enquiry, Social Studies is to foster curiosity and skills that could be used to solve personal and social problems. This is to promote social competence with the ability to engage in group activities both in and out of school through social education processes. This is why Ross (2006) submitted that Social Studies learning should not be about passively absorbing someone else's conception of the world, but rather it should be an exercise in creating personally meaningful understanding of the way the world is and how one might act to transform the world. In promoting reflective and curious thinking therefore, the teacher of Social Studies is a critical factor for imparting both the subject matter and "mind activity". He or she does this with the students through "theoretical reflections" and "practical undertakings". In this mode as rightly observed by Ross (2006), critical examination of the intersection of language, textual materials, social relations and practice in Social Studies teaching and curriculum making become problematic situations. This is why Abdu-Raheem (2015) noted that where pedagogical content knowledge is lacking, teachers commonly paraphrase information in learner's textbooks with abstract explanation.

In its citizenship transmission philosophy, Social Studies as an integration of experience and knowledge for desirable human relationship and active democratic citizenship faces challenges of integrative models, ethnic racism and value conflicts. On the integrative models, the contention has been between the unidisciplinary and multi-disciplinary approaches with issues-based model taking the front burner at the post – graduate levels. However, Jekayinfa (2006) noted that perfect integration may be very difficult

to achieve in Social Studies. The study of ethnicity and racism under Social Studies have also been contentious and controversial with scholars cautioning teachers to be careful about handling them in the classroom because of the value conflicts they generate. This is why quoting the vision of African Social Studies Programme (ASSP) now African Social and Environmental Studies Programme (ASESP), Ogunyemi (2008) observed that African Social Studies is closely modelled along traditional society's approach to good citizenship by organizing history, culture, values and beliefs as a formal integrated school subject. This in accordance with the National Council for Social Studies (NCSS, 1992) mission, is to provide young people with the ability to make informed and reasoned decisions for the public good as citizens of a culturally – diverse and democratic society. Indeed, as well remarked by Levstik and Tyson (2008), while supporting the vision of NCSS (1992) on Social Studies is the need for a "coordinated" and "systematic" study that draws upon traditional academic disciplines which is to engage the "students in the difficult process of confronting ethical and value-based dilemmas from multiple perspectives"(p. 22). The objective of this paper therefore is to examine where Social Studies are lacking to have warranted the disarticulation of history from Social Studies for "social and behavioural change" in Nigeria. Consequently, this paper attempted to proffer solutions for Social Studies in fulfilling its mandate of producing "responsible" and "desirable" citizens with "informed and reasoned decisions" for "public good" in Nigeria, without necessarily overloading the timetable, by replacing it with History.

Social Studies and Its Current Status in Nigeria

Social Studies is currently in a state of "over-flogging" due to the confusion most statesmen have about its true nature and character in Nigeria. They are confused with the enigmatic nature of the subject which is to promote 'reflective dialogue' and 'critical thinking'. A recent directive of the Minister of Education to disarticulate History from Social Studies is one of such misconceptions. Traditionally, History as observed by experts like Adeyinka (1975), Jarolimek (1977) and Iyewarun (1984) has been one of the main humanity

subjects that Social Studies draw its contents and character from. This is to the extent that the daily increase in social vices like kidnapping, ritualism, terrorism, armed banditary, arson and other unpatriotic acts as well as lack of memories of traditional values make people to call for the reintroduction of History at the lower levels of education in Nigeria.

Unlike in other parts of the world where Social Studies has undergone a lot of transformations to address contemporary problems, Social Studies in Nigeria is currently not a core mandate at the Upper Basic level but a unit under Religion and National values at the primary school level. To this extent, the subject's relevance is misunderstood and reduced in power to function effectively as championed by the core social science and humanities specialists. It is also noteworthy that the lack of definitional concensus as a result of its contextual and time-bound nature has led to proposals as observed by Savage and Armstrong (2000) in Ayaaba (2008) to replace Social Studies from time immemorial with more familiar academic disciplines like History, Geography or Civics in many countries. Perhaps, the popularity of Social Studies in other parts of the world like USA, South Africa, Britain, etc is seen as a threat to the traditional subjects rather than an opportunity for inter-disciplinarity in Nigeria.

Ogunyemi (2014) in his inaugural lecture actually observed that Social Studies education faces three major challenges in Nigeria – conceptualization challenge, policy challenge and value challenge. The conceptualization challenge according to him emanates from those initially recruited to handle the subject who were either geographers or historians with deficiency in philosophy of integrated Social Studies. These early teachers of Social Studies embraced the minimal model of citizenship education which was content-based as against the maximal approach which focusses attention on "progressive and transformational active citizenship" (Ogunyemi, 2014). According to Ogunyemi (2014), the minimal approach which later became the gap for effective Social Studies education was merely for 'social initiation', 'obedience to authority', 'good producers', 'good consumers' and 'good patriots'- all based on structuralists' theory.

On the otherhand, the maximalist model of Social Studies which indirectly was blocked by sudden policy changes when Nigerian Professors in the 1980s/1990s were accused of "teaching what they are not paid to teach" led to the bifurcation of citizenship education from Social Studies in 1991 in Nigeria. This according to Ogunyemi (2014) marked the beginning of overbearing presence of political control in Social Studies curriculum development in Nigeria. Consequently in order to kill 'social transformation' 'critical thinking' and 'issues-based' Social Studies for which the maximal model is noted for, civic education was equally disarticulated from Social Studies and taught up to the senior secondary school level, while Social Studies was merged under the title 'Religion and National Values' in Primary and Junior Secondary schools since 2007. Recently, it is History that is made to be severed from Social Studies.

With the deliberate governmental efforts at revising and reducing the contextual power of Social Studies, there emerged the problem of value-contradiction as the society continues to grapple with value conflicts between what is taught in the school and the larger society. This is because the society itself neither want critical thinkers nor active citizens in practice, but rather submissive and concurrent individuals. Thus, the fear of producing people who would challenge the status-quo made government to recently disarticulate History from Social Studies rather than to call on experts to strengthen the curricula contents of Social Studies with memories of the past which they claimed to have been lost. Disarticulating historical contents from Social Studies is not only overloading the timetable but also amounting to "cycling back into a more traditional separate-discipline approach" (Ogunyemi, 2014), which had hitherto being criticized for promoting colonial mentality.

History and Its Relevance in Social Studies

History as an attempt to re-think the past means an analysis and interpretation of the human past for studying continuity and changes that have taken place over time (Talekau, Nayak & Harichanda, 2015). As a human science, history provides deep understanding of human struggle over time for social studies. It does this through the study of written documents, oral traditions, artifacts,

photographs, paintings and archaeological findings. History also provides background information to different studies, as in "History of social studies". This is because History carries the burden of human progress as it is passed down from generation to generation (Talekau et al, 2015). In order to understand the cause-effect relationships of an event, history answers the three questions of what, why and how dimensions in social studies. 'What' is the conceptualization of the event of the past, 'why' is about the reasons/causes of an event and 'how' is the interpretation of the outcome and effects of what happened. As a 'learning by enquiry' therefore, Carr (1961) submits that History is a continuous process of unending dialogue between the past and the present.

As a significant study, history, according to Talekau et al (2015) possesses disciplinary, informative, cultural, social, political, nationalistic, internationalistic, educational, intellectual, vocational and ethical values. As a valuable discipline, History trains the mental faculties such as critical thinking, memory and imagination; while its imaginative value lies with its being a wonderful treasure-house of information and pathfinder of man's future (Talekan, et al 2015). Culturally and socially, History promotes appreciation of cultural heritage and social understanding. It also teaches political organization and development of human societies. As a nationalistic and international course, History promotes sense of patriotism and the understanding of interdependence in a global world. The autobiographies of Great men as revealed by History serves as a means of developing sense of role models in the individuals with ability to analyze and critique for reasoned judgement. As an ethical subject, History teaches morality, valuable thoughts of reformers and sages. Vocationally, History offers job careers in teaching, library, archival and social-political journalism.

Relationship Between History and Social Studies

History as the 'Queen' or 'mother' of the social sciences offers one of the greatest intellectual platforms for social studies. It does this by the critical and reflective discourses it offers to develop sense of rationality, imagination and reasoned judgement in the learners. The so-called historical process of intellectual enquiry according to

Standford Encyclopedia (2016) presents the idea of re-enactment as a solution from the point of view of the present. While the present is the focus of social studies however, it cannot be meaningfully comprehended without periscoping the past as narrated by History. This is because the past offers the present and the present offers the future for human progressive development. Ultimately, the task of History is to shed light on what, why, and how of the past, based on inferences from the evidence of the present with the hope of finding solutions to human problems in social studies. In the views of Obebe (2005), what historical understanding does for social studies is to place societal present predicament within rational and time perspectives of human evolution. Consequently, social studies with its dependence on cultural determinism (as provided by historical contents) is to incorporate all aspects of reform, revitalization and maintenance of the educational values, knowledge and skills expected of a people concerned about progress and modernization (Adetoro, 2015 citing Adeyinka, 1975).

The study of relationship between man and his/her environment in social studies is episodic and therefore needs historical analysis and interpretation. This is to state that History helps social studies to appreciate and illuminate the developmental progression of man's cultural environment over time. History does this by breaking societal development into stages and offers explanations for various setbacks and achievements that were recorded by man in his/her struggle for survival in the environment. Furthermore, History for social studies as identified by Obebe (2005) answers the question 'when' which refers to the date of an episode or event. This is in tandem with Adetoro (2015) that social studies is concerned with the study of five major topics- man, ideas, environment, time and space. The 'time' factor actually refers to the sequence of an episode or event. To Carr (1964), this makes generalizations and abstractions as adopted in social analysis inevitable in any historical reflex.

As history offers the understanding of human behaviour in the past as a guide to the present and the future (Jekayinfa, 2006), social studies extends this to promote the affective domain of the child using reflective pedagogical skills. This is to state that the thin-

line between History and Social Studies is the ability of the latter to promote reflective enquiry that is based on thinking about the past to reflect on the present and prepare for a better future. Consequently, while History deals more about the affairs of mankind in the past, social studies reflects on this to tackle problems of the present in order to achieve sustainable future.

As a matter of fact, the contention of this paper is not to downgrade the importance of historical facts in social studies but to call attention to the need for retention of social studies as a core subject to promote the interdisciplinarity of learning as solutions to human problems without necessarily making the school timetable wieldy. The major problem with social studies curriculum development (which attracts seemless criticism) is about content selection which makes it like a soft-spot for all-comers affairs. This problem is not strange because Oliver (1957) as re-echoed by Adetoro (2015) wondered how one can justify choosing particular content areas and giving them priority over others in social studies. This is because content selection in social studies are often marked with a "high degree of personalism" (Iyewarun, 1984) and much more of competition for relevance among older (look-alike) disciplines. This argument notwithstanding, Ross (2006) still believes that no single subject except social studies in its armophous structural framework could tackle issues relating to alarming breakdown of the family and the community at large, civic competence, inculcation of patriotism, active involvement in public affairs – all revolving round the concept of 'good citizenship'.

The Way Forward and Conclusion

Since social studies by its integrated nature is to expose students of all comers to environmental awareness, judicious environmental relationship and skills of socio-civic problem-solving that are all-encompassing, it is desirable to maintain its identity for common good. What is needed is the experts' views on content analysis for the current social studies curriculum. Indeed, as already cautioned by Iyewarun (1984), content selection in social studies should be devoid of 'personalism', but should consider the criteria of validity, relevance to life, variety, cummulation, multiple-learning,

significance, utility, interest and learnability; with no criterion applied in isolation or carried to the extreme as suggested by Onyike (1981). This is to the extent that what seems highly relevant in the past, would not necessarily be so today, and what seems relevant today may not be in the nearest future. Thus, as well advised by Awoyemi (1987) and re-echoed by Adetoro (2015), what is needed is to adjust to the thought patterns of the pupils, their attitudes and beliefs, interests and values as well as the type of society that exists and the predominant human trend in it before content selection in social studies.

Looking at the current Primary and Junior Secondary Schools' timetable therefore, civic education is already taught separately just like social studies. To disarticulate History again from social studies as a separate subject would add to the already overloaded timetable (of more than 12 subjects). However, since it has been observed that our youths lack memories of the past, what is therefore required is to strengthen the current social studies curriculum with the needed historical facts and contents and make them learnable. Indeed, rather than disarticulating History from Social Studies at the primary and Junior secondary levels, what is needed is to expand the scope of Social Studies for contemporary problem-solving, increase its time-table allocation and make its teaching more powerful through dialogic critical pedagogy and liberatory action as well as making its teaching more practical for tackling developmental struggle towards nation-building.

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FACTORS ASSOCIATED WITH MASS FAILURE AMONG SECONDARY SCHOOL STUDENTS IN OSUN STATE, NIGERIA

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Abstract

This ex-post-facto research was carried out among the students, teachers, parents and the Ministry of Education civil servants in Osun State. The sample comprised 185 respondents, 120 Senior Secondary III (SSIII) students, 30 teachers, 30 parents and five civil servants. The West Africa Examination Council (WAEC) results of the 479,181 students were used as secondary data on students' mass failure in Osun State. Interview Guide on Secondary School Students' Mass Failure (IGSSSMF) was used to collect data on the factors associated with and the people that are responsible for students' failure in Osun State. The study concluded that there have been high level of mass failures of secondary school students in WAEC in Osun State based on various factors and that every stakeholder is responsible for it. The study therefore, recommended concerted efforts of all the stakeholders to improve academic performance of students in the state.

Key Words: Factor Associated, Mass Failure, Student, Stakeholders

Introduction

The heart of every man desires good things day by day. But at the end of each day not everybody was able to achieve what his heart desired. Failure is the situation of not being able to meet or achieve a desirable goal. It is a phenomenon with no boundary, it could happen to anybody at any stage, status and situation of life. It has caused discouragement, emotional and psychological disturbances to many. Failure has not been a thing of joy to human beings but it may serve as a stepping stone to success because many people had failed severally before they finally achieve breakthrough in their endeavours. Brown (2011) and Kipman (2018) agreed that not everyone that is successful today got to the top with *success after success.* Therefore, they identified some famous successful people in the world who had failed at first before they became successful. These people include Stephen King and Theodor Seuss Geisel (writers), Abraham Lincoln (politician), Albert Einstein (scientist), Thomas Edison (inventor), Bill Gates (business man), Elvis Presley (musician), Jerry Seinfeld (Hollywood comedian) and Stan Smith (athlete). In accordance with this Spacey (2016) put forward that failure is an inevitable part of business and the human experience in general.

Success is always people's desire but as one struggle to pursue success in life he stands the risk of failure. Failure is not what anybody desire but in the process of struggling for success people exhibit diverse attitude towards failure. While some look at failure as a test of one's strength, some see it in them as a sign of weakness, some do not envisage failure at all and some accept success and failure as the same thing. Thus, Joy (2017) said failure is not exactly opposite of success, it is part of success and the moment of success is achieved after many years of failures.

Temple (2018) identified seven types of human failures as follows: Slip Failure: usually this happens with familiar tasks that require little conscious attention. It occurs when wrong action is performed on the right object as a result of attention been diverted. It is a simple, frequently-performed physical action that goes wrong for example to move a switch up rather than down. Lapse Failure: this failure occurs when there is an omission in the process of performing a required action (Short-term memory lapse) for instance a medical implement left in patient after surgery. Resulting action is not intended, not deliberate. Rule-Based Failure: this is failure in decision making rules and procedures, when mistake occurs due to miss-application of a good rule or application of a bad rule for instance ignoring alarm in real emergency, following the experience of fake alarms.

Knowledge-Based Failure: this failure happen when an individual has no rules or routines available to handle an unusual

situation but resorts to first principles and experience to solve problem. The individual fails while doing *the wrong thing believing it to be right* for example relying on out-of-date map to plan unfamiliar route. Routine Failure: this failure occurs as a result of deliberate deviations from rules, procedures, regulations of the game and general consensus. It is characterised by a lack of meaningful enforcement for example high proportion of motorists drive at 80mph on the motorway without any sanction. Situational Failure: this type of failure occurs when specific factors such as weather, time pressure, workload, and suitable tools/equipment were not put into consideration. It happens when somebody knowingly take short cuts, or fail to follow procedures, to save time or effort. Non-compliance may be the only solution to an impossible task for instance commercial van driver has no option but to speed to complete day's deliveries. Exceptional Failure: this occurs when somebody attempts to solve problem in highly unusual circumstances especially if something has gone wrong. The individual may take a calculated risk in breaking rules for example after a puncture somebody speed excessively to ensure not late for meeting.

In view of this, when individual fails the reason for the failure may be traced to many contributing factors. It must be noted that adequate plan for success against failure (that is ability to look left and right, close all the loose ends, cross all 't's and dot all 'i's) may lead to success without any iota of failure. As a result, it is important to be conscious of and plan against failure always.

The consequence of failure can be described as a communicable disease that can be transmitted to many people easily. This may due to the fact that if individual as an integral part of the society fails, the consequences may not be limited to that individual alone rather the burden might be what the entire society will bear. A nation may possibly surfer severely as a result of the failures of her president or citizens. For instance mass failure in the education industry can lead to drop out or inability to obtain higher degree certificate. This reduces literacy level of a given country and people without adequate education are more likely to spend their lives jobless. In Nigeria, in the process of struggling for survival, unemployed youths do exploit natural environment in a non-

sustainable way. This has led people into the forest and engaged themselves in indiscriminate felling of trees and poaching of wild animals without sparing the young ones. These activities create a lot of negative impacts on the environment, the impacts ranges from destruction of ecosystem, pollution, despoiling of the environment and ultimately threatens the human existence.

Also, in Nigeria students' failure has not been given adequate attention it deserves but it has been given more publicity. Often times the news is published on papers and announced by media houses. The issue becomes public discussion on air every year whenever the West African Examination Council (WAEC) makes public announcement of the number of candidates who wrote, passed and failed the examination. It is always a discussion without 'a conclusion'. As parents scold the child similarly stakeholders in education and members of the society castigate him/her for his/her failure. Consequently this kind of media hype, societal disgrace and dishonour has led many Nigerian youths and students to commit suicide. For instance in 2012 two female students were reported to have committed suicide because they failed WAEC examination in Asaba, Delta State (Adeyemo, 2012). This they must have done because of the shame of being treated as a failure. However, if they had been encouraged to see failure from positive point of view as ingredient of success they would have stayed alive and be useful members of the Nigerian society and benefit the entire human race. It has been the practice of some developed nations of the world to encourage failed/ dropped-out students and give them hope of becoming great and contributing well toward the development and growth of human societies. Joy (2017) said people praise the famous invention of the bulb, but none of them considered his failures. There is no doubt that this individual received encouragement and strong hope from his parents, teachers, government as well as members of the society to break even.

It seems as if government and other stakeholders have not been given adequate attention to the situation of students' mass failure in Nigeria. Some of these children and youths are taking wrong decision and deviating from the norms of the society because of the way members of the society disgrace them. The society also made

them believed that they are truly responsible for their failures whereas other stakeholders might have contributed in one way or the other to it. It is on this premise this study investigated factors associated with students' mass failure in Osun State, Nigeria. Although there are numerous studies on students' academic performance in the field of education but there is still a gap to fill in the area of students' mass failure in Osun State.

The general objective of this paper is to give attention to issues of students' mass failure in Osun State. The specific objectives are to investigate the level of students' mass failure in Osun State, identify factors associated with students' mass failure and those who are responsible for the mass failure in the State.

Research Questions

1. What is the level of mass failure among Osun State secondary school students in WAEC examination?
2. What are the factors associated with secondary school students' mass failure in the State?
3. Who are the people responsible for the factors associated with secondary school students' mass failure in the study area?

Methodology

The study adopted ex-post-facto research design. The students, teachers, parents and the civil servants in the Ministry of Education in Osun State are the population of the study. The sample comprised 185 respondents. Two secondary schools were selected from each of the three senatorial districts in the state making the total number of six secondary schools. From each of the selected six schools five teachers and 20 Senior Secondary III (SSIII) students were selected totalling 30 teachers and 120 students using simple random sampling technique. Convenient sampling technique was used to select 30 parents and five civil servants of the State Ministry of Education. One instrument was used for the study namely: Interview Guide on Secondary School Students' Mass Failure (IGSSSMF). Interview Guide on Secondary School Students' Mass Failure was used to collect data on the factors associated with and the people responsible for students' mass failure in external examination in the State. West Africa Examination Council results of 479,181

students were used as secondary data on students' mass failure in external examination in Osun State. Simple percentage was used to analyse data collected on the three research questions.

Results

Research Question One

1. What is the level of mass failure among Osun State secondary school students in WAEC Examinations?

Table 1: Osun State Secondary Schools Students' Performance in WAEC from 2006-2016

S/N	Year	Total No of Candidate who Sat for the Examination	Pass with 5 Credit Including English and Mathematics	Percentage	Pass less than 5 Credit	Percentage
1	2006	37,428	4,085	10.91	33,343	89.09
2	2007	36,171	2,483	6.86	33,688	93.14
3	2008	37,715	3,813	10.11	33,902	89.89
4	2009	39,676	5,545	13.98	34,131	86.02
5	2010	43,216	6,777	15.68	36,439	84.32
6	2011	53,293	11,672	21.9	41,621	78.10
7	2012	51,463	11,431	22.21	40,032	77.79
8	2013	47,009	9,654	20.54	37,355	79.46
9	2014	47,686	8,844	18.55	38,842	81.11
10	2015	48,845	10,590	21.68	38,255	78.34
11	2016	36,679	16,983	46.3	19,696	53.70

Source: WAEC Statistic Division, Osun October 2016

Based on the WAEC results presented in Table 1, it is obvious that there is high level of mass failure among secondary school students in Osun State. The results in table 1 showed that in each of the year, the number of candidate who passed the WAEC examination are not up to 50% of the total number of students who sat for the examination. From 2006-2010 as well as 2014 the percentages of those who passed the examination are below 20%. The percentages of those who passed the examination from 2011-2013 and 2015 are not up to 25%. However, in 2016 there was an improvement in the performance of the students as the percentage increase to 46%. Even with the observed improvement in the performance of the students, Osun State was ranked 29th out of the 36 state of the Nation on the 2016 WAEC performance table. This finding corroborate the

observation of Oluwole (2017) who reported that in Nigeria in a recent analysis, it is apparent that other regions are not only catching up, but overtaken the South-west which has been known to be region of scholars. This is due to the performances of the region in the Senior School Certificate Examinations (SSCE) which showed that in the last six years none of the states, besides Lagos, has made it to the list of top 10 states in the WAEC publicised ratings.

Research Question Two: What are the factors associated with secondary school students' mass failure in the State?

To answer this question different categories of stakeholders were interviewed their responses were presented in table two.

Table 2: Responses of Education Stakeholders on Factors Associated with Secondary School Students Failure in Osun State

S/N	Responses	No & % of Student that identified the factor		No & % of Teacher that identified the factor		No & % of Parent that identified the factor		No & % of Civil Servants that identified the factor associated with secondary school students failure	
1	Students' Personal Factor: Students low Intelligent, Quotients, Students' malnutrition etc	44	36.67%	22	73.33%	26	83.33%	4	80%
2	Student Attitude toward learning: Students lack of concentration. Laziness of students Students reading habit, Truancy indiscipline etc	28	23.33%	25	83.33%	19	63.33%	5	100%
3	Students' Lack of Learning Materials e g textbook, notebook, writing materials etc	93	78%	30	100%	8	26.67%	3	60%
4	Students' Relationship e:g peer group, girl or boy friend etc	30	25%	25	83.33%	20	66.67%	4	80%
5	Lack of Supervision or Inspection: students' supervision, teachers' supervision, schools' inspection etc	10	8.33%	15	26.66%	28	93.33%	3	20%
6	Teachers' Quality: Teachers knowledge of the subject matter, experience, etc	89	74.17%	10	33.33%	26	86.67%	2	40%
7	Teacher' Pedagogy: Teacher's method of teaching, Teachers' communication skills, inadequate use of instructional materials, Lack of good evaluation method etc	100	83.33%	5	16.67%	26	86.67%	4	80%
8	Teacher Attitude to work : Teacher Nonchalant attitude to work, inadequate preparation etc	119	99.17%	6	20%	22	73.33%	5	100%
9	Funding :Inadequate school facilities, lack of learning materials , non payment of school fees, Non payment of teachers' salary, congestion in the classrooms , misappropriation of fund	119	99.17%	30	100%	30	100%	3	60%

Source: Author's field work.

Many factors associated with student's mass failure were identified by stakeholders in education in Osun State. These factors were grouped into ten categories as shown in Table 2. Over 50% of all the stakeholders identified factors such as under funding as major factors causing students failure in Osun State. This corroborate Odia and Omofonmwan (2007) who had earlier established that there is gross under funding of the educational sector in Nigeria which has resulted to shortage of teaching and learning materials, shortage of classroom, inadequate qualified teachers, poor remuneration of teachers and the neglect of maintenance of the physical facilities in the sector (Adeyanju & Adu 2013). Also Nwafor, Uchendu and Akani (2015) maintained that where funds are not available to finance education facilities and services the performance level of students will be very low.

Also, over 50% of three groups of the stakeholders identified students' factor, like students low Intelligent Quotients, students' malnutrition, students lack of concentration, laziness of students, students reading habit, truancy indiscipline as factors associated with student mass failure in Osun State. These results confirm the findings of Andrei, Camelia and Alina (2012) that there is a strong relationship between student's Intelligence Quotient (IQ) and academic performance. They explained that the more students have their IQ level higher, the more they can present their ideas easily and their general marks higher. The findings of this study also substantiate Tennen and Hagar (2011) observation that poor study habits, time management, and study skills are among the impediments that stand in the way of learning for many students. A student's attitude is an extremely important factor in learning, it directs his or her aspirations and ambitions (Blake & Hanley 1995). Student's attitude has a major effect on how a student performs and in turn succeeds in a given class. This means that there is relationship between a student's attitude and academic achievement (Russell & Hollander 1975). In the same vein, Okwakpam and Okwakpam (2012) observed that globally truancy has been regarded as a cankerworm that has caused a lot of setbacks for secondary school students in their educational pursuits. Scholars have also established that peer groups influence the quality of students' performance because they serve as the strongest pressure children receive on a daily basis at school (Dishon 1990, Frentz, Gresham & Elliot, 1991. Wentzel, 1991. Bandura, Barbamelli, Caprara & Pastorelli 1996, Steinberg, Durnbusch & Brown, 1992). In a nutshell, it is not only the lack of ability, the lack of willingness to persevere in working hard also prevents many students from succeeding (Markova 1992).

In addition, over 50% of the three groups of the stakeholders agreed that variables under teacher's quality, pedagogy skills, and attitude to work are factors associated with student mass failure in Osun State. These results support the position of Abour, Farah, Gerald and Jeremy (2013) who said that instructors that are not clear enough in presenting information cause students to have a misunderstanding of the information and sometimes resulting in failure. Moreover Du Preez (2004) posited that learners could not do well in studies when their teachers who were supposed to guide them did not know the subject themselves. Furthermore, Nyaumwe, Bappoo. Buzuzi and Kasiyandima (2004) reported that some of the methods teachers use do not help students develop conceptual understanding of the subject matter hence the high failure rate in the subject. More so Esland (1971) put forward that secondary school students' success and failure also depend on the evaluation system applied by the teacher.

Furthermore, lack of supervision/inspection, and quality of the available textbooks were identified as factors associated with mass failure in the State by over 50% of two groups of the stakeholders. This is in line with Dangara (2015) who had established that Nigerian secondary schools system lack regular supervision as such instructional processes were not closely monitored to ensure quality control in the teaching - learning process and this is affecting the students' performance. Also Okoro (1999) had remarked that some available textbooks in Nigeria lack the required contents, because many authors have not carried out a comprehensive review of a field and its curriculum before writing the textbook.

Research Question Three
Who are the people responsible for the factors associated with secondary school students' mass failure in the study area?

Table 3: The **View of Education Stakeholders on Those that are Responsible for Secondary School Students' Failure in Osun State**

S/N		Responses	No & % of students with this view		No & % of teachers with this view		No & % of parents with this view		No & % of civil servants with this view	
1	Student	Students lack of concentration. Laziness of students Students reading habit, Truancy	106	88.33	30	100	30	100	5	100
2	Friend /Peer Group	Students lack of concentration. Laziness of students, Truancy	37	30.83	30	100	21	70	5	100
3	Teacher	students' supervision, knowledge of the subject matter, Teacher's method of teaching, Teachers' communication skills, inadequate use of instructional materials, Lack of good evaluation method, Teacher Nonchalant attitude to work, inadequate preparation	120	100	18	60	30	100	3	60
4	Parent	Students'malnutrition, Students low Intelligent Quotients, Students' Lack of textbook, notebook, writing materials, inspection and supervision of student's works	72	60	30	100	11	36.67	5	100
5	Government	Lack of inspection and supervision of students teachers and schools activities, lack of quality teacher Inadequate school facilities, lack of learning materials Non payment of teachers' salary, congestion in the classrooms	120	100	25	83.33	30	100	1	20
6	Author	Lack of good quality of the available textbooks, in term of the language used, inadequate information, picture diagram and exercises	2	1.67	10	33.33	5	16.67	2	40
7	School Administration	Misappropriation of fund, indiscipline lack of inspection and supervision of students teachers and schools activities	89	74.16	12	40	23	76.67	3	60

Source: Author's field work.

Table 3 showed the view of education stakeholders on those that are responsible for the factor accountable for secondary school student's mass failure in Osun State. One hundred percent of the teachers, parents and civil servant identified students as responsible for their failures. They blamed students for general unpreparedness to study as one of the major causes of students' mass failure. Hard working teachers are let down by lazy students while some students lack the academic ability and potential to engage in higher learning (Thomson and Comber, 2003). Therefore, Abour, Farah, Gerald and Jeremy (2013) concluded that students themselves are even more responsible for their own success and failures than their instructors.

Also, 100% of teachers and civil servants stated that friends and peer group contribute to students' mass failure. This consensus is in line with the finding of Korir and Kipkemboi (2014) who investigated the impact of environment and peer influence on students' academic performance in Vihiga, Kenya. The study established that peer group have a relationship with students' academic performance. It explained further that peer group is a strong factor that can affect learner's academic performance negatively or positively due to peer pressure and conformity which is the degree to which an individual adopts actions that are sanctioned by their peer group. Students whose friends engage in negative activities such as dating, and sexual behaviour, taking of alcohol, use of drugs and tobacco, sneaking out of school and being absent from school constantly are likely to have lower academic performance.

Furthermore, parents were blamed for students' mass failure by 100% of the teachers and civil servants. This opinion supports the finding of the study conducted by Biddle, Bank and Marlin, (2001) on parental and peer influence on adolescents which revealed that parental norms are more likely to affect the adolescent than peer norms while peer behaviours are more likely to affect the adolescent than parental behaviours. Parents have had a longer time to influence adolescents and retain a responsibility to represent the standards of the adult world. On the other hand, learners are not performing well because parents have neglected their important role in the upbringing of the students in term of clothing and feeding the students, providing moral support, giving positive comments on their children's

schoolwork and paying school fees on time so that the child is not sent out of school for non-payment.

More so, 100% of students and parent identified teachers as the reasons for students' mass failure. According to Audria (2013) some teachers should be blamed for lack of dedication to their jobs, which has inadvertently affected the academic performance of student. He observed that the standard of teaching in public secondary schools is characterised by lazy teachers, increasing absenteeism among teachers, general poor quality of tuition and teachers' strikes over salaries and poor working conditions. And that most teachers in the public schools have little time to check on the student's progress.

In another situation 100% of students and parents as well as 83% of teachers identified government as the reason for mass failure. According to Hall (2013) funding of public schools is one of the major functions of the government. Therefore, government at various levels (local, state and federal) is expected to contribute significantly to the provision of education as essential public service. Nwafor, Uchendu and Akani (2015) claimed that the Nigerian educational sector has suffered inadequate funding, misappropriation and underutilization of funds set aside for the improvement of the education system. There is untimely and inadequate payment of staff salaries and other welfare packages, low provision and maintenance of libraries, laboratories, instructional materials and workshops among others. When funding is not provided in the right quantity and at the right time and the necessary facilities are not available for self development, the performance level of both teachers and students will be very low.

The school administration is seen as being responsible for students' mass failure by 74% of the student respondents, 40% of the teacher, 76% of the parent and 60% of the civil servants. This is in line with the observation of Audria (2013) who stated that some school administrators had failed to make a deliberate effort to supervise the teaching and learning process so teachers are at liberty to do whatever they want. Dangara (2015) carried out a study on the "Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria". Through the study it was established that Nigerian secondary schools lack regular

supervision as such instructional processes were not closely monitored to ensure quality control in the teaching - learning process and this is affecting the students' performance.

Thirty-three percent of teachers and 40% of civil servants claimed that authors of textbooks are as well contributing to students' mass failure in Osun State. This confirmed the report of West Africa Examination Council Chief Examiner (2012) who specifically pointed out that one of the causes for the students' low performance is ill-preparation as a result of poor topics coverage in textbooks. Okoro (1999) had remarked that some available textbooks in Nigeria lack the required contents, because many authors have not carried out a comprehensive review of a field before writing the textbook. Many textbooks also lack student-centered activities. He explained further that in some cases authors did not publish their textbooks with reputable publishers and thus received little or no advice on how the books can be improved to meet subject objectives and with non-reputable publishers, quality suffers.

Finally, the findings of this study showed that it is not only students that are responsible for their failure in Osun State, parent, teachers, school administrators, authors and governments have their share of the blame. Abour, Farah, Gerald and Jeremy (2013) emphasized that many students wanted to succeed, but are held back because of some factors that are beyond their control these include the cost of education, family matters, instructional resources, illness, supervision, and the environment where teaching and learning activities are taking place. Stakeholders who contributed to students' mass failure in Osun State are not conscious of the magnitude of their contributions. Thus the right attitude and adequate attention needed was not given to solving the problem of students' mass failure in the state.

Conclusion and Recommendations

Based on the findings of this study it was concluded that there is continuous students' mass failure in Osun State and that students' mass failure in the state is not indeed students' failure it is the failures of all stakeholders in the education sector. Also it was concluded that adequate attention has not been given to the problem of mass failure

in Osun State. A problem that was jointly created must be jointly solved. Therefore, concerted efforts of all the stakeholders are recommended to give adequate attention to every incident of students' mass failure inorder to encourage and improve academic performance of students in the State. When every stakeholder performs their duties promptly and adequately there is possibility of changing failure to successes in the education sector. Also, Government should make sufficient fund available and embark on regular inspection of schools activities for quality assurance. Nigerians need a better orientation about failure that the days of failures only teach people their flaws, mistakes and carelessness and show them the right part to success. Members of the society should stop castigating and disgracing student by calling them failures rather they should be encouraged to try further. Media houses, parents and guardians should moralize the student that when there is life there is hope, that they can still be successful. There should be the awareness of the fact that failure may serve as a stepping stone to success because this is true of the most successful people of the world who failed severally before they became successful.

The study has contributed to knowledge by providing useful information on the existing academic achievement of secondary school students in Osun State. The study has also highlighted those factors contributing to students' mass failure and identified those stakeholders who are causing the factors in the State. The study has added to the existing literature on the issue of mass failure among secondary school students in Osun State.

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AN ASSESSMENT OF SENIOR SECONDARY SCHOOLS STUDENTS' COMPUTER LITERACY IN LEARNING CIVIC EDUCATION IN KWARA STATE

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Abstract

This study examined senior secondary school students' computer literacy in learning civic education in Kwara State. It specifically assessed the level of computer literacy among senior secondary school students; investigated difference in computer literacy of students based on gender, as well as their attitude towards the use of information and communication technology in civic learning. The study adopted the descriptive survey type. The population for the study consisted of all senior secondary schools' students in Kwara State. The target population was the SSS2 students. Stratified and simple random sampling techniques were used to select schools and students. A researcher-designed structured questionnaire was used to obtain data from the respondents and data collected were analyzed using percentages and t-test statistical technique. Results revealed that senior school students' computer literacy was at moderate level with highest frequency of 86 respondents (57.3%). Also, no significant difference in students negative attitude, (M = 10.33, SD = 3.86) and the students with positive attitude (M = 9.60, SD = 3.42); t (148) = 1.230, p > .05 towards the use of ICT in civic learning but there was a significant difference in computer literacy of male, and female senior secondary school students towards civic knowledge. The study concluded that the level of computer literacy among senior secondary school students is moderate enough for sustainability of civic learning. The study thus recommended that Social Studies educators are encouraged to engage the students in learning civic through application and interaction with computer and other ICT gadgets.

Introduction

The role of computer education in nation building especially in this 21st century is inevitable for all and sundry. Compliance to computer literacy keeps increasing on daily basis. This is due to the functionality of computer education in every human endeavor. Indeed, aspiration for computer knowledge is primarily important in educational sectors before any other realms of societal institutions. Kelani and Akinrinmade (1998) described the role of computer to include accepting, storing and retrieving vital data through arithmetic and logic operations at high speed to produce desired results with possible minimum human intervention. This definition suggests that a computer is an electronic functional ware that assists in making human effort easier, faster and stress-free. The presence of internet facilities in schools will no doubt provide benefit service to learning of civic education. Computer literacy is the knowledge and ability to use computer and technology efficiently. Aitokhuehi, and John, (2014) opined that literacy in computer is the comfort level of manipulating computer programs and other application that are related to computers. It can be deduced that computer literacy is the ability to operate computer hardware and software in order to achieve a particular objective. Afolakemi, (2008) considered computer literacy as the dexterity in computer application for educational management and record keeping.

Fagbohungbea and Longe (2009) opined that learning process would lead to a relatively permanent change in behavior due to experience and practice. Therefore, there is a connection between effective computer literacy and civic learning in schools. This is evident in the use of computer literacy in conducting researches through internets to enhance better understanding of citizenship responsibility and democratic culture. There is greater tendency for concrete civic learning if knowledge of computer literacy is involved. Similarly, Oyeyinka (2001) opined that performance is an index of learning. Manipulation of computer by students for civic learning is capable of yielding desirable change in behavior of the learners. Introduction of computer education in senior secondary would not only make the students at the level to be computer literate but to use the knowledge in boosting their career in various subjects especially

in civic learning and Social Studies. Computer literacy is about being knowledgeable in the computer and its applications (Rochester & Rochester, 1991). Literacy in Computer means the knowledge and ability to use computers and understanding of a range of skills covering elementary programming and advanced problem solving.

Information communication technology' (ICT) use for civic education is the systematic and organized device used in gathering, storing, retrieving processing analyzing and transmitting data for civic instruction (Uroko, 2006). Aliyu (2009) described information as raw data that are processed into meaningful form. This shows that information gathered for civic learning is never valuable unless it is communicated in the right way to the user. Danope (2000) opined that information communication is a two – way process which involves imparting and receiving information from two opposing people. This shows that knowledge of ICT is for both the teacher and the students of civic education.

In addition, communication is a transaction: symbolic process, which gives people the opportunity to relate and manage the environment by establishing human contact, exchanging information, reinforcing the attitude and behaviors of others (Ike, 2009). Technology is the systematic application of scientific or other organized knowledge for practical tasks in schools and industries (Okeke, 2006). It is a complete integrated process for analyzing problems controlling and evaluating those problems. Sustainability of teaching and learning of civic education in school depends on integration and organization of men, machines and ideas for problem solving. This is the reason Imogie, (2008) opined that information technology includes process system management and control mechanism of human and non–human. Danape (2000) highlighted communication technologies to include all media employed in transmitting audio, video, data and multimedia messages through hosts such as cable satellite wireless radio, infra-red, bluetooth and Wi-Fi etc. Computer technologies include all removable media such as optical disk, disk flash memories, video books, multimedia projectors, interactive electronic board etc. However, students' access to the technologies would make local and global civic

learning information easily accessible and feasible.

The entire sectors of education have been altered greatly due to application of ICT. Blurfon (2002) opined that information and communication technologies (ICT) greatly facilitate the acquisition and absorption of knowledge offering developing countries unprecedented opportunities to enhance educational systems, improve policy formation and execution and widen the range of opportunities for businesses. ICTs can sustain the quality of teaching and learning of civic education in several ways through increasing motivation of learners, as well as improving and facilitating of skills of pre-service teachers. Bates (2002) described students literacy in ICTs as revolution in shift from teacher centered to learner centered environment. Concept of e-learning or e-teaching becomes a household in education today which is needed to be sustained for effectiveness of teaching and learning of civic education.

Chime (2004) opined that the application of electronic devices such as computer, radio, television, camera, and projectors e.t.c in the teaching and learning process improves understanding of the subject matter. Information and Communication Technology could be instrumental to design of distance learning to promote civic education and computer based test would cope with multitude of learners to sit for civic examination being one of the core subject in school.

Introduction of Information and Communication Technology for secondary schools project tagged "School Net" in 2006 by the Ministry of Education has offered much influence on students' computer literacy (Adomi & Anie 2006). School-Net Nigeria; project is a sort of contribution of nongovernmental organizations such as MTN, Busy net, Zinox computers, and First bank etc to tackle low level of Nigerian secondary school students use of ICT. The main rationales behind intervention of various firms such as in School-Net project include: (i) Implementing, supporting and coordinating ICT development projects in education. (ii) Providing and supporting lower-cost scalable technology solutions and internet for schools. (iii) Providing support mechanism for schools for technical infrastructure connectivity (Ofoedu, 2001).

Each school receives a minimum of 10 computers to

encourage the use of ICT. Omololu (2001) opined that Mobile Internet Unit (MIU) was commissioned by the Federal Government of Nigeria to take the internet facilities to rural areas and to make primary and secondary schools have accessibility to computer literacy. Olorunsola (2007) described application of e-learning in the developed world to education as a measure to encourage both dependent and collaborative learning environments in which students can learn the new same idea in interactive and more exciting manner. This can be tapped for sustainability of teaching and learning of civic education under broad curriculum of Social Studies even at senior secondary school level.

On the gender factor, this connotes the attributes, roles, beliefs and attitudes that connect to being a man or a woman in the society. Nworgu (2006) described gender as socially ascribed attribute opposed to sex, which is the biological feature. The interest in computer knowledge has been stereotyped along gender lines to be meant for male learners. This may be due to prejudice that male students may be more intelligent than female to cope with technicality of computer knowledge. Mathesus, Schittek, Nattestad, Shanley, and Attstorm, (2005) opined that women usually perceive computers as machines, which is often meant for the masculine to manipulate and thus complicated for female. The thinking is that female students has phobia for computer because of the feeling that it is not a machine for female folks. Usman (2006) added several factors in and outside the classroom that make female students run away from computer technology. Such factors include the perception of men as media experts in technology, societal lofty expectations of difficult goals for boys and little task for girls, the structure of learning tasks, the nature of feedback in performance situations, and the organization of the classroom seating. These factors may also influence the use of computer knowledge for sustainability of civic education in which male students may use ICTs often more than girls may solve civic learning issues.

Haddad and Jurich (2002) observed gender imbalance in the use of computers and other technologies. In the same vein, Jensen (2002) remarked that problem of gender disparity in use or access to ICTs is a continuous issue to be tackled in countries worldwide.

However, the intense of women liberation movements and advocacy for girl child education seems to be yielding fruitful result in bridging gender gap between male and female in learning. (Vincent & Vincent, 2005).

Statement of the Problem

It is not news that civic education as a component of social studies has been disarticulated and given a discipline identity in senior secondary schools in Nigeria. However, introduction of civic education at this level is an additional role expected of social studies educator. The use of computer and other information technology facilities all over the world helps to make work easier and faster. Despite the numerous benefits of the use of computer especially in this 21st century, some learners still distant themselves from utilizing available computer facilities to influence their academic performance. Evoli (2007) opined that Nigerian secondary school students require ICT competence to survive in their subject areas. Zarai, Rokhafruz, & Diainat (2012) compared the means scores of computer literacy of first year clinical students in Vienna on the basis of gender, and the result showed that 94% of the students attested to accessing and using computers. Of this number, only 26% of the female students used computers frequently. The need for better understanding of civic education now and in the future demands a good background in computer literacy. Learning of civic education needs to be explored through computer application as a way of ensuring sustainability of the subject. Not many efforts have been geared towards this trend and thus motivate this study to find out the effectiveness of computer literacy as an implication for sustainability of civic learning among senior secondary school students in Kwara State.

Research Questions

The study attempted to provide answers to the following questions:
1. What is the level of computer literacy of the senior secondary school students in relation to civic learning in Kwara State?
2. What is the attitude of senior secondary school students in Kwara State towards use of Information and Communication Technology in

civic learning?

3. What is the difference in computer literacy impact on civic learning of senior secondary school students in Kwara State based on gender

Hypotheses

H_{o1}: There is no significant difference in the attitude of senior secondary school students in Kwara State towards the use of Information and Communication Technology in civic learning

H_{o2}: There is no significant difference in computer literacy impact on civic learning of senior secondary school students in Kwara State based on gender

Methodology

Stratified sampling technique was used to categorize senior secondary schools in the state according to the three senatorial districts i.e Kwara north, central and south. Therefore, ten senior secondary schools were randomly selected from each of the existing senatorial districts, which resulted into the thirty schools that were involved in the study. Five students were later randomly picked among the SSS2 students in each of the thirty sampled schools, which culminated into one hundred and fifty senior secondary school students that participated in the study. The instrument used to collect the data in the study was a four-scale Likert-type researcher-designed structured questionnaire with split half reliability co-efficient of 0.84. Experts in test and measurement validated the questionnaires. The researcher administered the questionnaires with the help of three research assistants. The **data collected were analyzed using percentages and** t-test **statistical technique.**

Results and discussions
Table 1: Distribution of the Students by Gender

Gender	Frequency (f)	Percent (%)
Male	77	51.3
Female	73	48.7
Total	150	100.0

Table 1 shows the distribution of the students by gender. Out of the 150(100.0%) students sampled for this study, 77(51.3%) were males while 73(48.7%) were females.

Research Question

RQ1: What is the level of computer literacy of senior secondary school students in civic learning in Kwara State?

Table 2: Level of Computer Literacy of Senior Secondary Students in relation to civic learning in Kwara State.

Level of Impact	Score Range	Frequency (f)	Percent (%)
Low	0-3	40	26.7
Moderate	4-6	86	57.3
High	7-9	24	16.0
Total		150	100.0

Table 2 shows the level of senior school students' computer literacy in relation to civic learning in Kwara State. It is shown from the result that senior school students' computer literacy in relation to civic learning was at moderate level with highest frequency of 86 respondents and (57.3%). Although the computer literacy level was not high but it can be concluded that the sustainability of civic learning can be ensured with moderate status of students' computer literacy levels.

H_{o1}: There is no significant difference in the attitude of senior secondary school students in Kwara State towards the use of Information and Communication Technology in civic learning

Table 3: t-test of difference in the attitude of senior secondary school students in Kwara State towards the use of Information and Communication Technology in civic learning

Attitude	N	Mean	SD	SEM	T	df	p	Decision
Negative Attitude	73	10.3288	3.85881	.45164				
					1.230	148	.221	Do not reject
Positive Attitude	77	9.5974	3.41922	.38966				

It can be observed from table 3 that there was no significant difference among the students with negative attitude (M = 10.33, SD = 3.86) and the students with positive attitude (M = 9.60, SD = 3.42); t (148) = 1.230, p > .05 towards the use of ICT in civic learning. Since the p-value is greater than .05 thresholds, therefore, the stated null hypothesis was upheld. It can be concluded therefore that there was no significant difference in the attitude of senior secondary school students in Kwara State towards the use of ICT in civic learning. However, the students exhibited a higher negative attitude towards the use of ICTs in civic learning with 10.33 mean score.

H_{02}: There is no significant difference in computer literacy of senior secondary school students in Kwara State based on gender

Table 4: T-test of difference in computer literacy of senior secondary school students in Kwara State based on gender

Gender	N	Mean	SD	SEM	T	df	p	Decision
Male	77	11.0260	2.82831	.32232				
					.780	148	.436	Do not reject
Female	73	10.6575	2.95437	.34578				

literacy of male, (M = 11.03, SD = 2.83) and female M = 10.66, SD = 2.95; t (148) = .780, p > .05 in the sampled schools. Since the p-value is greater than .05 thresholds, therefore the stated null hypothesis was upheld. From the result therefore, even though the male students had a higher mean score of 11.03, yet it shows no significant difference as compared to their female counterparts that scored 10.66.

Discussion of the findings

Based on the outcome of this study, the senior school students' computer literacy in civic learning was at moderate level. This study revealed that students in senior secondary schools have benefited immensely from the School Net projects as provided by numerous stakeholders in education. This result is in line with the submission of Adomi and Anie (2006) that the essence of School-Net Nigeria project is to tackle low level of Nigerian secondary school students' use of ICTs. This status of student computer knowledge might be a good threshold to achieve effectiveness of computer literacy for

sustainability of civic learning in senior secondary schools.

The study also indicated no significant difference in the attitude of senior secondary school students in Kwara State towards the use of ICT in civic learning. Although Usman (2006) identified several factors including negative feeling towards the use of computer in the classroom by students, this result rather negates this impression as students with negative and positive attitude do not differ significantly towards use of computer. Therefore, the main issue is how accessible are computer facilities to the use of students irrespective of their attitudes.

The study also revealed that male and female students in the senior secondary schools do not differ significantly in computer literacy for civic learning. This implies that computer literacy is for all gender to achieve. This results negates the submission of Usman (2006) who submitted that several factors in and outside the classroom make female students run away from computer technology. Therefore, the use of computer knowledge in teaching and learning of civic education in schools has been beneficial to both male and female students.

Recommendations

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

Social Studies educators are encouraged to engage the students in learning civic education through application and their interaction with computer and other ICT gadgets.

Constant and adequate engagement of students in computer related learning or assignment would further make them to create interest in computing and thus increase their confidence in using it for civic knowledge.

There should be no disparity in provision of computer knowledge in boosting civic learning among the male and female students.

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EFFECTS OF MASTERY LEARNING ON STUDENTS' ACHIEVEMENT AND RETENTION IN SOCIAL STUDIES

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Abstract
The researchers investigated the effects of mastering learning on students' achievement and retention in Social Studies in Benin metropolis. The problem of students' poor performance and under-achievement in Social Studies has been a major issue and there is an interest in Nigerian schools especially in terms of student's achievement and retention level. Two research questions were raised with two corresponding hypotheses to guide the study. A quasi-experimental design of non-equivalent control group was adopted. Two mixed secondary schools were purposely selected from Benin City out of which two in-tact classes were selected. One of the two classes was used as the experimental group, taught with an integrated group-based mastery learning model. There were 100 students in the two groups combined. The instrument used for data collection was two Social Studies Achievement Test (SSAT). The data collected were analyzed using ANOVA. The result of the study showed that there was a significant effect of treatment on Social Studies students' achievement based on gender and retention level. It was concluded that student's achievement level and retention will greatly increase if teachers apply the mastery learning model.
Keywords: Mastery learning, Gender, Retention, Achievement

Introduction

Teaching is an activity that involves both the teacher and the learners and the purpose of teaching is to ensure that learning takes place while learning is a gradual change that takes place in the learners based on series of instruction over time. The school has a vital role to play in training of the child to earn a gainful living for economic prosperity, social cohesion and political stability in a fast growing and transforming world. Education is often, regarded as one of the main instruments to develop the capacities of nations and to harness their vast resources for functional self-reliance and survival of humanity. Though history, it has provided the fundamental framework and vibrant foundations for human advancement of developing relevant knowledge, building creative skills and creative sound value systems that become enterprising and effective members of the society (Oyekan, 2000).

Kwong and Icooi (1990) reported that the main function of a school is to teach the students to think critically, analytically to cooperate, communicate, to compete, to assume responsibility for their actions, to solve problems and to continue to learn through their working lives. The teaching of social studies is therefore an activity that involves both the teacher and the learner. Social Studies teaching involve the transmission of the relevant body of knowledge, attitudes, manner, dispositions, skills and values that enable the individual to survive in a growing and dynamic society. ,

Adeyemi (2007) defines the teaching of Social Studies as a process of facilitating student learning through proper management by the teacher of the inter-relationships among the students' interest, the content for learning the methods materials he or she intends to use in the teaching and learning of the content materials. It may involve giving instruction to somebody on knowledge, skills and attitudes with the intention that the person will be able to know the information or to do something or act in a particular way that is compatible with the instruction. The recipient of the instruction may be a learner, a pupil, a student or a trainee. The means employed by the teacher to pass information to the learner would determine ultimately, if he or she is teaching.

According to Lynn, Douglas and Gerard (2009) Mastery Learning is an instructional process that provides students with multiple opportunities to demonstrate intent mastery. Initial instruction is presented at a first place to engage all learners and Students who do not demonstrate content mastery are given

additional instruction specifically designed to correct their misunderstandings. Re-teaching should involve strategies that are different from the original instructional methods. For example, if the original material was presented in a lecture format with visuals the re-teaching process might involve hands-on activities and cooperative learning strategies. A retest is later given to these students to allow them to demonstrate mastery.

Adepoju (2002) looked at mastery learning as an innovation in which various forms are designed towards making learners perform well in an academic task. In mastery learning, a pre-specified criterion level of performance is established which students must master in order to complete the instruction and move on. It typically includes frequent assessment of students' progress, provision of corrective instruction, emphasis on cues, participation, feedback and reinforcements. In fact, one of the widely used means of adapting instruction to the needs of diverse students is called mastery learning (Block & Anderson, 1975; Block & Burns, 1976; Bloom, 1976). The basic idea behind mastery learning is to make sure that all or almost all students have learned a particular skill to a pre-established level of mastery before moving on to the next level.

However, the ability level in terms of gender has to do with the characteristics modes of functioning that an individual shows **in** perceptual and intellectual activities in a highly consistent and pervasive way (Block & Burns 1973 and Thornell, 1977). In relation to teaching and learning-theoretic, three levels of ability have been identified which are high, medium and low. According to Grieve and David (1971), "high ability individuals are significantly better than medium or low learners in concept attainment tests". This means they have a greater ability to structure information and problem-solving. On the other hand, medium ability level learners perform relatively better on learning activities involving social materials (Okubbre & Makamuna, l972). For low ability level, the performance is below average, Mortimore (1982) reported that the causes of under-achievement are related to social disadvantage (low income, poor health, peer influence in educational choices, quality of teaching, the domination of the organization and curriculum of secondary school by public examinations and sex differences).

Statement of the Study

The problems of students' poor performance and under-achievement in Social Studies have been the main issues of concern and interests in the Nigerian educational sector. The need for intervention is not only recognized but also acknowledged by all stakeholders. The place of instructional methods employed by teachers has been acknowledged to be a major factor in students' achievement. In spite of the need for an innovative approach to Social Studies teaching, the expository instructional approach continues to dominate the teaching of Social Studies in Nigerian schools as revealed in literature. The approach emphasizes the academic, intellectual and cognitive aspect of teaching Social Studies. This method to a large extent neglects human, cultural, social and affective dimensions of Social Studies. Consequently, learners' individual needs, preferences and interest cannot be met by such strategies utilized in the traditional expository method of teaching. This has continued to attract criticisms. As a result, researchers have continued to stress the need for learner-centered methods, one of which is the Mastery Learning Models. Is this instructional approach likely going to enhance students' achievement in Social Studies as well as their retention level?

Purpose of the Study

(i) To investigate if there is an ability difference on the effect of an integrated group-based mastery and learning model on learning retention of Social Studies.

(ii) To investigate if there is difference between gender and ability level on the effect of an integrated group-based mastery learning model in Social studies achievement.

Hypotheses

$H_0 1$: There is no significant difference in the students' achievement and learning retention of students taught using the integrated group-based mastery learning model by ability level.

$H_0 2$: There is no significant difference between gender and ability level on students achievement in Social Studies.

Methodology

This is a quasi-experimental of a non-equivalent control group design. This design was adopted because it was not possible to have complete randomization of subjects. Intact classes were used for the two groups, and the two existing groups were, administered treatment and post-tested. The population of this study comprised of all junior secondary school (JSS II) students of government secondary schools in Egor Local Government Area of Edo State. The sample of this study was one hundred (100) junior secondary school students from two mixed secondary schools in-tact classes were used for the study. One research instrument was used for the study. This was pre-test and post-test (Social Studies achievement test).

The treatment procedure which lasted eight weeks involved two instructional strategies, the integrated group-based mastery, learning model, and the traditional expository method. Equal numbers of JSS II classrooms from the two schools were selected for treatment. Before the commencement of treatment, students were subjected to an ability test as an intervening variable, i.e. it is possible that the effectiveness of the teaching method could be dependent on the ability of the students. The pre-test was used as a means of knowing the different ability of the students in order to know how individual student could be assisted in the process of teaching and learning. The statistic used for data analyses and to test hypotheses one and two were one way ANOVA for hypothesis one, and two way ANOVA for hypothesis two. The hypotheses were tested at 0.05 1evel of significance.

Results

H₀1: There is no significant difference in Social Studies achievement and learning retention of students taught using an integrated group-based mastery learning model by ability level.

Table 1: Descriptive of Learning Retention of Students Exposed to Mastery Learning Models by Ability Level

Ability Level	N	Mean	Std. Deviation
Low	8	62.25	8.86
Moderate	14	67.79	12.99
High	8	66.28	11.39

Table 1 shows the mean and standard deviation for students with low ability 62.25 and 8.86, for students with moderate ability as 67.79 and 12.99 and while students with high ability as 66.25 and 11.39 respectively.

Table 2: One-Way ANOVA of Learning Retention of Students Exposed to   Mastery Learning Models by Ability Level

	Sum of Squares	df	Mean Square	F	Sig.
Between	782.238	2	391.119	1.13	.334
Within	12112.524	35	346.072		
Total	12894.763	37			

Table 2 shows an F-value of 1.13 and p-value of 0.334. Testing at an alpha level of 0.05, the P-value is greater than the alpha level. So, the null hypothesis which states that there is no significant difference in the interaction effect between gender and ability level on students' learning outcome in Social Studies is retained.

H₀2: There is no significant difference between gender and ability level on students learning outcome in Social Studies.

Table 3: Two-Way ANOVA of Learning Outcome of Students Exposed to Mastery Learning by Ability Level

Source	Sum of Squares	df	Mean Square	F	Sig.
Sex	3.375	1	3.375	0.30	.856
Ability	173.830	2	86.815	.759	.479
Sex Ability	57.481	2	28.41	.5	.780
Error	2745.333	24	114.397		
Total	2981.200	29			

a =0 .05

Table 3 shows a F-value for the interaction of sex by ability as 0.251 and a p- value 0.780. Testing at 0.05 alpha level, the p-value is greater than the alpha value. Therefore, the null hypothesis which states that there is no significant difference between gender and ability level on students' learning outcome in Social Studies is retained.

Discussion

The result of the study shows that there is a significant effect of treatment on Social Studies students' achievement as those taught with the integrated group-based mastery learning model were better in achievement than those taught with the traditional method.

The findings also revealed that the outstanding performance in Social Studies was not as a result of the difference in the ability between male and female students. This can be seen in the mean and standard deviation of students with low ability, 62.255 and 8.86, for students with moderate ability as 67.79 and 12.99 and while students with high ability as 66.25 and 11.39 respectively. This finding is in line with the findings from Arisi (2004) studies on "cognitive style, ability and four methods of teaching Social Studies" in which it was found that, there was no significant interaction between instructional methods, cognitive style and school type but attributed **it** to the use of samples from the same environment which caused the students to develop comparative cognitive behaviour in responding to learning task irrespective of the instructional method.

Conclusion and Recommendations

Based on the findings of this study, the following conclusions were reached: that method of instruction is a major variable in determining students' achievement in Social Studies. Therefore, the mastery learning model is an effective learning model that enhances performance in Social Studies. The following recommendations were made in view of the foregoing findings from the study. Social Studies teachers should be encouraged through in-service training, seminars and other forms of the training-on-the-job to employ mastery learning models. Also, teachers should be equipped with necessary skills as mentioned above to minimize the use of the expository method in the teaching and learning of Social Studies.

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ROLES OF SOCIAL STUDIES IN CURBING YOUTH RESTIVENESS IN ILORIN, KWARA STATE

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Abstract

This study examined the influence of Social Studies Education in curbing youth Restiveness in Kwara State. The study raised two (2) research questions and two (2) hypotheses. The descriptive research design of survey type was used in the study. A sample size of the study was 160 respondents. The data for the study was collected through self-generated questionnaires of four modified Likert- scale. Independent sample t-test, mean, percentages and standard deviation were used to analyze the data. The hypotheses were tested at 0.05 level of significance. The findings revealed that Social Studies Education impacted positively on the students regarding youth Restiveness and there was no significant difference between the mean opinion score of junior secondary school students based on gender and location regarding the impact of Social Studies Education on youth Restiveness. The study recommended that teaching and learning facilities should be adequately provided in schools so as to motivate and encourage teachers. This will enable effective impartation of Social Studies curriculum contents to the students.

Keywords: Youth Restiveness, Social Studies, Drug Abuse, Adolescence, Childhood.

Introduction

One of the greatest challenges facing mankind in the contemporary world today is the period that separates the childhood from adulthood. Sambo (2009) noted that this period has created a lot of debates regarding the complications which the adolescent

encounters. Mamman (2005) also viewed that, the adolescent period has been described as a process of achieving the attitudes and beliefs needed for effective participation in society. The unfortunate situation is that it is at this period antisocial behaviour is learned which latter culminates in youth restiveness. However, youth restiveness has been seen as a combination of actions, conduct or acts that constitute unwholesome, socially unacceptable activities engaged by youths Eche (2016). Youth restiveness, therefore, is an action carried out by youths that is against the societal norms and values. Researchers such as Mezieobi, Nwaubani, and Anyanwu, (2012) and Mohammed, (2013) pointed out that youth restiveness manifest in violent demonstrations, looting, stealing and robbery attacks, intra and inter-tribal fighting, destruction and vandalization of public properties; rudeness; hyperactivity; egocentricity; vandalism; drug abuse; acts of violence and lawlessness; hostage taking; oil bunkering; arms insurgence; truancy; drug abuse; examination malpractice and cultism among others.

Truancy is the practice of absconding from school, staying away from classes or organized activities in school. Studies show that truancy among secondary school students has been responsible for their poor academic performance Nyame (2010). Some of the factors adduced to students' truant behaviour in school include: illness; financial hardship; age; social class; geographical area; and institutional influence. Others are schools related factors such as teachers attitude; poor administration; and the high cost of education Okojie (2004). This trend if left unchecked would possibly undermine the socio-economic development of the country.

Furthermore, drug abuse as another unwholesome behavior among the youths; is the wrong use or inappropriate use of chemical substances that are capable of changing the functions of cells in the body Abul-Raheem (2013). The drug could be seen as any substance in which when ingested could possibly cause behaviour disorder and taking of such is called drug abuse. Studies show that students abuse drug to reduce pain, anxiety, and tension and are influenced by ignorance and misinformation, parental background, urge to commit crimes, peer group, isolation, and loneliness Ajayi, & Ekundayo

(2010).Ojikutu (2010) as associated drug abuse with high health risk and poor academic performance.

Another unethical behaviours of the youths is examination malpractice. Examination malpractice is any act that compromises the validity and integrity of examination which could occur before, during or after examination period Okwu (2006). This trend is so pronounced that it is regarded among students as a normal act. A study by Alutu and Aluede (2006) reveal that students believe that cheating in the examination is a common thing; not unethical, and without which it would be difficult for anyone to pass the examination. Technological advancement has made this practice move from its simplest form of stretching neck to copy from others to use of internet through smartphones Anzene (2014). This trend is said to have an adverse effect on graduate productivity in the labour market and political development of Nigeria Oseni (2014).

The above situation is as a result of the decay in core societal values. Sambo (2009) viewed the discipline in schools and institutions of learning as deteriorated and leadership role in the moral training of schools appears to have disappeared. Parents to some extent contribute to the lack of discipline and moral growth of their children which has resulted in the increasing youth restiveness in the country. This ugly trend can only be curbed through functional education because it serves as a tool for societal transformation, international connectivity and a vital instrument for social and economic mobility at all levels.

The introduction of Social Studies into the Nigerian educational system was to augments the deficiencies inherent in the educational system Oseni (2014). It is also, to serve as a solution to emerging societal problems and to bring about national development and integration. The objectives of Social Studies in Nigeria have been stated to meet up with challenges prevalent in the society among which are to make the students aware of the problems of his country and the world in general. Social Studies also help to appreciate interdependence between people and to develop in the students a positive attitude to citizenship and a desire to make positive personal contributions to the creation of a united Nigeria Igbokwe (1997).

Social Studies is, therefore, a subject in the school curriculum that is most suitable for transmitting the core societal values to the young generation. Therefore, this study intends to establish the influence of Social Studies in minimizing youths restiveness among some junior secondary schools. Fadaiye (2005) defined Social Studies education as the study of human as he interacts with the different environment. This environment could be physical, social, political, economic or cultural. Attach (2011) also viewed Social Studies as the study of how human influences the environment with a view of deriving maximum benefits from it which has been equally described as a way of life as or touches on all spheres of human endeavours. In the same view, Mzieobi (2008) state that Social Studies as a discipline if properly programmed and effectively taught in schools, should help to solve social problems that are facing youth restiveness in the country like ours (Nigeria) where the morals are fast losing their grip and no effective substitutes to replace them.

Fadeiye in Atteh (2011) affirmed that Social Studies enable learners to understand their environment in all their ramifications. When people understand their environment, they will be able to solve the problems of survival in these as environment and equally live comfortably there. This implies that the youth must be built upon the foundation of honesty, hard work, tolerance, sincerity, truthfulness, fairness, justice, cooperation and other values put together. Thus, this is to say that Social Studies education fosters ample opportunity to minimize and inculcate such values and attitudes in the citizen (youths). It is in this regards that the Social Studies objectives for junior secondary schools were outlined. The goal of the Nigeria nation as stated in the National Policy of Education (NPE) (2004), opined to create a free, democratic, just and egalitarian, united, strong and self-relief nation.

The prevalence of youth restiveness in Nigerian society is on the increase today. Due to the concern about the effect of these social vices on the society, government and non-governmental organizations try to tackle the situation through radio jingles and awareness campaign which has not yielded any results. This phenomenon if not redressed will result in a decay of societal values in the country. This study therefore determines the extent to which students' exposure to Social Studies Education minimizes youth restiveness characteristics such as truancy, drug abuse and examination malpractice in junior secondary school.

Research Questions

To give direction to the study, the following research questions were answered.

1. What is the impact of Social Studies Education in minimizing the incidences of youth restiveness characteristics (truancy, drug abuse and examination malpractice) between male and female JSS III students?

2. What is the impact of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among rural and urban JSSIII students?

Hypotheses

These research hypotheses were tested in the study at 0.05 level of significant:

$H_{O1:}$ There is no significant difference between the mean opinion score of male and female JSS III students on the influence of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse, and examination malpractices) among rural abd urban JSS III students.

$H_{O2:}$ There is no signicant difference between the mean opinion score of rural and urban JSS III students on the influence of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse, and examination malpractices) among rural and urban JSS III students.

Methodology

The study used a survey research design. The target population of the study comprised of the entire junior secondary school III Social Studies students. The study used simple random sampling technique in selecting the respondents. A total number of 160 male and 221 female students were selected from 12 purposively selected schools to participate in the study. The simple percentage was used to determine the number of students to be

picked from each school. The study used a questionnaire titled: Youth Restiveness questionnaire to collect the data for this study. Furthermore, the instrument was prepared based on the modified Likert- four-point scale of strongly agreed (SA), Agreed (A) Disagreed (D) and Strongly Disagreed (SD). The researcher employed statistical mean, standard deviation and t-test. Statistical mean and standard deviation were used to answer the research question raised in the study and t-test were used to test the hypotheses raised at 0.05 significant level.

Results

Research Question 1

In order to answer this research question, the mean opinion score and standard deviation of the respondents were computed. Table 1 Presents the Mean Opinion Score and Standard Deviation of male and female JSS III respondents.

Table 1: Mean Opinion Score and Standard Deviation of male and female JSS III students (respondents) on the influence of Social Studies Education on truancy, drug abuse and examination malpractice.

Gender	N	Mean	Standard Deviation
Males	196	65.7092	8.88803
Females	185	64.1622	9.43027
Total	**381**		

Table 1 illustrates that male respondents had a mean opinion score of 65.7092 with a standard deviation of 8.88803 while female respondents had a mean opinion score of 64.1622 with a standard deviation of 9.43027. This indicates that the mean opinion score of male respondents is higher than the mean opinion score of female respondents. Therefore, there is a slight difference between the mean opinion score of male students and their female counterpart regarding the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs. Socials Studies Education has impacted positively on both male and female JSS III students in the aspect of truancy, examination malpractice and abuse of drugs as

shown in the direction of their responses.

Research Question 2

In order to answer this research question, the mean opinion score and standard deviation of the respondents were computed. Table 2 Presents the Mean Opinion Score and Standard Deviation of the respondents based on their school location.

Table 2: Mean Opinion Score and Standard Deviation of Urban and Rural respondents on the impact of Social Studies Education on truancy, drug abuse and examination malpractice.

Location	N	Mean	Standard Deviation
Urban	240	64.7125	9.55477
Rural	141	65.3759	8.50927
Total	**381**		

Table 2 illustrates that urban respondents had mean opinion score of 64.7125 with a standard deviation of 9.55477 while rural respondents had mean opinion score of 65.3759 with a standard deviation of 8.50927 9.43027. This means that the mean opinion score of urban respondents is lower the mean opinion score of rural respondents. Therefore, there is a slight difference between the mean opinion score of urban students and that of their rural counterpart regarding the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs. Social Studies Education has impacted positively on both male and female students in the aspect of truancy, examination malpractice and abuse of drugs as shown in the direction of their responses.

Testing of Hypotheses

H_{O1}: There is no significant difference between the mean opinion score of male and female JSS III students on the impact of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice)

among students. In order to test the hypothesis, the mean opinion score of male respondents and that of their female counterpart were subjected to t-test analysis. Table 5 presents the result of the t-test analysis for the two groups.

Table 3: Analysis of t-test of Mean Opinion Score of Male and Female Respondents

Gender	N	Mean	Std.	t	Df	P value
Males	196	65.7092	8.88803			
				1.648	379	0.100
Females	185	64.1622	9.43027			

at 0.05 alpha level of significance

Table 3 illustrates that the t = 1.648, df = 379, p = 0.100, which indicates that the probability value (P) is greater than the alpha level (p > 0.05). Since the probability value is greater than the alpha level, the (H$_O$) null hypotheses are retained. Therefore, the researcher concludes that there is no significant difference between the mean opinion score of male and female JSS III students on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs.

H$_{O2}$**:** There is no significant difference between the mean opinion score of students on the impact of Social Studies Education in tackling incident of youth restiveness characteristics (truancy, drug abuse and examination malpractice) among rural and urban JSS III students.   In order to test the hypothesis, the mean opinion score of urban respondents and respondents and that of their rural counterpart were subjected to t-test analysis.
Table 4 presents the result ot the t-test analysis for the two groups.

Table 4: Analysis of t-test of Mean Opinion Score of Urban Respondents and that of their Rural counterpart

Location	N	Mean	Std.	T	df	P value
Urban	240	64.7125	9.55477			
				-.681	379	0.496
Rural	1 41	65.3759	8.50927			

At 0.05 alpha level of significance

Table 4 shows that the t = -.681, df = 379, p = 0.496, which indicates that the probability value (P) is greater than the alpha level (p > 0.05). Since the probability value is greater than the alpha level, the (H$_O$) null hypotheses are retained. Therefore, the researcher concludes that there is no significant difference between the mean opinion score of urban and rural JSS III students on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs.

Discussion of Findings

The findings of the hypotheses reveals no significant difference between the mean opinion score of male and female JSS III students on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs. The result of data analysis on hypotheses one illustrates no significant difference between the mean opinion score of male and female students. This finding implies that gender does not make a difference in the opinion of students regarding the impact of Social Studies Education on youth restiveness. This finding corroborates with that of Olibie and Ezeoba (2013) and Dania (2014) who found no significant difference between the mean achievement score of male and female students. However, it is a conflict with the finding of Nsofor and Ala (2013) and Abudu and Fuseini (2013) who found that there is a significant difference between male and female in their mean achievement score.

The result of hypotheses two reveals that no significant

difference between the mean opinion score of urban and rural JSS III students on the impact of Social Studies Education on truancy, examination malpractice and abuse of drugs. This finding lay credence to the finding of Yusuf and Adigun (2010). This finding dispels the notion that schooling in the urban area impacted better than the rural area on the students.

Conclusion

Social Studies Education impacted positively on the students regarding youth's restiveness among JSS students in Kwara State. No significant difference exists between the opinion mean score of male and female impact of Social Studies Education on youth restiveness among JSS III students in Kwara State. No significant difference exist between the opinion mean score of urban and rural students on the impact of Social Studies Eduction on youth restiveness among JSS III students in Kwara State.

Recommendations

Based on the findings of this study, the following recommendations are offered:

1. Teaching and learning facilities should be adequately provided in schools so as to motivate and encourage teachers to effectively teach and students learn effectively. This will enable effective impartation of Social Studies contents to the students;
2. Equal treatment of students irrespective of gender should be ensured and maintained in Social Studies instructions at all level. This will curtail variation in learning among students of different sex.
3. Rural and urban schools should provide equal access to adequate educational facilities and motivation to enable both benefits Social Studies curriculum contents equally.

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NECESSITY FOR INCLUSION OF SOCIAL ENTREPRENEURSHIP EDUCATION INTO SOCIAL STUDIES CURRICULUM FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract

Social Entrepreneurship as an emerging field of study is desirable for solving Nigeria's escalating social economics problems. Previous efforts by the different governments as well as the various economic, social and political institutions designed to address these problems have contributed just a little to solving these problems. As such, the introduction of a new hybrid entrepreneurship whose main objective is to solve societal problems becomes imperative. This paper examines the need for integrating social entrepreneurship education into social studies education curriculum with the aim of equipping the learner with the skill of self-sufficiency, creativity, empathy, rational thinking, and entrepreneurship to enhance individual's social problem solving capabilities in order to achieve desirable post 2015 Sustainable Development Goals (SDGs). The conclusion was done with some recommendations given that government and all stake holders ensure the integration of social entrepreneurship into the social studies curriculum as well as creation of platform for social studies educators to be exposed to the practices and implementation of social entrepreneurship.

Keywords: Social studies education, Social entrepreneurship education, Social entrepreneurship, Sustainable development

Introduction

It is evident and also essential to note that our society and environment which is rapidly and constantly changing has overtime

been saddled with numerous societal challenges and problems such as natural disasters, health care problem, infrastructural inadequacies, social exclusion, climate changes, food crises, ageing population, energy problems to mention a few. This situation has indeed imposed grievous survival challenges to all people of the world as it concerns sustainable development and youth empowerment. Different approaches and strategies have been put in place by the government through policies and programmes, which have yielded no substantial effect in Nigeria especially on the early eight Millennium Development Goals (MDGs) (Oleribe & Robinson, 2015). The 17 Sustainable Development Goals (SDGs) agenda identified by the United Nations in September 2015 with an ultimatum target of year 2030 become unavoidable for all to ensure its attainment (United Nations, 2015). Hence, the complexities of these social problems and challenges prominent in the country demand a more creative and innovative approach in balancing these pressure and meeting up with the sustainable development goals agenda. Social entrepreneurship education which is a hybrid approach has emerged over the last two decades as a feasible alternative to ensuring sustainable development and youth empowerment due to its amalgam characteristics (Kickul & Lyons, 2012 cited by Khatiwada, 2014). Social entrepreneurship focuses on the identification of social challenges and the adoption of innovative and entrepreneurial approaches targeted at proffering short and long-term solutions (OECD, 2011; Borzaga, Salvatori, Galera & Bodini, 2013)

Dobele (2016) posited that many policy makers and economists around the world have labeled social entrepreneurship as one of the key factors to increase ethical and inclusive economic growth and as a tool to tackle social challenges and to respond to them when the market and the public sector do not. There have been series of research emphasizing the need for social entrepreneurship education in order to improve the quality of education and raise qualified individuals especially in Social Studies (Waghid & Oliver, 2017; Edor, 2017; Adediran & Onifade, 2014; Dobele, 2016). On this premise, critically examining the nature of Social studies education which according to Dibal (2016), is a problem-solving subject,

which was used in different parts of the world in solving specific problems and for development of nations. It is therefore imperative to acknowledge that imbibing an entrepreneurial skill and competence which will enable individuals and societies to be able to identify, exploit and ensure solutions to societal problems and invariable establish improved job opportunities for sustainable development is essential.

This paper reviews the meaning and nature of Social Studies education as well as social entrepreneurship education, of which both can be seen as tools for the realization of some objectives of the Nigerian educational system as contained in the national policy of education which also formed the blueprint through which the aims and objectives of social studies as well as that of entrepreneurship education is drawn. Specifically, the objectives include:

➢ The inculcation of the type of values and attitude for the survival of the individual and the Nigeria society
➢ The training of the mind in the understanding of the world around and
➢ The acquisition of appropriate skills and the development of mental and physical, and social abilities and competence as equipment for the individual to live in and contribute to the development of the society. (Federal Ministry of Education, 2008)

Consequently, the objectives of the paper were to clarify the concept of social studies curriculum as it relates to social entrepreneurship, highlight the roles social studies can play to ginger entrepreneurship spirit in students and recommends steps to accomplish them.

Social Studies and it's Curriculum

Adaralegbe (1980) defined Social Studies as a problem approach discipline through which man studies and learn about problems of survival in his environment. It is an inter-disciplinary study of a topic, problem, issue, a concern or an inspiration. It is a study of how man influences and in turn is influenced by his physical, social, political, economic, psychological, cultural, scientific and technological environment (Ipenyi, 2013). Having its objectives thus:

➢ To create an awareness and an understanding of our social and physical environment in order to conserve it for national development
➢ To develop a capacity to learn and acquire certain basic skills of literacy, numeracy and critical thinking essential to the forming of sound judgment concerning social, economic and political issues.
➢ To teach the child to acquire a relevant body of knowledge and information necessary for personal development and contribution to the betterment of mankind.
➢ To develop appreciation for the diverse nature and interdependence of Nigerian communities.
➢ To develop in students, positive attitudes towards the spirit of friendlier co-operation necessary for a healthy nation and to inculcate appropriate values of honesty, integrity, hard work, fairness and justice.

Social Studies as an inter-disciplinary course, involves a number of subjects including history, geography and economics etc. Students learn how to integrate ideas from different disciplines to come up with reasoned decisions and to make the connections between related concept and ideas so that they are better able to identify problems affecting society. Social studies education teaches students about history and enables them to understand how society has evolved. From these lessons, students are able to learn about their place in the history of their society and to establish a foundation for their future ideas. The subject not only offers students a strong knowledge content base, but it also helps them develop an ability to think critically about societal issues, equip them with essential skills and competencies, and learn how to address them based on their understanding of social values.

Social Studies as a problems-solving subject, was used in different parts of the world in solving specific problems and for development of nations (Dibal, 2016). In Britain, Social Studies is used as a citizenship education, in United State of America, it is used to inculcate democratic values. In Nigeria, according to Dubey

(1980) as cited by Dibal (2016), it was to heal the wounds of the Nigerian civil war and inculcate the spirit of national consciousness, unity and patriotism. Social studies curriculum for Nigeria should consider the peculiar problems of the country. Some of the most serious problems facing Nigeria today are the problems of sustainable development and youth empowerment. As such, the social studies programme should be planned in order to urge Nigerians to do things that will ensure socio-economic development, youth empowerment and development of the country (Dibal, 2016). The contents of the social studies curriculum at Junior Secondary school as Education for Sustainable Development (ESD) as postulated by Ifegbesan, Lawal and Rampedi (2017) include: socio-cultural, environmental and economic perspectives

Table 1: The Tripod components of ESD and their corresponding values

• **Socio-cultural**	• **Environmental**	• **Economic perspectives**
• Food security	• Natural resources	• Poverty reduction
• Human rights	• Climate change	• Corporate responsibility and accountability
• Peace and human security	• Rural development	• Market economy
• Gender equality	• Sustainable urbanization	
• Cultural diversity, intercultural understanding	• Air quality	
• Health, HIV/AIDS	• Biodiversity and habitat	
• Governance	• Disaster prevention and mitigation	

Source:- Adopted from Ifegbesan, Lawal & Rampedi (2017)

A critical comparison between the Education for Sustainable Development (ESD) tripod. The contents/themes of Social Studies curriculum for Junior Secondary which include: Introduction to social studies, People and their environment, Socialization: its agents and process, Cultural, Socialization and problems, National unit and integration, Science technology and society, Communication, Family, School community, Community, Storage, National economy, Health issues, Social values, Peace and conflict, National economic life, World issues, shows that concepts such as "man and his physical and social environment", "socialization", its agents and processes", "national unity and integration", "science technology and society", "contemporary social and health issues", and "national economy"

actually reflect the elements of sustainable development goals and sustainability. Similar study conducted by Ifegbesan, Lawal and Rampedi (2017) on the social studies curriculum of the Nigeria Certificate in Education minimum standards for Art and Social Sciences only captured 6.9% of the three strands of sustainability. This reflects limited topic and course content to champion sustainable development. Reflecting the needs of the society, it is obvious and understandable that the inculcation of social entrepreneurship education which is synonymous to social studies as a process of education will examine ways of working in the society in order to understand social problems and thereby seek solutions to them to ensure sustainable development.

Conceptualizing Social Entrepreneurship and Social Entrepreneurship Education

Social entrepreneurship has a long history but its development as an academic field is fairly recent, precisely around two decades (Dees, 1998, Alvord, Brown and Letts, 2004, Mairs & Marti 2005). Ogunyemi (2008), quoting Dees (2007) as cited by Adediran and Onifade (2014) remarked that: The time is certainly ripe for entrepreneurial approaches to social problems. Many government and philanthropist efforts have fallen far short of our expectations. Major social sector institutions are often viewed as inefficient, ineffective and unresponsive. Social entrepreneurs are needed to develop new models for a new country.

Different authors have tried to conceptualize the term 'Social Entrepreneurship' as a result of the different geographical and cultural contexts in which they appear. Fowler (2000) defined Social entrepreneurship as the creation of viable (socio)-economic structures, relations, institutions, organizations and practices that yield and sustain social benefits. A group of researchers has defined it as not-for-profit initiatives in search of alternative funding strategies or management approaches to create social value or impact (Austin, Stevenson & Wei-Skillern, 2006 cited in Braunerhjelm & Hamilton, 2012).

Social entrepreneurship as a category of entrepreneurship has a sharp contrast in the sense that entrepreneurship is considered the process of conceptualizing, organizing and lunching innovative business

opportunities in complex, business environments while Social entrepreneurship as an innovative process adopts these entrepreneurial principles to engender and sustain social benefits through the establishment of new social ventures (Wahid & Oliver, 2017). The main difference between social and other types of entrepreneurship has to do with purpose, or what the enterprise is trying to maximize. Social enterprises and social entrepreneurs' purpose is to create innovative initiatives to unsolved social problems, putting social value creation at the heart of their mission in order to create benefit to different individuals and society. Dees (1998) as cited by Adediran and Onifade (2014), enumerated the characteristics of social entrepreneurs as follows:

They struggle to make sure that new opportunities are created to meet the mission.

They continue to bring innovation for easy adaptation and learning.

They always act boldly without minding the limited resources they have at their disposal.

They struggle to meet the conditions of success at different degrees.

Mitra (2010) as cited by Adediran and Onifade (2014) examined the contribution of social entrepreneurship and corporate social responsibility in solving social problems of community. The study revealed that social entrepreneurship offers solution to the problems of humanity, but does not address sufficiently in terms of theory but mostly practical, and highlights the views of existing approaches, classification, and no limit, most many times and unanimously.

Social entrepreneurship education has become an effective key to shaping young people's attitudes, skills and mindsets that are central to developing sustainable economic growth (Dobele, 2016). Social Entrepreneurship Education is critical for society because it contributes to job creation and helps, considerably, to reduce poverty. According to the study conducted by Brock and Kim (2013), many universities, engineering faculties, business faculties and high school institutions take part in teaching social entrepreneurship education. Brock and Steiner (2008) identified the core elements of social entrepreneurial activities to include; opportunity recognition, innovation, acquiring limited resources measuring social impact, scaling a social venture and building sustainable business models as well as essential topics to note which include; addressing social needs/problems and preparing future leaders.

Giving social entrepreneurship education in social studies education curriculum makes many things possible in terms of personal and social development. It will increase social awareness, make people sensitive to problems in their environment, help them to create innovative solutions for the problem and support their ability of giving an opinion on created solution (Lasma, 2016). Social entrepreneurship has come to find solution to social problems and these solutions have significant role in social progress of the society. Hence, social entrepreneurship education is important to both individual and social milieu.

Social Entrepreneurship as a tool for Sustainable Development

Sustainable development has been regarded as an evolving dynamic concept with many dimensions and many interpretations. The International Institute for Sustainable Development (1995) posited that the improvement of economic efficiency, the protection and restoration of the environment and the enhancement of the social well-being of people formed the basic tenets of sustainable development. Extensive discussions and constant usage of the concept of sustainable development has since developed a multiplicity in definitions and interpretations of the concept (Harris, 2003). However as a working definition particularly with the relevance to the theme of this paper, a social perspective to the definition will be adopted as presented by Brundtland and Report cited by Moses and Olokundun (2014). Thus sustainable development is the satisfaction of basic human needs within a society as well as fairness and equity in the distribution of resources geared towards sustainability for the present and future generation.

The goal and strategy of most nations as regards the achievement of sustainable development has been towards meeting social challenges such as reduction of poverty and healthy living (Seelos & Mair, 2005)
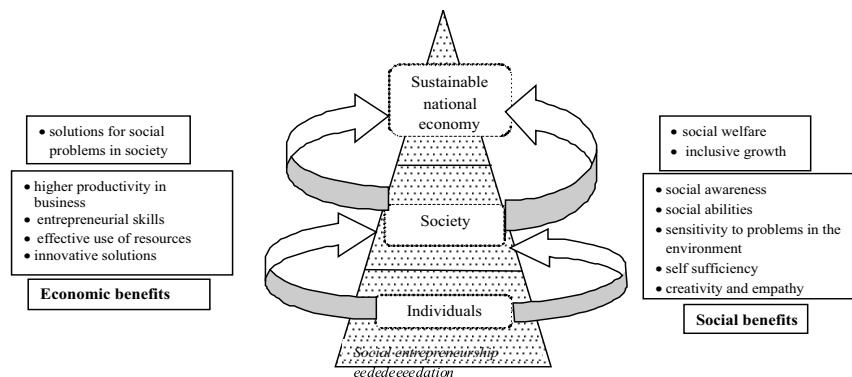
Figure 1: The benefits of social entrepreneurial education
Source: Dobele (2016)

Social entrepreneurship is not only associated with economic terms, it changes the way of thinking, attitudes, culture, supporting individual`s self-sufficiency, creativity, empathy, rational thinking and entrepreneurship skills (Dobele, 2016). From Fig. 1, being exposed to social entrepreneurship education does not only equip the learner with economic efficiency and competencies of innovative solutions, effective use of resources, entrepreneurial skills and higher productivity in business but also social skills of creativity and empathy, self-sufficiency, sensitivity to problems in the society, social abilities and social awareness which translate to solutions to social problems; and also social welfare and inclusive growth which invariably leads to sustainable national economic growth and development. Building a viable society warrants the respect of other peoples' rights and responsibilities because if people work only for their own benefits, it is difficult to reach sustainable development. As social entrepreneurship education equips the individual who is a building block of community, it promotes social characteristics and gives them an idea to develop the society.

Based on the mentioned benefits of social entrepreneurship education, one can conclude that it will prepare the students of social studies to have greater positive mindset, product and creative efficacy, self reliance for shaping a balanced and inclusive society, which will in turn contribute to developing a sustainable national economy.

Conclusion
Social entrepreneurship has not really been given particular attention from policy makers, academics and the general public in Nigeria as a result of lack of knowledge about it and inadequate resources for such programme.
However, from the discussion and analysis so far, if social entrepreneurship education is integrated into social studies education and fully implemented as expected, it would ensure the development of individual`s ability to combine resources effectively and produce innovative solutions to social problems thereby increasing social welfare and contributes to the development of a sustainable national development.

Recommendations
All stakeholders especially Social Studies Association of Nigeria (SOSAN) and government, should partake in ensuring the integration of social entrepreneurship education into social studies curriculum at all levels for the purpose of innovation and sustainable economic development.
Platform for intensive education programmes for re-orientation of social studies teachers as well as trainees should be provided so as to be exposed to all the practices of social entrepreneurship and its implementation.
Social enterprise capital funding should be established for the promotion of startups majorly for executing innovative solutions to address social challenges in the country. Donations from private sectors to the social sector should also be encouraged.
All students should offer social entrepreneurship education in Social Studies in order to help them develop appropriate skills and competences in social entrepreneurship practices for the acquisition of desirable behavior for self- actualization and societal development.

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AN EXPLORATION OF CONTENDING RETROSPECTIVE FACTORS AGAINST SOCIAL STUDIES EFFORTS AT CURTAILING SOCIAL PROBLEMS IN NIGERIA

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Abstract
The study is an exploration of stakeholders' views on retrospective factors that hitherto contend against social studies at curtailing social problems plaguing and mitigating against sustainable development in Nigeria. It employed the descriptive survey design to provide answers to five research questions and to test four hypotheses. Needed data were collected through a researcher designed multi-sectional questionnaire administered to 140 social studies practitioners in Lagos State. The collected data were analysed with frequency counts, mean calculations and the t-test statistic formula. The analysis resulted into the identification and ranking of social problems in Nigeria on the basis of their ferocity and prevalence and a list of various curricular efforts for ameliorating the problems through social studies education. Adoptable suggestions which cut across borders were made which include the expansion of the moral and value education components of the subject, incorporation of more peace and moral education concepts into its curriculum, publicising research results on social media to reach the masses of the nation among others. These suggestions are hoped to give social studies its rightful place in the Nigerian school curriculum to serve as a tool for change and for curtailing social problems to avert national failure.
Key Words: Social Problems, Social Studies, Retrospective Factors

Introduction
Engendering the factors that help to avert national failure is essential to social stability which in itself is very important to human development and national progress. The major threats to social

stability of any nation are social problems which exude from the various social changes and interactions in the society. In an attempt to ensure social stability, every human society sets up some social institutions to perform some specific normative functions. Among these is the education institution.

Education all over the world has been considered to be a veritable instrument for social change, for achieving effective social development and for promoting peace and orderliness in human societies. It is a means of making individuals to conform to the norms of the society in which they live. Hence, the Federal Government of Nigeria through the National Policy on Education opines that education is an instrument for national development and social change, …vital for the promotion of a progressive and a united Nigeria and fosters the worth and development of the individual for each individual's sake and for the general development of the society (FGN, 2004 & 2013.)

Social problems however, are inevitable in any social organisation where two or more people have to interact with themselves. They have long been an inseparable feature of human societies and unavoidable experiences of mankind. They are therefore, normal in any given society given the dynamic nature of the society.

Social problems are conditions that grow out of human interactions that are considered unbearable by a significant number of people who believe it can and must be resolved through preventive or remedial actions (Dresler, 1993). They are conditions or behaviours that have negative consequences for a large number of people and are generally recognised as conditions to be addressed (Ogundare & Jekayinfa, 2017). Social problems are unsatisfactory human conditions in the society which arise as people live and work together. These perceptions underscore the fact that social problems are inseparable from human organisations and societies.

However, every society determines what social problems are. This is because though the concept of social problem is universal, its constituent and dimension differ from society to society. What is tagged a social problem in one society may not be in another. Since its inception in the education system, social studies has been ascribed the

role of proffering solutions to man's problems in his environment. Because of this ascribed responsibility as a unique role for the social studies and the difference in the constituent of social problems from one society to the other, social studies as a discipline has been defined differently by different societies.

In Nigeria, the Nigerian Educational Research and Development Council through the Curriculum Guidelines for Social Studies in 1970 and 1971 for instance, defined social studies as "the study of man in his environment; and that it is not only a study but a way of life of how man influences and is influenced by his physical, social, political, economic, cultural, scientific and technological environments (Ivowi, 1993). Therefore, in Nigeria, social studies is the integrative study of the reciprocal relationship between man and his environment. Problems are bound to exude from the relationship (between man and his environments) for which solutions must be proffered. This is a responsibility expected to be performed by social studies perhaps, more than any other subject on the school timetable through inculcation of appropriate skills, social norms, values, attitudes and behaviours.

Social studies was introduced into the Nigerian school system about six decades ago at the dawn of the nation's independence. Rather than declining since the introduction of social studies, social problems are increasing in magnitude and ferocity. Therefore, the capability of social studies at inculcating the appropriate values and attitudes for the survival of the individual and the Nigerian society as spelt out in the National Policy on Education (2013) seems a mirage. Hence, this study determines the contributions of social studies so far towards ameliorating the social problems ravaging the Nigerian society and those factors that are militating against its efforts as perceived by some stake holders in the Nigerian education system.

Statement of the problem

The contemporary Nigerian society is bedevilled with a myriad of social problems like lawlessness, high crime rate, religious intolerance, inter-ethnic and communal clashes, touting, miscreants, human trafficking, ritual killings, material and wealth worshipping, militancy, corruption, insurgency, unemployment, child labour and

abuse, cultism, domestic violence, rape, drug abuse and trafficking, electoral malpractice and thuggery, unstable political ideology, indiscriminate political carpet-crossing etc which are directly or indirectly threatening the corporate existence of the nation. The causes of all these problems are abject lack of or inappropriate inculcation and development of moral and social values in the citizenry at appropriate levels.

The Nigerian constitution prescribes the expected behaviour, the rights and responsibilities of individuals, social organs, social institutions and systems in the society. Being a veritable social institution saddled with the responsibility of transmitting societal cultures and inculcating values and attitudes into younger generations, the National Policy on Education emphasises the role of education in this regard when it states (among others) that *the national educational goals, which were derived from the philosophy of education are therefore ...the inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society (FGN, 2004)*

In the African tradition, the informal education, a limitless education system in terms of scope, method, venue and participants was a virile means of inculcating societal values and attitudes into the African child. Nowadays however, both the family and the society at large place premium confidence and the responsibility of social and moral training as well as the inculcation of acceptable values and attitudes into the child on the shoulder of the (modern) school system. This is done through the subjects offered in the school. While majority of the character moulding, moral and value-laden subjects are either elective or totally phased-out of the school timetable, the only viable and compulsory subject that generally inculcates the treasured values into the learners is social studies (Jimoh, 2004).

Though social studies as a subject is very young when compared with some other subjects on the school timetable, its sojourn in the Nigerian education system about six decades old. Despite the core status of social studies and its character moulding stance in the Nigerian education system, the society is still being tormented by a myriad of social problems. This led to insecurity,

insensitivity, hatred, cruelty, inhumanity, intolerance, selfishness and other vices among Nigerians. These social ills and maladies among Nigerians query the effectiveness in the implementation of the social studies curriculum in the nation schools and its succession performing its expected roles so far.

The questions then are: What are the engendering factors contending against social studies as a discipline? And where has social studies as a subject (or the Nigerian society itself) got it wrong? Provision of answers to these and many other questions are the focus of this study.

Specifically, the study hopes to:

➢ Determine the propensity of the individual social problems ravaging the Nigerian nation

➢ Identify the major causes of these problems,

➢ Assess the hitherto efforts of social studies at curtailing these problems through its curricular offerings.

➢ Determine the militating factors against social studies in this regard.

➢ Proffer some workable solutions as the way out of the doldrums.

Research Questions:

Answers were provided to the following questions in the study:

1. What are the prevalent social problems in Nigeria?

2. What are the major causes of these problems?

3. How far has social studies helped to proffer solutions to the problems?

4. What are the contending factors against social studies in its efforts at curtailing these problems?

5. How could these problems be socially resolved?

Hypotheses:

The under listed hypotheses were tested in the study:

Ho$_1$: There is no significant difference in the perception of Nigeria's social problems by in-service and pre-service social studies teachers based on: i. Gender and ii. Social status.

Ho$_2$: There is no significant difference in respondents' perception of causes of social problems in Nigeria based on: i Gender and ii. Social status.

Ho$_3$: There is no significant difference in respondents' perception of social studies' efforts at curtailing social problems in Nigeria.

Ho$_4$: There is no significant difference in the perception of militating factors against social studies by in-service and pre-service social studies teachers based on: i Gender and ii. Social status.

Methodology

The study is a survey of stakeholders' views on the efforts and militating factors against social studies at inculcating enabling qualities in Nigerian citizens towards curtailing social problems in Nigeria.The population of the study consisted of all pre-service and in-service secondary school social studies teachers and teacher trainers in tertiary education institutions in Lagos State out of which a sample of one hundred and forty respondents was drawn through the incidental sampling technique. The sample consisted of twenty (14.29%) secondary school teachers from Education District V in Lagos state and ten (7.14%) lecturers (i.e. 21.43% in-service teachers) and one hundred and ten (78.57%) social studies students (pre-service teachers) from Colleges of Education in Lagos state. This sample is made up of sixty-three (45%) males (12 secondary school teachers, 6 lecturers and 45 college students) and seventy-seven (55%) females (8 secondary school teachers, 4 lecturers and 65 college students).

A self-developed questionnaire was used to collect relevant data. The questionnaire has seven sections (A toG) which focused on

background information, prevalent social problems in Nigeria, causes, suggested solutions, social studies efforts, militating factors and suggested social studies curricular solutions respectively. The questionnaire was first validated by an expert in the Faculty of Education of Lagos State University and later by six secondary school social studies teachers from Education District IV in Lagos State. The reliability was established at 0.78 using the split-half reliability method determined through the Pearson Product Moment Correlation Co-efficiency formula.

Data Analysis

The analysis of data was done with percentages, mean, standard deviation and graphical representations for answering the research questions and the t-test statistic formula for the stated hypotheses.

Results
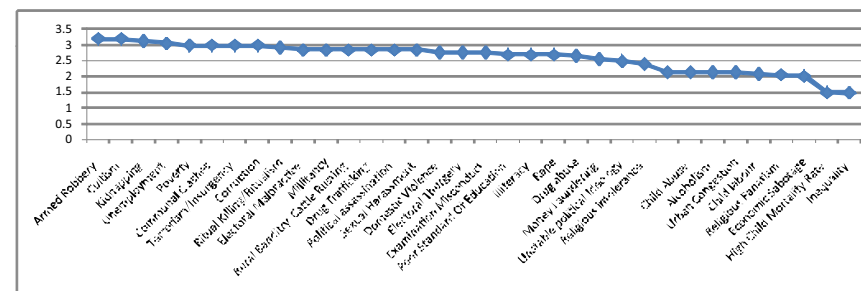
Fig 1: Perceived Prevalent Social Problems in Nigeria

Respondents' perception and ranking of problems ravaging the Nigeria nation (fig 1) depict armed robbery, cultism, kidnapping, unemployment, poverty, communal clashes, terrorism, corruption, ritual killing and electoral malpractices as the first ten most prevalent problems in Nigeria. Out of the thirty-foursocial problems listed, only two, high child mortality rate and inequality were least ticked by the respondents. They attracted mean scores of 1.49 and 1.48 respectively while others' scores ranged from 2.01 to 3.19 out of the expected 4.0 maximum mean score.

Research Question Two: What are the major causes of these problems?

Fig. 2: Causes of Nigeria's Social Problems

The respondents (in figure 2) opined that the various problems facing Nigeria are being caused by unemployment, poverty, desert encroachment resulting from climate change, high level of 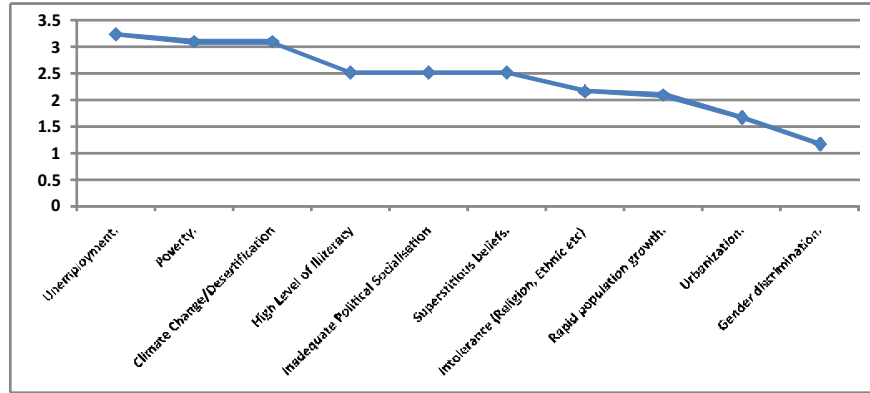illiteracy, inadequate political socialisation, superstitious beliefs, religious, ethnic and political intolerance and rapid population growth. These variables attracted mean scores that ranged between 2.1 and 3.24 while factors like urbanisation and gender discrimination were less considered and thereby attracted mean scores of 1.67 and 1.17 respectively out of maximum of 4.0.

Research Question Three: How far has social studies helped to proffer solutions to (some of) the problems?
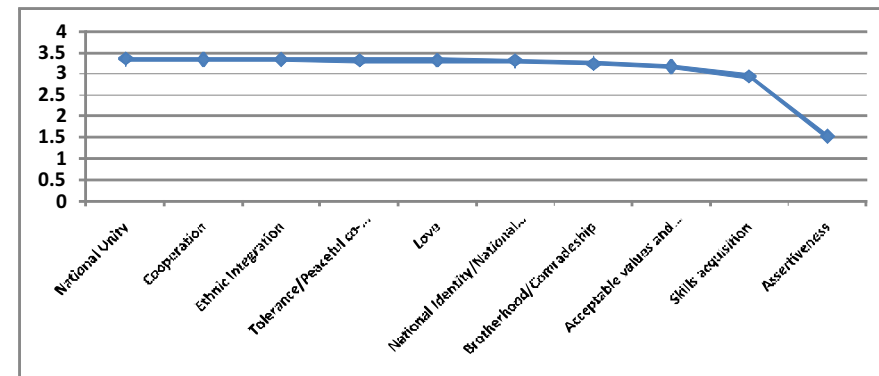

Fig. 3: Social Studies Efforts at Curtailing Nigeria's Social Problems

In figure 3, the respondents expressed their opinions on the efforts of social studies so far at helping to curtail social problems in Nigeria. This was done by rating the extent to which social studies helps to inculcate some social and moral values into learners and the outcome of social studies education. The highest rated product of values inculcated by social studies is promotion of national unity, followed by cooperation among citizens, ethnic integration, tolerance and peaceful co-existence, love, national identity and national pride, comradeship and brotherhood, inculcation of acceptable values and attitudes, and skill acquisition. All these attracted average scores of 2.9 to 3.35. Inculcation of assertiveness attracted an average score of 1.54 out of 4.0.

Research Question Four: What are the contending factors against social studies in its efforts at curtailing social problems?
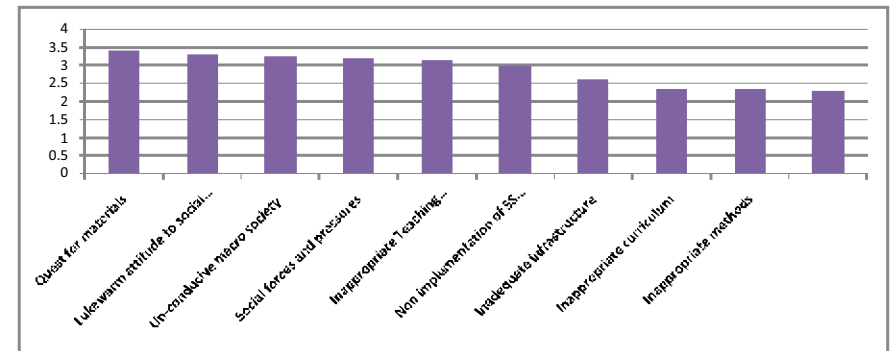
Fig. 4: Militating Factors against Social Studies

Figure 4 provided the list of factors against the success of social studies at curbing societal problems through its curricular offerings. The ten listed factors were endorsed by the respondents as the contenders against social studies. These include the quest for material wealth that is rampant among Nigerians, the lukewarm attitude of the society to social studies as a subject, the un-conducive social environment in which the education system of Nigeria operates, social forces and pressures on students and teachers, in-appropriate objectives targeted by teachers, non-implementation of the senior secondary school social studies curriculum, inadequate school infrastructure, inappropriate curriculum, inappropriate methods of teaching and instructional materials. All these variables attracted between 2.31 and 4.31 mean scores out of 4.0

Research Question Five: How could these problems be resolved?

Fig. 5: Perceived Solutions to Nigeria's Social Problems

public orientation and enlightenment, improved education system, improved leadership system, provision of financial assistance to the needy, social equality and economic diversification are the solutions to our problems.

Testing of Hypotheses

Hypothesis One: There is no significant difference in the perception of Nigeria's social problems by in-service and pre-service social studies teachers based on: i. Gender and ii. Status. The analysis of the hypothesis is presented in tables 1 and 2.
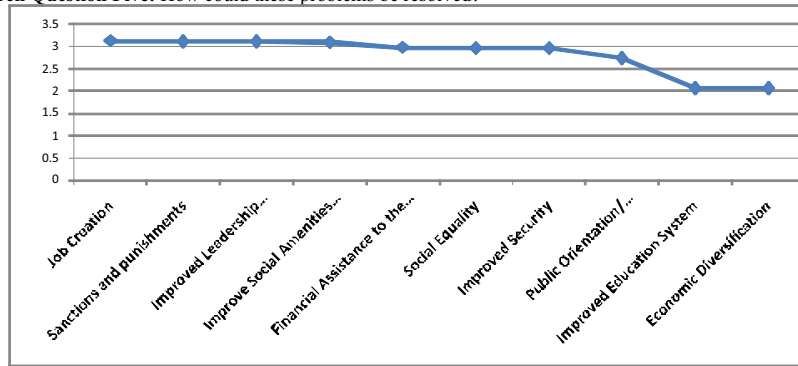
Table 1: Gender difference in the respondents' perception of Nigeria's social problems

Gender	N	Mean	SD	t-cal	t-table	D/f	Sig. Level	Decision
Male	63 (45%)	89.9	381.39	0.005	1.96	138	0.05	H_o accepted
Female	77 (55%)	89.04	439.27					

The analysis in table 1 shows the comparison of the perceptions of the social problems in Nigeria by the respondents on the basis of their gender. The result shows that there was no significant difference in both male and female respondents' perception of Nigerian's social problems because the calculated "t" was less than the table value at 0.05 level of significance.

Table 2: Difference in the respondents' perception of Nigeria's social problems based on status

Status	N	Mean	SD	t-cal	t-table	D/f	Sig. Level	Decision
Students	110 (78.57%)	8. 71	532.5	0.018	1.96	138	0.05	H_o accepted
Teachers	30 (21.43)	88.43	265.44					

Table 2 shows the analysis of the comparison of the perceptions of the social problems in Nigeria by the respondents on the basis of their status. There was no significant difference in both teachers' and students' perceptions of the problems because the calculated "t" was less than the table value at 0.05 significant level.

Hypotheses Two: There is no significant difference in the respondents' perception of causes of social problems in Nigeria based on: i Gender, and ii. Social status. The analysis is presented in tables 3 and 4.

Table 3: Difference in respondents' perceptions of causes of social problems in Nigeria based on gender

Variable	N	Mean	SD	t-cal	t-table	D/f	Sig. Level	Decision
Male	63 (45%)	25.63	109.93	0.045	1.96	138	0.05	H_o accepted
Female	77 (55%)	24.77	115.57					

Table 3 presents the analysis of the comparison of the perceptions of the causes of social problems in Nigeria by the respondents on the basis of gender. The analysis gives no significant difference in the perceptions of the respondents based on gender because the calculated "t" was less than the table value at 0.05 level of significance.

Table 4: Difference in respondents' perceptions of causes of social problems in Nigeria based on status

Status	N	Mean	SD	t-cal	t-table	D/f	Sig. Level	Decision
Students	110 (78.57%)	25.42	144.92	0.69	1.96	138	0.05	H_o accepted
Teachers	30 (21.43)	24.13	68.65					

Table 4 presents the analysis of the comparison of the perceptions of the causes of social problems in Nigeria by the respondents on the basis of status. The analysis gives the calculated "t" as less than the table value at 0.05 significant level hence, there was no significant difference in the perceptions of the respondents based on the status of the respondents.

Hypotheses Three: There is no significant difference in respondents' perception of social studies' efforts at curtailing social problems in

Nigeria based on: i Gender and ii. Social status. The analysis is presented in tables 5 and 6

Table 5: Comparison of respondents' perceptions of social studies' efforts at curtailing social problems in Nigeria based on gender

.

Gender	N	Mean	SD	t-cal	t-table	D/f	Sig. Level	Decision
Male	63 (45%)	31.63	171.83	0.001	1.96	138	0.05	H_o accepted
Female	77 (55%)	30.79	166.4					

Table 5 presents the analysis of the comparison of respondents' perceptions of social studies efforts at containing social problems in Nigeria based on gender. The calculated "t" was less than the table value at 0.05 level of significance. Therefore, there was no significant difference in the respondents' perceptions based on gender.

Table 6: Comparison of respondents' perceptions of social studies' efforts at curtailing social problems in Nigeria based on status.

Status	N	Mean	SD	t-cal	t-table	D/f	Sig. Level	Decision
Students	110 (78.57%)	31.45	65.87	0.044	1.96	138	0.05	H_o accepted
Teachers	30 (21.43)	30.17	116.66					

Table 6 presents status effects on the perceptions of respondents on social studies efforts at curtailing social problems in Nigeria. The calculated "t" was less than the table value at 0.05 level of significance. Therefore, there was no significant difference in the perceptions based on the status of the respondents as regards social studies efforts at curtailing social problems in Nigeria.

Hypotheses Four: There is no significant difference in perception of militating factors against social studies by in-service and pre-service social studies teachers based on: i Gender and ii. Social status. The analysis is presented in tables 7 and 8.

Table 7: Difference in gender effects on respondents' perceptions of factors against social studies

Gender	N	Mean	SD	t-cal	t-table	D/f	Sig. Level	Decision
Male	63 (45%)	29.3	105.32	0.035	1.96	138	0.05	H_o accepted
Female	77 (55%)	28.44	147.87					

Table 7 presents the effect of gender on the perceptions of respondents on factors affecting social studies efforts at curtailing the social problems in Nigeria. The calculated "t" was less than the table value at 0.05 significant level. Therefore, there was no significant difference in the gender-based perceptions of the respondents as regards factors militating against social studies effort at curtailing social problems in Nigeria.

Table 8: Difference in perception of respondents on militating factors against social studies based on social status

Status	N	Mean	SD	t-cal	t-table	D/f	Sig. Level	Decision
Students	110 (78.57%)	29.1	182.0	0.025	1.96	138	0.05	H_o accepted
Teachers	30 (21.43)	28.5	88.06					

Table 8 presents the effect of respondents' status on their perceptions of the factors affecting social studies efforts at curtailing the social problems in Nigeria. This result shows that there was no significant difference in the perceptions of the respondents based on their status as regards factors militating against social studies efforts at curtailing social problems in Nigeria

Discussion

Thirty-four problems were identified by the study in which armed robbery, cultism, kidnapping, unemployment, poverty, communal clashes, terrorism, corruption, ritual killing and electoral malpractice occupied the first ten prevalent positions as the social problems which social studies is to tackle in Nigeria. (fig. 1)Others include armed banditry, drug trafficking, political assassinations, sexual harassment, domestic violence, electoral thuggery, poor standard of education, high level of illiteracy, rape, drug abuse, money laundering and so on. All these are issues of national concern.

There is no doubt the fact that average Nigerians are sick and tired of avoidable problems they are experiencing on a daily basis hence, they

were quick at pointing out the most prevalent problems that have devastating effects on the Nigerian nation state. Such problems as ascertained by Ogundare and Jekayinfa (2017), need to be addressed in order to enjoy social stability.

On the second question, unemployment was ranked as the most significant factor that promotes the social problems in Nigeria. Indeed, an idle hand is an easy recruit into armed robbery, insurgency, ritualism, advanced fee fraud, kidnapping and other devilish engagements. In close rank with unemployment is poverty which is a motivating factor for other criminal tendencies. Climate change and desertification facilitate forceful land encroachment, armed banditry and inter-communal clashes. High level of illiteracy was rated fourth. An illiterate society wallows in the abyss of ignorance, under-development and primitivism. Inadequate (political) socialisation facilitates political thuggrey, assassination and political apathy. Superstitious beliefs, religious and ethnic intolerance cause inter-tribal or inter-religious suspicion, tension and cultural ethnocentrism, hostility, misunderstanding and conflicts. Rapid population growth and unplanned urbanisation can cause urban congestion and over-stretched public social amenities.

In agreement with these factors, Akinlaye, Bolarin, Olaniyonu and Ayodele(1997) opined that the democratic ideal of Nigeria in the last decade has been challenged by such compelling social forces like lack of purposeful and selfish leadership, increasing misuse of scarce resources, ethnic tension and conflicts, religious intolerance and secularity, galloping, spiralling inflation and lack of price control, ever widening gap between the rich and poor, hunger and poverty, mass under-employment and unemployment, ever increasing population and its attendance consequences and insensitivity of people to human conditions.

The efforts and/or contributions of social studies so far as a school subject towards ameliorating the social problems are the focus of the third question. As a subject, social studies' subtle way of solving social problems is through inculcation of certain knowledge, values, attitudes and skills into learners which when acquired makes the individual to become functional, responsive, participative and rational decision makers, social actors and conscientious adult and

nation-builders tomorrow. Therefore, the respondents identified some concepts, values and attitudes inculcated by social studies as including promotion of national unity, cooperation, ethnic integration, tolerance and peaceful co-existence, love, national identity and national pride, brotherhood and comradeship and basic skills acquisition by learners (fig. 3).

These confirm the roles of social studies in the school curriculum as further given by (Akinlaye, Bolarin, Olaniyonu and Ayodele (1997) that at the core of social studies is the acquisition of appropriate knowledge and problem solving skills for solution to life and societal problems which the learners as children and later as adults would encounter from time to time. By learning the subject in schools, children will be exposed to the problems and issues in the society and the responsibility of social studies education is to prepare the young learners to be humane, rational and participating citizens in the society.

However, some factors are militating against social studies in performing its laudable roles. These factors as answered on question four (fig. 4) include the rampant quest for materials and wealth, negative attitude of the Nigerian populace to social studies as a subject, social forces and pressures on learners, problems from teachers and the school system, unconducive macro environment of the school, teachers' focus on attainment of cognitive objectives at the expense of attitudinal and value objectives and inadequate infrastructure.

Materialism is an endemic social vice that inflicts the nation and is deep rooted in the Nigerian society. Learners in schools are now insensitive to knowledge acquisition but materially conscious. This is coupled with external social forces, pressures and demands such as economic, political, social, cultural, and peer pressures which divert their attention away from school generally.

Though tagged a compulsory subject at the basic education level, social studies is perceived only as a preparatory or a make-up subject at this level. Hence, it is not implemented and un-examined at the senior secondary level. This thereby reduces its importance and acceptability by the populace. Teachers' personal factors are also of paramount importance. Their inadequate preparation, in-appropriate methods of teaching, inadequate use or total lack of necessary

instructional materials during instruction, inadequate stated methods and objectives of teaching and other related factors are militating factors against social studies success. Societal factors such as inadequate infrastructural provision, lack of monitoring, neglect of curriculum updating, and total neglect of other responsibilities (e.g. appropriate funding) are contributory factors to social studies inability to successfully and adequately inculcate necessary values and attitudes embedded in it which could positively change the psyche of Nigerians. This is why Akinlaye, Bolarin, Olaniyonu and Ayodele (1997) submitted that these lead automatically to problems of sharp practices, racketeering, smuggling, widespread dishonesty, untrustworthiness, inflation of contracts, armed robbery and other petty crimes which are inimical, ruinous and constitute social problems in the society.

Consequent upon these problems and factors, the society has to proffer some solutions. Therefore, through question five (fig.5), the respondents identified and ranked some ameliorating strategies such as job creation, sanctioning and punishing offenders, increased provision of social and infrastructural amenities, improving the national security outfits, expanded public enlightenment and orientation to cover both urban and rural areas, improved education and leadership systems, rendering financial assistance to the needy, social equity and economic diversification as imperative solutions.

All the hypotheses tested resulted into accepting the null hypotheses because there was no significant difference in respondents' perceptions of Nigeria's social problems, their causes and social studies efforts at curtailing the problems as well as the militating factors on the basis of both their gender and social status. These (respondents) are matured Nigerians who experience similar problems, processes and orientations and therefore think alike. Their awareness and encounters with these problems virtually on daily basis either physically or through gory pictures and stories in the media, through the various humiliating, dehumanising and destructive tendencies and attitudes of some Nigerians made them exhibit nearly the same reactions to items in the questionnaire. This shows their readiness to proffer and/or accept any workable

solutions.

Conclusion
There is no doubt the fact that various problems are threatening the corporate existence of Nigeria. The factors responsible for these are not farfetched and the role of social studies in resolving them is no morein doubt. The purposes of social studies in the Nigerian school system are to ensure the survival of individual and the Nigerian society and to enable the learners to become responsible and disciplined individuals capable and willing to contribute to the development of their society. These therefore, place social studies in a vantage position to inculcate necessary knowledge and attitudes into learners as a subtle means of proffering solutions to the various problems in Nigeria.

Recommendations
The inclusion of social studies as a subject in the school curriculum is to help in developing an ordered society devoid of social ills. Therefore, this study suggests the following as supported by the respondents for effective use of social studies education to achieve a united and problem-free Nigerian society:
- Periodic review of the social studies curriculum andconstant expansion ofits value education components as the society changes.
- Incorporation of more peace and moral education concepts into the social studies curriculum to enhance its potentiality to positively change the psyche of Nigerians.
- The Social Studies Association of Nigeria (SOSAN) and other professional organisations should build a synergy with government at ensuring the utilisation and implementation of the various results and recommendations of research studies by experts in the field of social studies education.- Involving social studies experts in public enlightenment and national orientation programmes of the government as a means of directly passing the various recommendations to the target groups the Nigerian masses.
  . Making social studies a compulsory and an examinable

subject at the Senior Secondary School level since the adolescent (secondary school) age is the most vulnerable and delicate period in human life where children character must be appropriately nurtured and

. Publishing research results obtained by social studies experts on social media to place them at the reach of the target masses.

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AVERTING NATIONAL FAILURE THROUGH SOCIAL STUDIES FOR A QUALITATIVE NIGERIA IN THE 21ST CENTURY

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Abstract

The study examined a comprehensive and holistic approach of the corrective measures of national failure through Social Studies following concrete steps offer to guide further discussions. The likelihood of Nigeria gaining a place among the world superpowers is still very low despite her vast oil wealth, population density, and religious practices amongst others. Cumbersome judicial system, policy somersault syndrome, denial of civil liberty, generalized discontent of citizen, inexpedient human resource base, generalized poverty and corruption, brain- brawn drain, poor social service, collapse of traditional and religious norms, leadership vacuum in the society, poor upward mobility possibilities, environmental degradation, displacement of populations, disempowered youth, up-side-down societal values, tortuous education system, capitalist bourgeoisie, depleting value of justice system etc. are clear examples of a nation of failure with vicious comment among Nigerians and other Nationals worldwide. The roles of Social Studies in averting national failure in Nigeria cannot be taken with levity, its importance in building a qualitative and an enviable nation is well significant where the citizenry have good knowledge of ideal practices, appropriate social skills, understand governmental and political structures, justice and laws, exhibit; fairness and equity, conflict and cooperation, problem-solving skills, decision-making processes, good leadership and governance for intra and interpersonal interaction for the betterment of humans and society at large. Social Studies also develop Nigerian's understanding of the individual's capacity in decision-making processes and effect on the quality of life

and the environment. All these giving preference to the ten (10) strands of Social Studies which include; culture; time, continuity, and change; people, places, and environment; individual development and identity; individuals, groups and institutions; power, authority, and governance; production, distribution and consumption; science, technology and society; global connections; civic Ideals and practices.

Keywords: Social Studies, National Failure, Averting National Failure, Problem- Solving Skills; Corrective Measures

Introduction

A State fails when it suffers the loss of physical control of its territory; monopoly on the legitimate use of force; the erosion of legitimate authority to make collective decisions; an inability to provide reasonable public services; and the inability to interact with other states as a full member of the international community; an increase in the rise of suppressed nationalism; ethnic or religious violence, humanitarian disasters and major catalytic regional crises (Colonel, 2011). The 2007 Failed State Index, compiled by the *Fund for Peace and Foreign Policy* magazine, identified these indicators of a failed state and then ranked the nations of the world from those most to least likely to fail based on institutional corruption, criminality, the inability of a government to regulate the economy and collect taxes, internal displacement of citizens, sharp economic decline, group grievances, institutional discrimination, the emigration of the intelligentsia, and the state of the ecology.

The development of Social Studies in Nigeria, however, came earlier than those of other countries in Africa. This was because as early as 1958, the Ohio State University in the United States of America had sponsored some Nigerians for training programmes in Social Studies. The Ohio State University in the United States of America (USA) sponsored the training of some Nigerians in a Social Studies Programme to qualify as Social Studies teachers in Colleges of Education in the Western region and the term "Social Studies" was first used by them (Augustine, 2009; Obebe, 2011, cited in Edinyang, Unimke, Ubi, Opoh & Iwok, 2015; Otse, 2017;

Sofadekan, 2012). The arrival of the recipients of such training programmes greatly influenced their thoughts about Social Studies. For instance, they perceived the social ills that accompanied Nigeria's transition from the colonial era to independence. They also discovered the high rate of acculturation among Nigerians and the rate at which the nation's cultural traditions were breaking down. They, therefore, felt that the only way to salvage the country was to train the young ones in a manner that would provide them with opportunities to catch up with the new problems of change (Lawal, 2003).

From the inception of Social Studies in Nigeria, the subject has been used for correcting social ills in society and for solving social problems, both at societal and personal levels of individuals in society. Social Studies Education came to Nigeria at its formal inauguration at the Aiyetoro Comprehensive High School programme in 1963 in Egbado, Ogun State. However, there are those who think Social Studies awareness started as far back as 1956 in Northern Nigeria (Yusuf, 2017) and 1958 in Western Nigeria (Edinyang, Unimke, Ubi, Opoh & Iwok, 2015; Otse, 2017; Yusuf, 2017). This was regarded as the first attempt at establishing the "Ohio Project", prior to 1963 Social Studies as a field of study was introduced in Nigeria with the aim of inculcating in the students some (functional) knowledge, skills as well as values and attitudes that will enable the students fit into and contribute to the progress and well-being of the society to which they belong (Fibianmine, 2011). An overhauling Social Studies curriculum is designed to develop human persons to making long lasting innovation and contributions towards averting the tasking challenges of their nations in qualitative leadership, achieving harmonious, social co-existence, environmental sustainability, creativity, technological advancement for improved standard of living, economic growth through their productive input, progressive utilization of nations resources for equal citizenry benefits, its management and accountable utilization of national resources for improvement of social and physical infrastructure for stable development, enthronement of democratic stability, peace and enhancing synergy towards national security and empowerment.

Social Studies is an integrated study of the social sciences and

humanities to promote civic competence and help young people develop the ability to make informed and reasoned decisions as citizens of culturally diverse, democratic society in an inter dependent world (National Council for the Social Studies, 1992). If Social Studies education that must address (contemporary national and global) issues is not properly repositioned, the efforts will be in vain (Mezieobi & Onyeanusi, 2012). It is an unarguable fact that entrepreneurship education (integrated in Social Studies programme of Nigerian Universities) if appropriately applied, will invariably lead to the creation of more jobs and to a large extent eradicates the high level of poverty, unemployment, and crime prevalent in our society. The benefit will boost the level of economic growth and development of the country (Orisa, 2012). Social Studies education as an area of study has a lot of contributions to the attainment of national objectives. It involves the adult and the young within the society to develop their competencies to enable them to solve and manage the socio-economic and physical forces arising in their midst (Ezegbe, 1994). Social Studies is the study of a human within the context of his/her social, physical, political, economic, cultural, psychological, dynamic and knowledge-based environment.

Nigeria is currently facing the problem of youth incivility and immorality (Ogunbiyi & Soluade, 2011), including religious violence, environmental management, ethnic, conflict and pervasive level of unemployment, that can be mitigated through self-reliant education, by overhauling the content of Nigerian Universities Social Studies curriculum. Social Studies Education in Nigeria has a special task to perform in transforming Nigeria into a modern state. They include healing the social and political wounds of the past decades, nurturing the most recent hopes in good ethnic group relationship and nationalism, and the engendering constructive reforms to make the nation a just and progressive society (Abubakar, 2013). It also helps to foster the desire for self – reliance, national efficiency, and national pride.

In addition, Social Studies Education contributes to the attainment of national goals through citizenship education. The national goals are; (if) a free and dynamic society (ii) a free and democratic society, (iii) a just and egalitarian society (iii) United, strong and self-reliant nation (iv) a great and dynamic economy, and (v) a land of bright and full opportunities for all citizens (Nigeria Policy on Education, 2010). Citizenship education refers to the culture of certain behaviours, knowledge outlooks and values which are found in the culture in which the individual participates. A citizen however, is one who conforms to certain accepted practices, holds a belief that is loyal to certain values, participates in certain activities and conforms to norms which are often local in character. Citizenship education as a concept in Social Studies contribute to making citizens understand the diversity among the people of Nigeria, further leads them to see the cooperation and later-dependence among them which are among the major elements of nation-building.It further plays the role of making the people appreciate and respect the cultural diversity of Nigeria and to realize the need for cooperation, unity, and peace in the country (Sheshi T, 2002). This paper therefore explores the valueable roles of Social Studies in averting national failures for qualitative Nigeria's 21st century.

Problems that Affect the Attainment of National Development

The problems that hinder the progressiveness of a nation which is clearly visible in Nigeria having great effect on her citizenry amongst others include; problems of leadership and followership, ethnicity and regionalism, problems of crime and insecurity, poverty and unemployment, negative values and attitudes, political instability, policy somersault, consistent loss of lives and property, immorality, insurgency, certificate racketeering, prostitution, examination malpractices, burglary, corruption, traffic jam, child abuse, sexism, gender disparities, etc.

In view of the above, the most recent and disturbing challenge to national development in Nigeria today is the problem of insecurity which affects too much for the usual Nigerian good fate. Every Nigerian today lives in fear, not fear of the unknown but fear of the known. The fear that sooner than later a bomb will go off somewhere, likely in a church, mosque, a supermarket or a car park and the victim could be either himself or herself, this type scenario is common in the North Eastern part of Nigeria. The fear of the known makes life miserable and incapacitated for civic life in Nigeria. One can argue,

however, that fear has always been the stimulus of our civilization. It is fear of the unknown that drives us to creativity and innovation that sustains the human civilization (Amada, 2012). However, even Thomas Hobes argued eloquently that it is the desire to escape the fear of the uncertainties in the state of nature that pushed our forbearers to the first social compact. (Subrata & Sushela, 2007).

Social Studies for Social Responsive System and Empowerment

Social Studies develops the key values and attitudes, knowledge and understanding, skills and processes necessary for students to become active and responsible citizens, and also engaged in the democratic process and aware of their capacity to effect change in their communities, society, and world (Alberta Education, 2017). A socially responsive system of education would involve giving beyond the education sector to address societal challenges. Social Studies Education is a major contributor to understanding and addressing in virtually every development sector. These sectors contribute to tackling nation challenges; thus, improvements in the national economy, in governance, security, health, harmonious living for national development. Social responsiveness demands that the needs of the learner become a strong determinant of the curriculum (Obanya, 2014), social responsiveness requires a degree of reliance (as much as possible) on societal conditions and practices (weather terrain, prevalent economic activities, cultural traits, languages etc.).

Empowerment is a multidimensional social concept; ideally, empowerment should come from within. Empowerment should not be construed as a one-shot event. It must be sustained as an unending, all round enabling process in its four dimensions; psychological, sociological, economic and political (Obanya, 2014). Social Studies objectives for social responsive system and empowerment aim at individuals, groups and the society at large to 'let out their latent power' so that they can eventually rise from a condition of relative hopelessness to a condition of relative hopefulness, to become better able to take full control of all aspects of their lives which include; intellectual development, emotional intelligence, political self-concept, propensity to learn, social inclusion, vertical and horizontal, social mobility, gender equality, assertiveness, critical

skills earning, self-actualization, quality education, civil liberties, freedom of choice, access to quality information etc.

According to Alberta Education (2017), Social Studies also helps to achieve the following; enhances demonstration of global consciousness with respect to humanity and world issues, value lifelong learning and opportunities for careers in the areas of Social Studies and the social sciences, understand the historical and contemporary, understand the multiethnic and intercultural makeup, understand how social cohesion can be achieved in a pluralistic society, understand historical and contemporary issues, including controversial issues, from multiple perspectives, understand the diversity of a nation's traditions, values and attitudes, understand contemporary challenges. Social Studies provides learning opportunities for students to engage in active inquiry, critical creative thinking, engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making, apply historical and geographic skills to bring meaning to issues and events, use and manage information and communication technologies critically, conduct research ethically using varied, methods and sources; organize, interpret and present their findings; and defend their opinions; apply skills of meta-cognition, reflecting upon what they have learned and what they need to learn, recognize and responsibly address injustices as they occur in their schools, communities, and the world, communicate ideas and information in an informed, organized and persuasive manner.

Dimensions of Thinking in Social Studies to achieving the Goals of a Nation

In Social Studies, students acquires and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. According to Alberta Education (2015), the following dimensions of thinking have been identified as key components in Social Studies teaching and learning process:

Critical thinking is a process of inquiry, analysis, and evaluation resulting in a reasoned judgment. Critical thinking promotes the development of democratic citizenship. Students will

develop skills of critical thinking that include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions. (Alberta Education, 2017).

Creative thinking occurs when students identify unique connections among ideas and suggest insightful approaches to Social Studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought. (Alberta Education, 2017).

Historical thinking is a process whereby students are challenged to rethink assumptions about the past, fully understand the present and forecast the future. It helps students to become well-informed citizens who approach issues with an inquiring mind and exercise sound judgment when presented with new information or a perspective different from their own. Historical thinking skills involve the sequencing of events, the analysis of patterns, the placement of events in context to assist in the construction of meaning and understanding, and can be applied to a variety of media, such as oral traditions, print, electronic text, art, and music. Historical thinking allows students to develop a sense of time and place to help define their identities. Exploring the roots of the present ensures the transmission and sharing of values and helps individuals to realize that they belong to civil society. Historical thinking develops citizens willing to engage in a pluralistic democracy and to promote and support democratic institutions. (Alberta Education, 2017).

Possessing geographic thinking skills provide students with the tools to address Social Studies issues from a geographic perspective. Geographic thinking skills involve the exploration of spatial orders, patterns, and associations. They enable students to investigate environmental and societal issues using a range of geographic information. Developing these spatial skills help students to understand the relationships among people, events and the context of their physical environment, which will assist them to make choices and act wisely when confronted with questions affecting the land and water resources. (Alberta Education, 2017).

Students develop the ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages, and consequences of various alternatives. Decision making involves reserving judgments until all the options and perspectives have been explored; seeking clarity for a variety of choices and perspectives; examining the cause and effect of relationship between choices; and basing decisions on knowledge, values, and beliefs. Problem-solving processes in Social Studies help students develop the ability to identify or pose problems and apply learning to consider the causes and dimensions of problems. These skills help to develop thinking strategies, allowing students to determine choices and consequences of potential solutions for a problem that may have multiple or complex causes and that may not have a clear solution. Activities such as simulations, debates, public presentations and editorial writing foster the development of these skills. (Alberta Education, 2017).

Metacognition is "thinking about thinking." It involves critical self-awareness, conscious reflection, analysis, monitoring, and reinvention. Students assess the value of the learning strategies they have used, modify them or select new strategies, and monitor the use of reinvented or new strategies in future learning situations. In this respect, students become knowledge creators and contribute to a shared understanding of the world we live in; a key feature of democratic life and commitment to pluralism. (Alberta Education, 2017).

The Roles of Social Studies in Nigerian Development

Social Studies help in preparing the learners for living effectively now and in the foreseeable future. It does this by drawing upon the long and varied experiences of humans for illumination into a complex societal problem. Taylor in Enem (2000) noted that Social Studies prepare our youths to understand the rapid changes and the development that is taking place in our country. According to Ogundare (2010), the nature of man as a social animal living in an environment to make his living and to survive, together with the intellect of man and his sense of creativity, all make it necessary for man to always have an organized or orderly society. Every member

of the society must be properly groomed to function well in such society by developing abilities for social responsibilities. President Obama (2009) while giving credence to the importance of Social Studies argued that "You'll need the insights and critical thinking skills you gain in history and Social Studies to fight poverty and homelessness, crime and discrimination, and make our nation fairer and freer. You'll need the creativity and ingenuity you develop in all your classes to build new companies, that'll create new jobs and boost our economy".

In lieu of the above Social Studies prides itself offering a rich environment with an unparalleled opportunities for learners which includes: to build up; an ability to figure out how to gain certain fundamental aptitudes including not just those of tuning in, talking, perusing and composing and of estimation yet in addition those abilities of perceptions, investigation and induction which are basic to arrangement of sound social, economic and political judgment; a thoughtful valuation for the decent variety and between reliance of all individuals from the nearby network and the more extensive national and worldwide network; to create in leaners inspirational frames of mind of harmony, comradeship, and collaboration towards a sound country and the teaching of suitable estimations of trustworthiness, uprightness, diligent work, decency, and equity at work and play, just as one's commitment to the advancement of the country.

The roles of the 21st century Social Studies as an instrument for the custodian and reformatory purposes of the acceptable standards for national development are not limited to the following; Promotion of Democratic Living: Nigeria is trying to be one of the democratic countries in the world, though many Nigerians are yet to imbibe the desired political culture needed for the survival of democracy. Through Social Studies, the Nigerians will become exposed to some of the political norms and values of society. These can be done during election periods e.g. refraining from electoral malpractice, voting for the right leader, and discouraging corrupt malpractice. If a child gets this training from the beginning, he or she is likely to grow into adulthood with the desired political orientation, patriotic attitude and national consciousness (National Teachers Institute, 2000).

Respect for the Worth and Dignity of Others: In practice, Social Studies has been and continues to be profoundly conversing in nature. Social Studies is the engine room of illusion factories whose primary aim is the reproduction of existing social order, where the ruling ideas exist to be memorized, regurgitated, internalized, and lived by (Ross, 2017). The nation now is facing crises in which some ethnic or religious groups try to dominate others because of self- assumed superiority. This brings rancor and prejudice, which cause disunity. By its objectives, Social Studies helps to inculcate in learners, the spirit of acceptance of the respect for the worth of every Nigerian despite the social and cultural difference between them.

Development of Tolerance and Inculcating Sense of Responsibility to Others: Inyang-Abia and Esu (1992) also observe that Social Studies as a school subject helps to evolve a just and human society. That is, it develops learners who constitute a society where citizens can act intelligently with respect to resolution of social problems. They also maintain that the subject helps to meet the social needs of the learners through the promotion of the development of social equilibrium and well-integrated personality, relatively free of undue anxiety and who can tackle personal problems realistically. Nigerians have different values and beliefs depending on their cultural background. For a peaceful and united Nigeria, citizens must be made to understand that each social, political and religious group has a right to exist and co-exist. If we respect and tolerate one another, no one would be hurt. Hence, learners of all ages must begin to learn how to develop this spirit of concern and responsibility to others, and this can be done through Social Studies.

Promotion of Hard work and Self-Employment: Relevant skills can be acquired through vocational studies depicted by contemporary issues in Social Studies education. These vocational objectives in Social Studies education are educational values that would acquaint learners and citizens with social skills and national consciousness to improve the quality of their domains (Mezieobi & Tamuno, 2017). Social Studies instill in learner's social awareness skills which enable students to develop effective relationships with others, to work in cooperative ways toward common goals and to collaborate with

others for the well-being of their communities. Students will develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative decision making, and the importance of responsibility and the acceptance of differences. The development of these skills will enhance active participation in their communities.

Inculcation of National Consciousness and National Unity: Social Studies helps in healing the social, political and religious wounds of the past decades, nurturing the most recent hopes in good ethnic group relationship and nationalism, and the engendering of constructive reforms to make the nation a just and progressive society. It also helps to foster the desire for self-reliance, national efficiency and national pride. Social Studies helps the child to become acquainted with the National Symbols such as the Flag, the Anthem, the Pledge, and the pictures of leaders and so on. Do all Nigerians feel committed to the pride and preservation of the country? They would then have one thing in common, that is national consciousness which they would want to bequeath to their oncoming generations. This common interest and aspiration help to bind together for national unity (National Teachers Institute, 2000).

Inculcation of Desirable Values and Social Attitude: The place of Social Studies in inculcating desirable values for national development in Nigeria cannot be overemphasized. It could be better understood when one views its aims, objectives and methodology vis a vis the national philosophy. Joof and Okam (1989) and Onifade (2002) all agreed that the primary overriding purpose and features of Social Studies programme in citizenship education. They also opined that knowledge and skills are necessary to process information, values, beliefs and social participation which are fundamental in achieving good citizenship. In other words, Social Studies goes beyond the acquisition of information to the development of attitudes, skills, and values. An effective citizen is one who possesses certain desirable attributes including; looking at things with a democratic slant; believing in decency and fair play; forbearance and acquisition of the customs, traditions and nationalistic ideals of his country. Social Studies because is largely based on the socio-cultural context of the society. Some of the societal values to be inculcated are

honesty, fair play, hard work, patriotism, obedience, discipline, loyalty, respect, self-confidence, among others. Ololobou (1995) believes that Social Studies Education can contribute substantially to the realization of the dreams of Nigeria.

Conclusion

Social Studies continues to play active roles in achieving and sustaining national goals through its interdisciplinary and multidisciplinary approach of instilling the right type of knowledge, values, skills, and attitude agreeing with the domains of education; soft skills, hard skills and go-getting skills in the entire citizenry needing the collaborative efforts of all stakeholders who directly or indirectly influence its curriculum and objectives to work alongside the goals of Social Studies in Nigeria as it is an enviable tool used to ensure national progressiveness in any relevant sovereign part of the world.

Recommendations

- The Government, Curriculum developers, and other stakeholders should work in line with experts of Social Studies and its National Association SOSAN to review and make positive changes to the Nigerian Social Studies Curriculum.

- There should be unification among all Social Studies Students in Nigeria as students disperse across the nation; they can help in mass sensitization of the quintessential importance of Social Studies.

- Social Studies teachers should consistently write about and examine the beliefs that inform their practice as Social Educators.

- Social Studies experts should be well funded for research and development to continually meet up to the world standard as needs arise.

- Teachers of Social Studies should embrace learner psycho socio supports system to ensure that no learner is pushed aside, thrown out or left behind. Learners should be rightfully involved in the teaching-learning process.

- Social Studies should also be taught at the Senior Secondary School level in place of Civics Education as Civics Education is only a course content in Social Studies about quick and sustainable national development.

- Robust pedagogical practices of Social Studies championed by resourceful, effective and trained Social Studies teachers whose creative teaching would result in enhanced learning outcomes.

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SOCIAL STUDIES AND THE NIGERIAN CHILD: ABRAHAM MASLOW APPROACH THEORY

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Abstract

This paper assessed Maslow Hierarchy of needs which has great implications for the practice of effective teaching and learning. It also discussed the seven levels of needs as physiological needs, safety and security needs, love and belongingness needs, self-esteem or self-worth need, understanding and knowledge needs, aesthetic needs and self-actualization needs. The National philosophy of education in Nigeria recognizes the need for Social Studies education in building the desired orientation needed after independence in mobilizing the young citizens for national development. An explanation was also made on the challenges of the social studies education teachers in meeting the needs of the Nigerian child. Nigerian child is the bedrock of the Nigerian society therefore; it is pertinent to consider their basic needs. The paper discussed the goals and aim of social studies education within the view to examine and understand the communities locally and globally, their various heritages, physical systems, interactions and the nature of citizenship within them. Learning must be structured to permit critical thinking and experience based while the Nigerian child should be encouraged to interact among themselves and practice democratic values in school and beyond. The paper concluded that the nature of any society is determined by its educational system, so, to solve the problems of the society emphasis ought to be laid on what and how a subject is taught. If Social Studies is to deliver purposeful and meaningful instructions in Nigerian context, it must engage in challenges of real life activities which directly link the school and community.

Keywords: Social Studies, Child Needs Assessment, Hierarchy of Needs, Nigerian Child.

Introduction

Need basically, can be defined as a state created when an organism does not have or is deprived of an object or condition it requires. All organisms need food and water periodically. Thus need connotes lack of something essential as man has an insatiable nature (Muktar, 2014). A child according to Ekpu (1991) in Bozimo, Gotep, Zwalchir & Obanya (2004) is the family crowning glory, he is the link between the present and future. That is, he is the natural extension of the family, a projection of self into the future and is the one who receives the baton from mum and dad depending on how well the child was trained. Nigerian child is the bedrock of the Nigerian society therefore; it is pertinent to consider their basic needs. Maslow (1987) identified these needs as physiological, safety, love and belonging, esteem and self-actualization. Other needs like food, water, shelter are biological/ natural which all organisms require for their survival. Maslow (1987) described the psychological needs as basic and if not met they make one uncomfortable. In support of this, Muktar (2014) said need is that aspect of a person's psychological entity, which has great influence on the life of the individual which the Nigerian Child is not an exception. Need motivates and drives an individual to achieve. Accordingly, needs arranged hierarchically that is organized according to levels based on considerations. This paper intends to X-ray Maslow's approach theory in relation to the Nigerian Child from the social studies perspective. If basic needs are not met, they make one uncomfortable and we are motivated or driven by these in as much as we are not able to sufficiently fulfill these needs.

One can understand the concept of Social Studies better by looking at different approaches to its definitions. Kissock (1979) defines Social Studies as a programme of instructions or studies which a society uses to instill in students or pupils. The knowledge skills, attitude, values and action that is considered important concerning the relationships which human beings have with each other. The National Council on Education (NCE, 1983) in Nigeria accepts and recommends Social Studies as a study of man as a biological, social, political, economic and spiritual being responsible and responsive to nature in its entire ramification. Dubey (1980) defines social studies as a process of education which utilizes the study of human life for the purpose of giving us the opportunity to practice solving problems of crucial importance both for individual and the society.

In line with the above definitions, Social Studies is a subject that deals with man, his problems, and environment in a broad framework towards the inter-relationships of issues or problems and knowledge of helping man to think and act systematically, critically and creatively in the world of human affairs. It is indeed a sort of concentrate on human interactions in an environment either politically, socially, economically, technologically and psychologically or harmonious living. It is a value –laden and value-free education being imbibed or dispensed inside and outside the classroom for the purpose of producing prospective citizens for the society. Hence, this paper assessed Maslow Hierarchy of needs which has great implications for the practice of effective teaching and learning

Abraham Maslow's Hierarchy of Needs

Maslow's theory of motivation, presents an hierarchy of needs. Children have needs that should be satisfied and gratified. Need gratification according to Maslow is the most important single principle underlying all developments. As lower needs are gratified, Maslow's principle holds that higher need emerges. This explains why some children are more motivated to learn than others and why some individuals are better adjusted than others. Mulwa (2008) stated that Maslow's theory of needs is specifically built on the idea that human behavior are really motivated by the simple desire to meet specific human needs in the society. Egbule (2007) and Onah (2015) remarked that in 1943, Brandies University Professor of psychology Abraham Maslow as a renowned researcher in the study of human needs and motivation came up with his hierarchy of needs theory with the proposal that people are motivated by seven levels of needs common to all people namely.

1. Physiological needs-food, water, air, set sleep, shelter clothing.
2. Safety and security needs-shelter, protection, survival.
3. Social needs-love belonging, affection, association friendship acceptance.
4. Esteem or prestige needs or Ego needs – self respect.
5. Understanding or knowledge needs-access to better education accountability.
6. Aesthetic needs-enjoy and promote beauty, tastes appreciating.
7. Self-actualization needs-development of talents or potentials.

Maslow represented these needs as a hierarchy in the shape of a pyramid. A hierarchy is an arrangement that ranks people or concepts from lowest to highest. According to Maslow, individuals must meet the needs at the lower levels of the pyramid before they can successfully be motivated to tackle the next levels. The lowest four levels represent deficiency needs and the upper three levels represent growth needs.
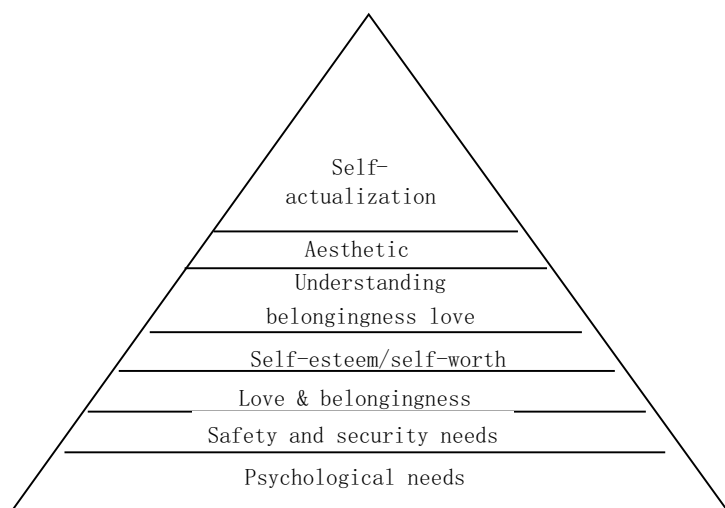
Abraham Maslow Hierarchy of Needs

1. Physiological Needs

Physiological needs are such human basic needs as food, water, clothing, shelter, sleep and procreation. These needs are the lowest in the hierarchy. Maslow contends that when physiological needs are unsatisfied no other needs will serve as a basis for motivation. Once satisfied newer and still higher need will emerge. Maslow asserts that needs are satisfied in order of priority within each person's hierarchy, (Maslow, 1970). Once the physiological needs have been satisfied their strength and importance decreases and the next higher level need becomes the strongest motivator of people. This process is unending .and continues from birth to death, (Hellriegel & Slocum, 1977). Basic biological needs generally take precedence over psychological needs. If two needs are incompatible the more basic one is usually satisfied first. If children are hungry and feeling lonely they will probably seek something to eat before they participate fully in the process of learning. We must realize that unfortunately we cannot meet the psychological needs of all our children/learners. There is no possible way that a teacher can provide food, clothing, shelter and adequate sleep for each learner. Fortunately, free and reduced lunch programs have helped combat the effects of hunger in schools. When these basic needs are not met learners will not be able to focus on learning.

2. Safety and Security Needs

Safety and security needs deal with protection and survival from chaotic situations, social disorder, social disturbance and physical dangers in human environment. Safety is the feeling people get when they know no harm will befall them physically, mentally or emotionally. Security on the hand is the feeling people get when their fears and anxieties are low. Examples of chaotic situations are communal crisis, conflicts, wars, riots, terrorism, militancy, kidnappings, civil disturbances, wanton killings among others that usually threaten peaceful co-existence and harmonious living of people in the society in the contemporary human environment. Similarly physical/natural dangers include flood disasters, fire disasters, earthquake, earth tremors etc.

Diaz-Rico (2009) stated that because students learn better in a

supportive, non-threatening environment teachers must develop methodologies that make the learning environments comfortable as possible and reduce tension. Aruma (2014) states that the high rate of insecurity of lives and property occasioned by insurgency of Boko Haram as an armed rebellious group against constituted authorities of federal government in the north east zone of Nigeria presents a serious challenge to educational development in the affected areas.

3. Love and Belonging need or Social Needs

Social needs involve needs to feel needed, need for affection, belongingness, association, love, friendship, interaction and acceptance in relationship with other people. These needs are met through satisfactory relationships with family members, friends, peers, classmates, teachers and other people with whom individuals react (acceptance by others) (Muktar, 2014). When people feel secured and safe enough in an environment, the tendency is that they feel the need to identify and belong to a social organization of family, community among others in the society. Anyanwu et al (1985) stated that love and belongingness indicate the need to be part of a group such as family, group of colleagues in a workplace, friendship social group in the society. The learner and children will want to feel loved and cared about. They often seek this fulfillment from teachers or other personnel. Teachers must then ensure that our learners know that they are valued as individuals or appreciated for the effort they are making during your time together in the learning environment. The more you understand the basic needs of each student the more likely you are to help remove obstacles from learning so that learning can be enhanced and maximized.

4. Self-esteem, Self-worth or Prestige Needs or Ego Needs

It is always natural that people seek for esteem and prestige in human environment when it is obvious that they feel secure in their respective social groups in the society. When people achieve their social needs or love and belongingness needs lay belonging to social groups they tend to seek for self-respect, recognition, reputations, status, self-worth among others in their respective social groups. Onah (2015) asserts that when people achieve their social needs that they focus attention on such matter as reputation, recognition, self-esteem and prestige or self-worth, self-respect, status among others

that give people strong confidence to participate in activities that will certainly improve their living condition in their various communities. The fulfillment of the esteem needs leads to feelings of worth, adequacy and self-confidence. The inability of individual to fulfill these needs may lead to a feeling of discouragement. Job title and responsibilities, praises, merit, pay increases, peer/supervisory recognition and competent management are all important factors in satisfying the ego needs in an educational setting.

5. The Need to Know and Understand (Understanding Need)

The understanding needs deals with the desire of people to know in human environment. This reminds human beings of the urgent need to acquire relevant knowledge, skills, information, and attitude in order to enable them to function very efficiently and effectively in various social settings in human environment. Anyanwa, Omolowa, Adeyeri, Okanlawon and Siddiqui (1985) opined that understanding needs deal with human need to see how, what they are and what they do and the part they play, in the larger society.

Understanding needs widen people's access to education in the contemporary society. The provision of better education with its corresponding more job opportunities and higher income will indeed enhance peoples living conditions in various social settings in human environment. Mulwa (2008) asserted that people need to instil values of honesty, accountability and transparency as opposed to the assumed great courage in stealing from the public kitty without guilt or impurity in the society.

6 Aesthetic Need

Aesthetic needs refer to human desire to enjoy and promote the beauty of human environment. The focus of aesthetic need is to conscientize people on the need to love, understand, appreciate and promote the beauty of human surrounding in the society. It also refers to the quality of being creatively, beautifully or artistically pleasing; i.e. expressing oneself in pleasing ways. For example, decorating your living room, wrapping birth day presents attractively, washing and rating your car and keeping up with the latest styles in clothing are all ways of expressing your aesthetic sense. People are encouraged to love, understand, appreciate and promote the efficacy

of beautiful things such as art, music, flowers and painted background in human environment. Aesthetic needs offer people an opportunity for relaxation and recreation in various communities. Mulwa (2008) noted that people need to relax at the appropriate time in the society. Relaxation is imperative in human environment in spite of tight schedule of the day's business and work in order to rest and recreate human body and mind.

7. Self-Actualization Need

At the top of the pyramid is the need for self-actualization, which is a person's desire to become everything he or she is capable of becoming to realize and use his or her full potential, capability and talents. This need can be addressed only when the previous have been satisfied. It is rarely met completely; Maslow (1968) estimated that less than 1% of people become fully self-actualized because our society rewards motivation, primarily based on esteem, love and other social needs. Self-actualization needs deal with the desire of people to develop their talents and potentials that are hidden in them. Self-actualization or self-realization needs help people to develop the desire to exploit all their talents that are hidden in them. Onah (2015) perceived self-actualization as self-fulfillment-the need to develop a person's full-potentials in order to enable him or her to become the best that he or she is capable of being in the society.

Maslow (1968) defined self-actualization as the desire to become more and more what one idiosyncratically is to become everything one is capable of becoming. It concerns the need to maximize the use of one's skills, abilities and realize ones potentialities for continued self-development for being creative in the broadest sense of the term. The actualizing person may be described as one who has increased the acceptance of self and others, increased problem solving ability, increased spontaneity, increased detachment and a desire for privacy and the like. People with dominant self-actualization need seek challenging assignments that allow for the use of one's creative or innovative talents and provide opportunities for personal growth and advancement.

Implication of the Maslow's Hierarchy of Needs to Social Studies and the Nigerian Child

The National Philosophy of education in Nigeria recognizes

the need for social studies education in building the desired orientation needed after independence in mobilizing the young citizens for national development. Bozimo (2004) defines Social Studies as a specialized area of study that deals with the study of man and his environments and how they interact with each other. Thus, the various definitions have focus on man in relations to his environment with vital variables as values, attitudes, skills and knowledge which constitute the content of the subject.

Maslow's hierarchy of needs posits that humans need is to have the most basic life needs met before they can achieve anything in life. Beyond those basic needs for example, we must be able to be fed, clothed and sheltered before we are able to work on being part of the society, meeting our social needs, which are higher on Maslow's pyramid. Teachers must have an awareness of the unmet needs of students, since teaching and learning occur at the higher parts of the pyramid with social gratification, self-esteem and self-actualization. These are what learning is meant to achieve. A student who is homeless or unsafe cannot focus on learning anything properly. A student who is hungry or tired cannot either. Learning implies that one's brain is clear of the dreadful disruption of problems such as these. So while teachers sometimes complain that they are not social workers, it is incumbent upon us to understand Maslow's dynamics and do our best to ameliorate the appalling conditions under which students often are trying to learn.

The teacher's goal is to aid students in self-actualizing or becoming all that one can be by creating a safe classroom environment. That is, develop rules and procedures which provide a structured environment rich in routine and shared expectations where no student would physically or verbally hurt another. Additionally learn to use positive reinforcement instead of negative reinforcement to correct students' behaviours. Teachers should take time out to let each student know how well they are doing. This could take the form of short handwritten note on their papers or verbal comment. The key is to focus on the students positive attributes and aid the student in developing on increased level of self-esteem. Let the students know that you care about them, want them, to succeed and you appreciate their work. Similarly, the students must feel a

sense of connection and love from their school. They must sense that their school administrators and teachers care for them. In addition, they must develop a healthy sense of self-regard fostered by their schools, and parents. Only if all these elements are in place will they be able to move to the level of self-actualization or realizing their potentials.

Goals and Objectives of Social Studies:

Generally, social studies education the world over has four main goals which are directly or indirectly derived from its meaning, According to Kazi (2006) the goals and objectives are:

1. The inculcation of values, attitudes and appreciations in the learners.
2. The development of skills like groups, social, intellectual and manipulative.
3. The acquisition of knowledge and understanding.
4. The development of concepts and generalization peculiar to social studies as a discipline or subject.

The primary purpose of social studies is to help young people develop the ability to make informed or reasoned decisions for the public's good as citizens of a culturally diverse democratic society in an independent world (NCSS, 1992). Jarolimek (1981) viewed social studies as a subject that concerns itself with learning about people, how and where they live, and how they form and structure societies, how they govern themselves and provide for their material and psychological needs, how and why they love and misuse the resources of the planet (earth) which is their home. Our goal as teachers is for students to learn or gain knowledge and information purposeful and meaningful to them so that it may be retained and used throughout their lives. An essential factor involved in meeting these goals is motivation. If students are unmotivated in one way or the other no learning will take place or if by chance some learning should take place, it is possible that it will not be retained or utilized.

Challenges Facing Social Studies Education Teachers

If a successful classroom dispensation of Social Studies in the minds of pupils and individuals alike, is to be achieved as Eagle (1977) entertained, then the teacher must be charged with the responsibilities of manipulating the environment of the Nigerian child in such way that their likelihood of acquiring certain specific behavior is increased. This development could create the basis that will enable the child acquire and display a variety of human resources and capacity – build skills and access intrinsic drive in the social studies curriculum. Social studies scholars suggested which will underscore the relevance and vitality of the aspects of an educational environment in the effort of providing an optimum educational setting if Nigerian child are to attain goals established in norms of citizenship studies education aspiration of a given society (Abdulraheem & Ayorinde, 2009). It has been noted that social studies curriculum is determined by the problems and aspirations of the society in question. Nigeria needs to develop a social studies curriculum which will emphasize the issue that unite rather than divide the nation and that will develop responsible citizens who will preserve and continue to advance efforts towards a just and humane society (Bolarinde, 2011). Therefore, the social studies content in Nigeria is to determine by the problems of Nigeria, and address her democratic challenges in order to meet the objectives of vision 20-20-20.

Conclusion

The seven levels of needs in Abraham Maslow's Hierarchy of need range from the basic human needs of physiological needs for food, clothing, shelter, water, comfort, procreation among others to the highest level of aesthetic and self-actualization needs. Human needs are insatiable. It is fundamentally part of human nature and characteristics to always desire to achieve more and more things in human environment. The realization of the human needs demands appropriate application of Abraham Maslow's Hierarchy of needs with specific focus on certain basic needs which must be achieved before any consideration is given to other human needs in the society. The seven levels of needs of Abraham Maslow's hierarchy of needs undoubtedly strengthen human desire to address human needs with a view to improving children's living condition in the environment.

Recommendations

The nature of any society is determined by its educational

system, therefore in order to solve the problem of the society emphasis ought to be laid on what and how a subject is taught. If social studies is to deliver purposeful and meaningful instructions in the Nigerian context, it must engage in challenging real life activities which directly link the school and the community. Maslow's Hierarchy of needs reveals that humans need to have the most basic life needs met before they can achieve any other in life. Teachers must have an awareness of the unmet needs of students because learning is at its peak of one's brain is clear of the dreadful disruptions of problems. Students must feel a sense of belonging and love from their school. That is, they must sense that their administrators and teachers care for them. Many teachers sometimes keep food handy or take time out to listen and offer best advice on solving student's most basic needs. It would be wonderful if the rest of the society would understand this hierarchy and be willing to ensure that the most basic needs of all students were met to achieve a better society.

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EFFECT OF FACEBOOK APPLICATION OF BLENDED LEARNING ON SENIOR SECONDARY SCHOOL STUDENTS' ACHIEVEMENT AND INTEREST IN GOVERNMENT IN OTUKPO EDUCATION ZONE BENUE STATE, NIGERIA

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Abstract
The rapid growth in the use of learning technologies, particularly the use of the internet technologies have offered educators with many more opportunities to investigate the most suitable learning environments that would enhance their students' academic achievement and interest. The purpose of the present study was to determine the effect of facebook application of blended learning on senior secondary school students' achievement and interest in government in Otukpo education zone, Benue State Nigeria. The study adopted the quasi-experimental study, precisely pre-test posttest non-equivalent control group design. One thousand one hundred and twenty four senior secondary school two (SS2) Government as a subject students were the target population for the study. The sample of the study consisted of 91 SS2 government as a subject students selected through purposive and simple random sampling techniques. Government Achievement Test (GAT) made of thirty items of multiple choice and twenty facebook application of blended learning interest inventory (FBABLII) were the instruments for the study. Both GAT and FBABLII were trial tested on 30 research subjects from schools other than the ones selected for the study and reliability indices of 0.79 and 0.82 were obtained using Kurder-Richarson (K-R20) and Cronbach Alpha Statistics for GAT and FBABLII respectively. The two research questions were answered using mean and standard deviation while the two null hypotheses were tested using analysis of covariance (ANCOVA) at 0.05 level of significance. Result obtained from data analysis showed amongst others that students taught with facebook application of blended learning achieved significantly better than those taught with conventional instructional method (CIM); The use of FBABL improved the mean interest scores of students in Government in senior secondary schools than the CIM; there is a significant difference between the mean achievement scores of students taught Government in senior secondary school with FBABL and those taught with CIM. These findings were comprehensively discussed with far-reaching conclusions and recommendations on specific ways of improving the status of teaching and learning government in senior secondary schools in Otukpo education zone, Benue State in particular and Nigeria in general.

Keywords: Facebook, Blended learning, Achievement, Interest, Government.

Introduction

The world today is in internet age. Internet seems to be the basis of most human activities in this 21st century. The internet refers to a massive global networking infrastructure that connects millions of computers together (Wanajak, 2011). The internet forms a network in which any computer device can communicate with any other computer as long as they are connected (Ibrahim & Khanlid, 2014). The internet was established in the early 1960s by the USA Department of Defense, primarily for military purposes (Schneider, Evans & Pinard 2006). Since then, the continual improvement of the internet technology has provided an extra-ordinary level of public accessibility to a wide range of forms of communication such as intra-organisational and inter-organisational web activities using web tools such as Wiggo, blogs, wikis, facebook, twitter, skype, WhatsApp, google myspace among others (Wanajak, 2011; Ibrahim & Khalid, 2014).

The gravitation of the world into a global village as facilitated by internet usage has incredibly fostered the rapid development of information technology and enhanced a new way of communication in every sphere of human endeavours (Kent & Batinic, 2013). Hence,

the education sector is among the beneficiaries of internet technology (Nwafor, 2002). The adoption of internet activities in education has progressively repositioned the way knowledge and information are generated, developed and transmitted (Oludube, 2006). Therefore, this holds that; the use of the internet in education offers the opportunity to revolutionize pedagogical procedure, expand access to relevant information and improving the quality of classroom teaching and learning.

Teaching and learning enterprise is a whole lots of integrative process of activities. It deals with contents, methods and materials. Teaching methods can be referred to as an outlined procedure of teaching through which the teacher's outlined instructional objectives are been achieved. According to Mezieobi, Fubara & Mezieobi, (2008), teaching method is the systematized and ordered way through which the act of teaching is performed in order to accomplish the set objectives of instruction. Edinya & Effiom, (2014) posits that, teaching method is a way of doing teaching business, procedure and order in line with the planned way of executing teaching proper with appropriate integration of instructional method to achieve lesson objectives. Similarly, Esu & Inyang-Abia, (2004), opine that teaching method is a systematic and clearly defined way of accomplishing and/ or performing a task. To this end, Mbakwem (2001) states that, there is no best method of teaching. The author argued further that, no single method will be appropriate to all school subjects in all situations. Thus, the ability of the teacher to appropriate relevant teaching methods during classroom instruction could determine the level of achievement of the desired change in learners' behaviour. Hence, appropriate teaching methods are prescribed in subject curriculum in order to avail a resourceful teacher opportunity to make use of them, in other to achieve desired learning objectives during classroom instruction.

Consequently, the Government curriculum has prescribed several teaching methods to aid the effective teaching of the subject. These methods of teaching Government range from the use of conventional instructional methods to the use of Information and Communication Technology (ICT) related methods such as the internet. (Federal Government of Nigeria, FGN, 2010). Hence, conventional methods refer to the teaching methods where the

teacher dominates the entire process of teaching. Accordingly. Thakur (2011) is of the opinion that, in the conventional instructional methods, teachers illustrate the concept to the students with the help of chalks and blackboard.

Every important thing regarding the topic is written on the blackboard and students make important notes from the blackboard. Conventional instructional methods; is classroom-based and consists of lectures and direct instructions conducted by the teacher. This teacher-centered method emphasizes learning through the teacher's guidance at all times. Students are expected to listen to lectures and learn from the teacher. Thus, Akpoghol, Samba & Asemave, (2013), explained that; conventional methods of teaching, involves only oral presentation of ideas. The teacher does most of the activities inform of talking while the students are passive listeners or slightly involved. This kind of method leads to rote learning. It involves mostly talk-chalk approach which would not be so effective for teaching Government since it does not promote meaningful learning, hence leaders lacks retentive quality. While conventional teaching methods are often compared and criticized nowadays, it could however, be improved upon by the incorporation of technology in modern teaching methods. One cannot remove conventional methods entirely to achieve an effective education (Akpoghol, Ezeudu, Adzepe & Otor, 2016). Therefore, Students and teachers could benefit more if both conventional and modern techno-based methods are fused together in order to create a more effective, fun and interactive learning experience. Hence, the fusion of conventional instructional method and ICT related approach in teaching could be accommodated in the instructional approach of blended learning.

Operationally, blended learning could be referred to as the combination of conventional instructional method and internet related applications to aid effective teaching and learning in the classroom. According to Vinson, Walker, Walsh, Nixon Zaitsteva & Mitchell (2010) blended learning is an approach to learning and teaching which combines and aligns learning undertaken in face-to-face sessions with learning opportunities created online. LittleJohn, Benfield, Robarts and Francis (2006) opines that it is an approach

that, combines various methods of delivery media designed to complement each other and enhance the overall learning experience. According to Garrison & Kanuka (2004) blended learning is the integration of face-to-face and on-line, not just the addition of one medium to the existing dominant approach. The most common delivery approach to blended learning and the one adopted by this programme is the provision of online activities; or e-learning, that supplements the secondary school- based programme. MacDonald (2008) suggests there are two approaches to e-learning, synchronous and asynchronous. Synchronous is lecturer led learning where all students are on-line together at the same time and asynchronous is self-paced, where students, often working within a time frame, decide when to complete the learning activities. Sharpe, Benfield, Roberts & Francis, (2006) add that blended learning has the potential to deliver the learning activities and support learners using a distance learning model.

Furthermore, Hughes (2007) observed that, blended learning terminology, however, is a different approach and Allan (2007) suggested that in the future it will generally be accepted that teaching and learning will always integrate a variety of experiences and activities. However, Taylor & Newton (2012) claim that the subject design process is crucial in the blended learning process and there are three criteria that frame this accessibility to learning experiences. Firstly, the content is educationally appropriate and meaningful; secondly, the material is accessible wherever the students are and thirdly, that the activities presented are of equal value. In relation to this study synchronous approach of combining facebook application and conventional lecture method will be used to investigate its effect on senior secondary school student's achievement and interest in Government in Otukpo Education Zone, Benue State, Nigeria.

Facebook is an internet social networking service where users create personal profiles, add other users as friends and exchange messages, including automatic notifications when they update their own profile (Hegadi & Angadi, 2015). Zuckerberg, (2015) described facebook as an online directory that connects people or public registered accounts, with the aid of a computer or a computer device. Kaplan & Haenlein, (2008) as cited in Ralph &

Ralph (2013) state that facebook is an internet-based application interactive platform; that build on the ideological and technological foundations of Web 2.0 which allows the creation and exchanges of user-generated content. In this study, facebook application could be seen as a web-based social networking application which aids online interactions, communication, exchange of documents and information with the aid of links and other friendly search engines such as opera mini, ucmini, browser and vidmate by users.

Several scholars have confirmed the effectiveness of the use of facebook as an instructional tool. For instance, Wang and Chen (2013), Duncan & Barczyk (2013) in their different studies on the effect of facebook on students' academic achievement and interest discovered that facebook if used to aid classroom instruction, enhances students' interest in learning as well as their academic achievements. Consequently, Hangali and Angali, (2015) opined that; facebook application not only makes lessons enjoyable but also provides lots of electronic materials that facilitate learning. More so, DiCicco (2016) states that the teacher can create a facebook class to facilitate teacher-students communication online. Thus, the teacher can upload files, videos, link, announcements and assignments for students to retrieve and views for necessary actions. Facebook instruction allows learners to chat, with one another on particular lesson content and teacher views students' discussion and posts comments and as well effect necessary corrections. In the use of facebook application in classroom instruction, the cognitive, affective and psychomotor abilities of the students could be attained to. Accordingly Hangali & Angali (2015), highlighted on the practical usage of facebook application in the classroom. These include; Creation of fictitious profile or fan page; Conducting a survey or opinion poll of the classes and host the survey on the network; Creation of a group specific to your course, subject or class, and teaching the students how to differentiate real news from hypes.

In this study, the researchers organized the students in the school ICT class where the students can have access to internet connectivity. A Facebook Government class for senior secondary school students (SS2) was created with each student's personal profile being registered in the Facebook class. By this, the students would be able

to access materials such as photos, links, and contents that are relevant to the teaching of Government. More so, a collaborative environment was created to enable the students to interact on topical issues in Government with or without necessarily being in the class. This could provide rich lesson content and effective learning in a virtual environment due to Facebook interactive communication potential.

Federal Ministry of Education (2014) identified a broad-based role of the internet resources, as encapsulated in the information and communication Technology (ICT) policy in education, which provides for the needed guidance on what is expected in the entire process of the integration of the internet in education to all stakeholders in education. It is expected that its implementation should lead to a speedy transformation of education, which would, in turn, foster the production of graduates in the education system that can survive in the contemporary society, sustain national development and compete globally (NPE, 2014). To realize this national educational objective, curriculum implementers ought to integrate effectively the utilization of internet resources into the day to day teaching-learning activities, especially in government as a school subject.

Government as a school subject like most social science subjects has suffered a definitional crisis. This is due to different scholar conceptualization proffered overtime. Accordingly, Appadorai in Ezegbe (2006) views government as an agency or machinery through which the will of the state is formulated, expressed and realized. Similarly, Budge & Keman (1990) observed that Government is a body of people and institutions that make and execute the laws of the state, make and implement its policies, conduct its public affairs and maintain law and order within its territory. Thus, this conceptualization presents Government as a study of a body of people with a saddled responsibility to legislate, administer and obliterate policies for the state. Therefore, Government as a school subject could be seen as the study of the institutions of the states with the aim of understanding their functions in any given social system.

Government as an academic field of study in secondary school education is synonymous with politics, political science and civic education (Ademolakun, in Olawepo & Jekayinfa, 2009). It was introduced into the Nigerian curriculum in the year 1967 (Odusanya in Olawepo & Jekayinfa, 2009). Basically, Olawepo & Jekayinfa (2009) state that Government was included in the curriculum to realize the following objectives among things,

- to enhance political education of students through the understanding of the principle, institutions and processes of Government.
- to ensure that students recognize their role as citizens and their contribution towards the achievement of nation- building.
- to ensure the cultivation of democratic values and attitudes in the students as present and future participants in the Nigerian political system.
- to ensure the development of political analytical skills through the understanding of the political concept, institutions, process and behaviours.
- to ensure the acquisition of skills for effective political participation by students in the political system as present and future political actors.
- to enable students acquire the knowledge of international relations and appreciate the role of Nigeria as an actor among other actors in the international system or arena.

The above objectives could be achieved by students offering Government at the end of the three year course in senior secondary schools, through the use of facebook application of blended learning which emphasizes on the ability and capability of teachers to incorporate internet resources in classroom instruction (Punie, Zianbaurer & Cabrera, 2006).

Operationally, achievement is the sum total of learners' behavioural outcome at the end of a given task within a particular period of time. This learner' outcome is measured by a series of test. Accordingly, Anene (2005) stated that, achievement is a measure of the students' academic standing in relation to those of other students

who are exposed to the same materials. Yusuf (2004) stated that achievement connotes the measurable behaviour in a standardized series of test. In an academic setting, achievement could be referred to as the knowledge and skills attained by a student in a school subject. According to the WAEC Chief Examiners report (2013-2015), students' achievement in Government in the past SSCE Examination has fluctuated over the years. The report adds that more students recorded ordinary pass grades (D7 and E8) and credit passes (C4 and C6) than distinction grade passes (B3 and A1). Also, the F9 grades had fluctuated over the years. (e-learning WAEC Chief Examiners report, 2013-2015). Consequently, the West African Examination Council (WAEC) Chief Examiners report (2013-15), equally noted that; reliance on conventional (lecture) method by Government teachers over time among others are the factors responsible for the fluctuating achievement of students in Government in West African Senior Secondary Examination (WASSE).

Pedagogical approaches to support the students' learning experience are well documented throughout international literature (Bovill & Bulley, 2011; Torenbeek, Jansen & Hofman, 2009; Allen, 2007). Students are learning for unknown futures which require innovative curriculum and pedagogical changes (Barnett & Coate, 2005) and learners need to have the know-how to learn effectively in this potentially changing educational climate (Dzikiria, 2012). The face to face method, where teachers feed students with information, may be seen by some as the only way learning takes place (Dzikiria, 2012), and if there are new methods employed, then very often the students have to unlearn the old methods before moving forward. This suggests that the innovative skills and the resourcefulness of the teacher, according to Mezieobi et al (2008), is needed to integrate facebook application of blended learning approach in the teaching of Government in senior secondary schools, so as to make teaching and learning pleasurable and interesting.

Interest is the willingness to embark on a particular task at a given time. According to Nnachi (2016), interest in learning is a propensity of the (learner) to be moved into (learning) action. Osborne (2003) described interest as the cognitive and affective relationship between students and the subject matter. Scholars have argued that; there is a connection between academic achievement and interest (Bue, 2003; Osborne, 2003; Dawson, 2000). Again, the WAEC Chief Examiners report (2013-2015) state that; the perception of students that some topics are abstract in government also affects the students' achievement. Some abstract topics in government include; organs of Government, Pre-Colonial Administration, Party System, Nationalism, among others. Interest can hold students' attention, encourage effort and support learning (Steve, 2011). Therefore, interest in learning can be developed when relevant teaching method that appeals to the interest of the learner is applied. In this internet age, (21st century) most of the young people are internet compliant. Therefore, the integration of facebook application of blended learning may assist in developing social environment around abstract topics in government to make them interesting. Students through facebook applications could create a collaborating learning environment to learn Government as a school subject either within or outside the normal classroom setting. From the foregoing background, this study sought to determine the effect of facebook application of blended learning on senior secondary school students' achievement and interest in government in Otukpo Education Zone Benue state Nigeria.

Research Questions

This study answered the following research questions:

1) What is the effect of facebook application of blended learning on the academic achievement of students in Government in senior secondary schools?

2) What is the effect of facebook application of blended learning on students' interest in Government in senior secondary schools?

Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

Ho$_1$: There is no significant difference between the mean achievement scores of students taught Government in senior

secondary schools with facebook application of blended learning and those taught with the conventional instructional method.

Ho₂: There is no significant difference between the mean interest scores of students taught Government in senior secondary schools with facebook application of blended learning and those taught with the conventional instructional method.

Methodology

The study was carried out in Otukpo Education zone. Otukpo education zone covers two local government areas in Benue South Senatorial District, Benue state, Nigeria, namely; Otukpo and Ohinini local government areas. The design adopted for this study is quasi-experimental precisely, pre-test post-test non equivalent control group design. The quasi-experimental research design involves the manipulation of one or more independent variables (Kolo, 2003). Therefore, the design was considered appropriate for the study (Effect of facebook application of blended learning on Senior Secondary School Student's Achievement and Interest in Government in Otukpo Education Zone, Benue state, Nigeria). Specifically, a non-randomized pre-test post-test control group design was adopted in this study. In this research design, each of the two groups controlled the other. The population of the study comprised 1,124 of SS2 Government students in Otukpo Education Zone. The sample size for this study was ninety one (91) students in two intact classes from two senior secondary schools sampled for the study. Two instruments were used for data collection in this study. They are; Government Achievement Test (GAT) and Government Facebook Application of Blended Learning Interest Inventory (GFBABLII). The Government Achievement Test consists of 30 multiple-choice objective test items with ABCD alternatives. The GAT test items were adapted by the researcher from the West African Examination Council (WAEC) compiled past questions and modified. The Government Facebook Application of Blended Learning Interest Inventory (GFBABLII) was made up of two parts; Section A – Personal Data and Section B, GFBABLII. GFBABLII is a 20 item scale constructed using a four rating scale of Like Very Much (LVM)-4 points, Like Much (LM)-3 points, Dislike Much

(DM)-2 points and Dislike Very Much (DVM)-1 point respectively. The Government Achievement Test (GAT) was subjected to both face and content validation, while the Government Facebook Application of Blended Learning Interest Inventory (GFBABLII) was subjected to face validity. The reliability of the Government Achievement Test (GAT) and Government Facebook Application of Blended Learning Interest Inventory (GFBABLII) was obtained using Kuder-Richardson (K-R20) and Cronbach Alpha statistics respectively. Reliability indices of 0.79 and 0.82 for GAT and GFBABLII respectively were obtained which were considered high enough for the study. Data were collected from two intact classes using the Government Achievement Test (GAT) and Government Facebook Application of Blended Learning Interest Inventory (GFBABLII). The two intact classes were made to cover the same learning contents such as; Organs of Government; Executive Arm, Legislature and Judiciary, Pre-colonial Hausa/Fulani Emirate, Yoruba and Igbo Traditional political system. The reason for the choice of these topics was that, they are among the topics reported by the WAEC Chief Examiner as being avoided by the students during WAEC examination. More so, the topics are broad, hence, can be considered appropriate to test the students' achievement and interest in Government using facebook application of blended learning. Adopting facebook application of blended learning instructional approach for teaching these units of lessons would enable teachers to appreciate using internet resources to improve on students' understanding of abstract concepts thereby improving students' achievement in Government. Four lesson plans based on Facebook application of blended learning were used to teach the Experimental Group. On the other hand, four Conventional instructional method lesson plans were used to teach the Control Group. The treatment (experiment) lasted for four weeks, teaching one unit a week. Regular Government teachers of the selected schools that are ICT compliant were used for the experiment to avoid faking of behaviour on the parts of the students as a result of teacher variability during the experiment. The regular Government teachers were given one week training to guarantee uniformity of instructional delivery and effective integration and usage of the facebook application of blended learning

lesson plan on Government. The regular teachers were trained on how to use facebook application of blended learning lesson plans as a guide. During the time of training, the trainees were given some feeding and transport allowances to motivate them to comply with the training. However, before the treatment, pre-test was given to both the experimental group and Control group using GAT and GFBABLII. At the end of the treatment (after four weeks) both the Experimental group and Control group were given post-test (using GAT and GFBABLII). The scores of the experimental and Control group were recorded and compared using ANCOVA.

The two research questions were answered using mean and standard deviations of the test scores (pre-test and post-test), while Analysis of Covariance (ANCOVA) was used for testing the two null hypotheses at 0.05 level of significance. Analysis of Covariance (ANCOVA) was used in testing the null hypotheses in a quasi-experimental study of non-equivalent group design to reduce the effect of initial group differences on the outcome of the experiment. Thus, ANCOVA was used to analyze mean gain scores to determine the statistical significance between and within groups as Covariates between pre-test and post-test (Ali, 2006).

Results

Results were presented based on research questions and null hypotheses that guided the study.

Research Question 1:

What is the effect of Facebook application of blended learning on the academic achievement of students in Government in senior secondary schools?

Table 1: Mean achievement scores of students taught government with facebook application of blended learning and those taught with Conventional method

Group	N	Pre-test $\bar{x}$	Pre-test SD	Post-test $\bar{x}$	Post-test SD	Mean gain
Experimental	49	25.92	7.92	70.76	11.44	44.84
Control	42	26.95	6.64	58.57	10.22	31.62

*N = Number of students, $\bar{x}$ = Mean   and SD = Standard Deviation

The data presented in Table 1 showed that the experimental group which was taught using Facebook application of blended learning had a pre-test mean achievement score of 25.92 with a standard deviation score of 7.92 and a post-test mean achievement sore of 70.76 with standard deviation score of 11.44. The difference between the pre-test and post-test mean for the group taught using facebook application of blended learning was 44.84. The group with conventional instructional method had a pre-test mean score of 26.95 with a standard deviation score of 6.64 and a post test mean achievement score of 58.57 with a standard deviation score of 10.22. The difference between (mean gain) the pretest and posttest mean for the control group was 31.62. This result reveals that, the students in the experimental group taught using Facebook application of blended learning performed better in the achievement test than the students in the control group taught with conventional instructional method. Therefore, facebook application of blended learning is more effective in enhancing students` achievement in Government.

H_{o1}:   There is no significant difference between the mean achievement scores of students taught Government in senior secondary schools with Facebook application of blended learning and those taught with the conventional instructional method.

Table 2: Summary of ANCOVA on the significance difference between the mean achievement scores of students taught Government in senior secondary schools with Facebook application of blended learning and those taught with conventional instructional method

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	7932.930[a]	2	3966.465	58.219	.000
Intercept	9692.878	1	9692.878	142.269	.000
Pretest	4575.859	1	4575.859	67.163	.000
Method	3915.726	1	3915.726	57.474	.000
Error	5995.488	88	68.131		
Total	399965.000	91			
Corrected Total	13928.418	90			

The result in Table 2 shows that an F-cal of 57.47 with associated probability of 0.00 were obtained with respect to the difference in the mean achievement scores of students taught Government using facebook application of blended learning and those taught with conventional instructional method. Since the associated probability (0.00) was less than 0.05 level of significant set as the bench mark for taking decision, the null hypothesis (H_{o1}) was rejected. The decision drawn is that; there is a significant difference between the mean achievement scores of students taught Government in senior secondary school with facebook application of blended learning and those taught with conventional instructional method.

Research Question 2:

What is the effect of Facebook application of blended learning on students' interest in Government in senior secondary schools?

Table 3: Mean interest scores of students taught government with facebook application of blended learning and those taught with conventional method

Group	N	Pretest ??	Pretest SD	Posttest ??	Posttest SD	Mean gain
Experimental	49	1.14	0.09	3.84	0.26	2.70
Control	42	1.10	0.12	1.49	0.37	0.39

The result presented on Table 3 shows that the experimental group had a mean score of 1.14 with a standard deviation score of 0.09 in the pretest and mean score of 3.84 with a standard deviation of 0.26 in the posttest leading to a pretest-posttest gain of 2.70 for the experimental group. The control group had a mean score of 1.10 with a standard deviation score of 0.12 in the pretest and a mean score of 1.49 with a standard deviation score of 0.37 in the posttest resulting to a pretest posttest mean gain of 0.39 for the control group. This result reveals that; the students in the experimental group taught Government with facebook application of blended learning have higher interest in Government than the students in the control group. Therefore, facebook application of blended learning is more effective in stimulating students` interest in Government.

H_{o2}: There is no significant difference between the mean interest scores of students taught Government in senior secondary schools with facebook application of blended learning and those taught with the conventional instructional method.

Table 4: Summary of ANCOVA on the significant difference between the mean interest scores of students taught government in senior secondary schools with facebook application of blended learning and those taught with conventional instructional method

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	126.036[a]	2	63.018	645.723	.000
Intercept	7.882	1	7.882	80.765	.000
Pretest	.164	1	.164	1.685	.198
Method	122.686	1	122.686	1.257	0.000
Error	8.588	88	.098		
Total	825.840	91			
Corrected Total	134.624	90			

The result in Table 4 also shows that an F-ratio of 1.26 with associated probability value of 0.00 was obtained with respect to the difference in the mean interest scores of students` taught Government in senior secondary schools with facebook application of blended learning and conventional instructional method. Since the associated probability (0.00) was less than 0.05 level of significance set as the criterion for taking a decision, the null hypothesis (H_{o2}) was rejected. It was therefore concluded that; there is a significant difference in the mean interest scores of students taught Government in senior secondary schools with facebook application of blended learning and those taught with conventional instructional method.

Discussion of Findings

As shown on Table 1, there is different between the mean achievement scores of the two groups of people taught Government with facebook application of blended learning and conventional instructional method respectively. The analysis revealed that students taught using FBABL performed significantly better in Government Achievement Test than their counterparts who were taught with Conventional instructional method (CIM). Result in Table 2 further confirmed this finding by indicating statistically significant effect of FBABL on students` achievement in Government. The F – cal of 57.47 with the probability value of 0.00 which was significant at 0.05 level of confidence confirm the result.

This implies that the efficacy of the two teaching methods with regards to academic achievement in Government is not the same. In other words, the students` achievement using FBABL appears better than with the CLM. This finding is in agreement with the result of earlier studies carried out by Wang & Chen (2013) and Hegadi & Angadi (2015) who found in their separate studies that facebook was more effective than the conventional instructional method in fostering learners` achievement in English Language and educational psychology. The relative superiority of FBABL over the CIM in enhancing learner`s achievement in Government could be attributed to the fact that as a teaching method, FBABL ensures active participation of learners in the teaching- learning process more than the CIM.

Result of data analysis on Table 3 has shown that students taught Government using FBABL had higher interest in Government than their counterparts who were taught with CIM. There is a significant difference between the mean interest scores of students taught Government in senior secondary schools using FBABL and CIM. Also, the F-cal of 1.25 over an observed probability value 0.00 which was significant at 0.05 level of confidence testifies the result. This result is in agreement with the results of Kayri & Cakir (2013) whose study showed that FBABL increases students` interest in Government. The reason for the higher interest score by the experimental group may have been related to the visual nature of the instruction and the fact that students were more actively involved in the FBABL process which involved having a facebook account.

Conclusion

From the foregoing findings, and discussion it could be concluded that students that were exposed to facebook application of blended learning (FBABL) performed excellently in Government than those that were exposed to Conventional Instructional Method (CIM). This shows that FBABL is more effective than CIM in influencing students` achievement and interest in Government. The male group taught Government with FBABL's mean achievement score was slightly higher than their female counterpart but was not statistically significant while the female group had higher interest

score using FBABL than their male counterpart but was not statistically significant. There is no significant interaction effect of method and gender on the mean achievement and interest scores of the students when exposed to the FBABL.

Recommendations

In view of the afore-mentioned educational implications of the result of this study, the following recommendations are made:
1. The study recommended that senior secondary school teachers should stop the continuous use of conventional instructional method in teaching Government but adopt facebook application of blended learning to promote students' achievement and interest in government.
2. The use of facebook application of blended learning should be integrated into senior secondary school curriculum since the present study found it effective in teaching Government.
3. The governments through its relevant ministries of education organize conferences and seminars so as to educate senior secondary school teachers on how to apply facebook application of blended learning in teaching government to enhance students' achievement and interest in the subject.

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SOCIAL NETWORKING AND ACADEMIC PERFORMANCE OF SOCIAL STUDIES UNDERGRADUATE STUDENTS IN ILORIN, KWARA STATE

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Abstract

Social networking sites; has been reported for a downward trend in the academic performance of undergraduate students as a result of too much time spent on it. Students are also tactically lured into bad habits such as engaging in internet fraud, exposure to pornography, attempting to multi-task and other maladjusted behaviours that distract them from academic pursuits. The study sought to determine the frequently used sites and the level at which social sites is used by students for learning and the influence of social sites on students' academic performance on the basis of students' residence. The study was a descriptive research type. A simple random technique was used to select 100 Social Students in 300 level of the University of Ilorin. A researcher-designed questionnaire was used to collect data from the sampled respondents. Frequency count, t-test and PPMC were used to analyze the data collected. The findings from this study revealed that WhatsApp is the mostly used social site by students for learning while Goodreads is the least used social site students' use for learning. Also, there was a significant influence of social networking sites on students' academic performance but there was no significant difference in the influence of social networking sites on students' academic performance on the basis of students' residence. It was therefore recommended that especially WhatsApp should be integrated into teaching and learning processes which would bring about greater learning outcomes among others.

Keywords: Networking Sites, Performance, Social Studies, Undergraduates.

Introduction

The teaching and learning of Social Studies have been enhanced through the development of technology. Social Studies can be defined as the study of human-environmental relations involving cognitive, affective and psychomotor based components drawn from different forms of learning and fused into an organic whole for the purpose of citizenship education. Most social networking sites are now being used to find specific information or resources, especially for the study. Social networking sites are regarded as internet-based applications and an online platform that people use to build social relations with other people who share similar personal or career interests, activities, backgrounds, or real-life connections. Boyd and Ellison (2007) opined that Social Networking Sites are "web-based services that gives persons opportunity to develop a public or a semipublic profile within a bounded system, organise a chronology of other users with whom they share a relationship, and check their list of connections and those made by others within the system. Examples of social networking sites include facebook, whatsapp, youtube, twitter, instagram, e.t.c. The availability of the internets and mobile technologies such as cell phones, tablets and so on has made learning in Social Studies much easier. Social networking sites have so many impacts on people and can be negative or positive, depending on how it is being used. The usage of social networking sites is not only limited to professionals or elders, but it is being widely used in educational sectors. Students make use of social sites for many reasons such as study purpose, entertainment purpose and advertisement.

Social networking sites have become thoroughly rooted in modern culture and students have woven these into their daily routines. These sites make students more peer-based, they are motivated to learn more from each other than from adults and it makes it easier for them to meet people all over the world, most of whom they would never have met without these technological advances and most students fall victims of abductors because their relation could go wrong and be with bad people (Vishranti, 2016). If there is awareness about the risk of social networking sites in our community, it will not lead to anything bad but there is always lack of public awareness and as mentioned earlier, the graph of internet users is getting higher, while we are still far in the field of education, thus public awareness is very difficult in societies with lack of education.

There has been a geometrical increase in social network users recently; particularly among the young people. It has been established in most researches that social media can help people to be well informed about the latest happenings in all endeavours. The urge to satisfy one's apprehensiveness in social network can be motivating. So many motivating factors can account for the use of social networks by youths and students today. Colas, Gonzalez and Pablos (2012) in their finding discovered that young people consistently use social networks. Two motivational aspects were pointed out in this use: social issues and psychological issues. There are no significant gender differences in frequency of use, but rather in the motivations for access (Pablos, 2012).

Zheng and Cheok (2011) researched into young people's use of social networks and advanced that it is pertinent for this type of information to be updated considering the fast changes technologies bring. In Singapore for instance, 30% of youths use social networks in 2008, by 2011 99% of young people between 7 and 24 years of age had become social network users. However, the importance of these networking sites, the educational sector is not left behind. Some of these networking tools have been integrated into teaching and learning. Similarly, Notley (2009) listed the key factors affecting the use of social networks among Australian adolescents. Mercedes, Pablo, Carril and Isabel (2017) in a related study examined the factors which motivate the use of social networks by 4th year students in Secondary Education between the ages of 15 and 18. They found out that dexterity was the only variable which most influences the motivation of students in their use of social networks. The positive relationship between versatility in the use of social networks and educational uses was also significant.

Mercedes, Pablo, Carril and Isabel (2017) reviewed factors which motivate the use of social networks by students. They found such factors to include: new relations, friends, socializing, information, debating, free SMS, killing time, sharing or consuming content, unspecified fun, profile surfing, family and others. Social sites have become an integral part of students' social life in Nigeria

and they are learning platforms that can be utilized to enhance student's engagement and performance. However, it can also distract and divide the attention of students.

Academic Performance encompasses students' ability and performance. It is an evidence of learning, not related to a single instance but occurs across time and levels through a student's life. Academic performance in school is evaluated in a number of ways. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of assignments and participating in class activities and discussions. Teachers evaluate in the form of assignment, test and examination to describe how well a student has done.

Another variable that influences students' academic performance is residence. Students from residences located in urban areas may tend to perform better academically than students whose residences are located in rural areas. Uche (2010) pointed out that residence is an important variable that influences academic performance of students. Residences in urban areas are well equipped with material resources needed to enhance learning. The type of accommodation provided to students also affects his ability to learn and his subsequent academic performance (Uche, 2010). Pleasant and conducive environment when provided gives rise to pure thought, better concentration and understanding while noisy, overcrowded and busy environment tend to affect the rate of concentration of students and lower their academic performance.

The literature review for this study was devoted to theoretical background on social networking and academic performance, hence, the Uses and Gratification theory and the Connectivism theory. As was previously mentioned, social network offers today's youth a portal for entertainment and communication and it is becoming one of the main platforms for accessing information and news. This study aims to explore the social network and academic performance of undergraduates, the results will reveal whether they have control over their social networking consumption or not. Uses and gratification approach identifies the needs and motives behind online media usage. According to Olise and Makka (2013) the theory was developed by Elihu Katz in the early 1970's Uses and gratification

theory suggests that social networking users have power over their social networking consumption and assume an active role in interpreting and integrating social network into their own lives and that they are responsible for choosing social network to meet their desires and needs to achieve gratification (Olise & Makka, 2013). Uses and gratification of the social media approach focuses on why and how people use social network to satisfy their needs (Larose, Mastro, & Eastin, 2001).

This study aims to explore to what extent do undergraduate students using social network in academic related purposes and whether it affects them positively or negatively. Connectivism learning approach emphasizes the role of social networking context in how learning occurs and explains how internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among themselves (Siemens, 2005). The theory was developed by Stephen Downes and George Siemens (Transue, 2013). Connectivism theory suggests that students are encouraged to seek out information on their own online and express what they find and that learning may reside in non-human appliances. Connectivism suggests that the use of technology to help individuals to be connected with knowledge and information ought to improve the learning process not vice versa (Evans, 2014).

Statement of the Problem

Reports have shown that there has been a steady trend in the academic performance of Social Studies undergraduates in Kwara State. Scholars are of the opinion that poor performance of students and not limited to Social Studies reveals that social networking sites are responsible for poor academic performance. Below is a table showing the outcome of the performance of Social Studies Students in University of Ilorin, Kwara State, from inception till date.

Table 1: Table Showing Students' Class of Degree in Social Studies from 2016-2017

Year	1st Class Honours	2nd Class Honours (Upper Division)	2nd Class Honours (Lower Division)	3rd Class Honours	Pass
2016	Nil	12	6	Nil	Nil
2017	Nil	5	40	2	Nil

Source: University of Ilorin Order of Proceedings 2016 & 2017.

From the above table, it has been discovered that no student has been able to attain the 1st Class Honour Degree from 2016-2017 as a result of low academic performance which may be caused by the factor of Social Networking Sites. This factor is responsible for luring students into negative habits such as engaging in internet fraud, spending long hours chatting, exposure to pornography, lack of focus on studies, checking social media while studying, that is, attempting to multi-task, taking coffee to prevent sleep in order to focus on social sites rather than educative sites and other maladjustive behaviours that distract them from academic pursuit. Millions of students in today's society are engrossed in Social Sites and they create longer term friendships by being in touch online even when friends are no longer physically meeting (Patil, 2016). These unhealthy behaviours of students which in turn causes poor academic performance brings about the question "Why are university undergraduate social studies students in Kwara state not concerned about the current trend of their academic performance?" Could it be that they are insensitive to the possible negative influence of social networking sites on their performance? It is in view of this concerns that this study was carried out to determine the influence of social networking sites on students' academic performance.

This research is aimed at relieving burden in the gap of knowledge of various researchers who are trying to find out how social sites influence the academic performance of students. Researchers like Swartzfager (2007) posited that more than 80% of college students go on social sites several times a day. In 2006, Science daily news also reported that excessive usage of Social Sites amongst students increases the rate of depression.

Young (2006) in his research found out that 82% of college students are reported logging into facebook several times in a day. He concluded that, this social site is widely embraced by majority of students and it tends to take most of their time as they are absolutely engrossed in chatting with their peers. Considering the issues addressed by the past empirical studies, it is imperatives to establish the influence of social networking on students' academic performance in Ilorin. The impact of students' residence would also be determined.

Research Questions
1. What are the types of social networking sites frequently used by students?
2. What is the level of use of social networking sites by students?

Hypotheses
Ho$_1$. There is no significant influence of social networking sites on social studies undergraduate students' academic performance in Ilorin.

Ho$_2$ There is no significant influence of social networking sites on social studies undergraduate students' academic performance on the basis of residence.

Methods
This study adopted descriptive survey design to determine the influence of social networking sites on students' academic performance in undergraduate Social Studies. The population for the study was all Social Studies university undergraduate students in Kwara State, while the target population was all 300 level Social Studies students. A multi-stage sampling technique was used for the study. At first stage, purposive sampling technique was used to select University of Ilorin out of the four Universities in Kwara State because it is the only University that offers Social Studies Education in Kwara State. At the second stage, simple random sampling technique was used to select 100 Social Studies students in 300 level. The instrument used for this study was a researcher-designed questionnaire titled "Social Networking Sites and Students' Academic Performance Questionnaire (SNS-SAPQ)". The questionnaire consisted of three sections from A-D. Section A elicits information on the personal data of the respondents such as: Residence. Section B contains (11) Items on what? while section C contains (10) items which reveals the influence of social sites. A test was also conducted to determine the academic performance of Social Studies undergraduate students. Test retest was used to determine the reliability of the instrument. Reliability co-efficient of 0.64 was derived. Descriptive statistics (frequency counts and percentages) were used to analyze the demographic data obtained from respondents. T-test and PPMC were used to answer the research questions and the corresponding hypotheses at 0.05 level of

significance.
Results

Table 2: Table Showing Distribution of the Respondents Based on Residence

Residence	Frequency	Percent
Off-campus	64	64.0
On campus	36	36.0
Total	100	100.0

From table 2, result shows that the respondents staying off campus are 64% (64) while the respondents staying on campus are 36% (36) which makes the total number of respondents to be 100. The result implies that the respondents staying off campus are more than the respondents staying on campus.

Answering of Research Questions

Five research questions were raised, research question one was answered using mean rating while research question two was answered using frequency count and percentage. Research questions 3 and 4 that had corresponding hypotheses were tested with the use of PPMC and t-test statistical tools.

Research Question One: What are the Social Networking Sites that are used by Students for learning?

Table 3:   Mean response on the Social Networking Sites that are used by Students for learning

S/N	Social Networking Sites	Mean	Rank
1	Facebook	2.86	3rd
2	WhatsAPP	3.12	1st
3	Twitter	2.85	4th
4	Goodreads	2.50	10th
5	Instagram	2.98	2nd
6	YouTube	2.58	8th
7	Skype	2.52	9th
8	Imo	2.60	7th
9	Snapchat	2.68	5th
10	Palmchat	2.62	6th

Table 3 shows the response on the Social Networking Sites that are used by Students for learning. It is revealed that WhatsAPP is mostly used and is ranked first with the highest mean response of 3.12 and Good reads is the least used and its ranked last (10th) with the least mean response of 2.50.

Research Question Two: What is the level of use of social networking sites by students for learning?

Table 4: Percentage analysis on the level of use of social networking sites by students for learning

Level of Use	Frequency	Percent
Low	32	32.0
Average	46	46.0
High	22	22.0
Total	100	100.0

Table 4 revealed the level at which students make use of social networking sites for learning. Results showed that 32% (32) of the respondents indicated a low level of use, 46% (46) indicated an average level of use and the remaining 22% (22) indicated a high level of use. This implies that majority of the respondents indicated an average level at which students make use of social networking sites for learning.

Hypotheses Testing

Two research hypotheses postulated for this study were tested using PPMC and t-test statistical tools at 0.05 level of significance.

Hypothesis One: There is no significant influence of social networking sites on students' academic performance.

Table 5:   PPMC analysis on the influence of social networking sites on students' academic performance

Variables	N	Mean	SD	R	Df	Sig (2tailed)	Decision
SNS	100	27.6	3.62				
				0.694	98	0.011	Rejected
Performance	100	24.6	4.26				

P < 0.05

Result from table 5 shows the Pearson correlation analysis value yielded 0.694 which is significant with P value 0.011 < 0.05. This shows a significant result. Hence, the null hypothesis is rejected. This means that there is a significant influence of social networking sites on students' academic performance($r_{(98)}$ = .694; P < 0.05).

Hypothesis Two: There is no significant difference in the influence of social networking sites on students' academic performance on the basis of students' residence.

Table 6: Mean, standard deviation and t -test analysis on the difference in the influence of social networking sites on students' academic performance on the basis of students' residence

Variables	N	Mean	SD	t	Df	Sig (2 tailed)	Decision
Off-campus	64	15.8	14.2				
				2.119	98	.059	Not Rejected
On campus	36	14.9	14.2				

P>0.05

Result from table 6 shows the t value yielded 2.119 which is not significant with P value .059 > 0.05. This shows a non-significant result. Hence, the null hypothesis is not rejected. This means that there is no significant difference in the influence of social networking sites on students' academic performance on the basis of students' residence ($t_{(98)}$ = 2.119; P > 0.05).

Summary of Findings

The following are the summary of findings from this study:

1. Results showed that respondents staying off campus are more than respondents staying on campus.
2. It was found that WhatsApp is the mostly used and Goodreads is the least used social networking site by students for learning.
3. It was revealed that majority of the respondents indicated an average level at which students make use of social networking sites for learning.
4. The outcome of this study showed that there was a significant influence of social networking sites on students' academic performance($r_{(98)}$ = .694; P < 0.05).
5. Also, findings from this study revealed that there was no significant difference in the influence of social networking sites on students' academic performance on the basis of students' residence ($t_{(98)}$ = 2.119; P > 0.05).

Discussion

The types of social sites students use for learning were examined in research question one, while the findings of this study

indicated that WhatsApp is the most used of all social networking sites, a report of Science Daily News showed that majority of people used Facebook (Science daily, 2009). The findings vary because most individuals have embraced the use of WhatsApp overtime. Necessary efforts should be made on training and retraining of students to become vast and highly proficient in the use of Social Sites, resources needed for smooth diffusion and adoption should be made available.

Research question two examined the level of use of the social sites used for learning. The result showed that majority of students make use of social networking site at an average level while some indicated low level of use. Contrary to this, Red and Young (2006) posited that students make use of social networking sites at a high level as most of them log in several times a day. Adequate timing should be provided for students to allow them schedule their time and allow them to at least visit the social sites once a day.

Furthermore, the findings of the research revealed that there is a significant influence of social networking sites on students' academic performance. This finding is in accordance with Prafulla (2016) who concluded in his research that social networking sites have become a major distraction to students, causing the overall performance of students to decline.

Findings also showed that there is no significant difference in the influence of social networking sites on students' academic performance on the basis of students' residence. Bowman and Partin (2013) also concluded in a study that there is no significant impact of residency location of students on their academic performance irrespective of where the students live, either on campus or outside campus.

Social Networking Sites as an aspect of ICT has come to stay in higher institution to improve teaching and learning especially in the university system. This study established that 300 level Social Studies students of Ilorin, Kwara State were favourably dispose to social sites in an academic setting. The findings in this study showed that students accepted social networking sites to be a main platform of learning in the University and they are ready to use it as well. It is obvious that Social Networking Sites have the ability to be the

preferable tool for students' interaction and communication.

However, it was evident that the students need more interactive environment that allows them to have great chances to manage and control their online social environment. It is important for University to be aware of students' current need and interest related to their learning environment for better knowledge acquisition and academic achievement.

Conclusion

Social networking though good could also be bad if not properly managed. To a student, the benefits are to help him/her excel in flying colours. Students are therefore urged to balance the use of these social networking sites to achieve the so much desire change. Whatsapp being the most popularly used social networking sites could be used for assignments and group discussion. However, if negatively, can hamper good academic performance.

Recommendations

1. Social Sites especially WhatsApp should be integrated into teaching and learning process which will bring about greater learning outcomes.
2. University educators should enhance the latest technology and discover ways to harness students' engagement for activities that work in conjunction with and not against their pedagogical philosophies and learning goals.
3. Adequate timing should be provided for students to allow them schedule their time and allow them to at least visit the social site once a day.
4. More interactive environment should be provided for students to enable them have greater chances to manage and control their online social environment.
5. Lecturers should guide students and be the moderators and advisor throughout the learning process.

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