

Chronicle of Social Studies Education Challenges in Lower and Upper Basic Education in Ondo City

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Abstract

The study chronicled the challenges, effects and plausible solutions to the discipline of Social studies in lower and upper basic education in Nigeria. The discipline has faced several misconceptions and subjected to thorough scrutiny, debates and vituperations about its name, contents, nature, sequences, and scope. Its' objectives have been trailed by highly contested controversies which have affected its acceptability. The participants of the study comprised all in-school stakeholders namely pupils, students, teachers, heads of department, primary school heads and principals of junior schools. Purposive sampling technique was used to select the participants based a sole criterion of teaching and examining the discipline. A scale titled Comprehensive Social studies Questionnaire ($r=0.82$) with sub-scales, was designed, and used to measure stakeholders' rating of its challenges, effects/consequences, and plausible solutions. It was found that breadth and depth of the discipline; eclectic nature; and the celebration of names, dates, and event are top three challenges facing the teaching and learning of the discipline which have consequential effects on students in terms of moral deficits, inability to make informed decisions and withdrawal tendencies while government re-recognition of the importance of the discipline, taking cognizance of the students' capacity and needs and provision of supplementary materials were ranked as the three suggested solutions to the challenges. It is recommended that the discipline of social studies should be rated high among core subjects as well as the need for adequate provision for facilities and resources to for the teaching and learning should be encouraged by government, non-government agencies and school system.

Keywords: Social Studies, Misconceptions, Controversies

Introduction

Since its very inception, social studies education has weathered several controversies and challenges. The core idea of an integrated field of study has been subjected to thorough scrutiny. The eclectic nature of the discipline also continues to attract contentious debates and conversation. Its meaning, however, is as varied as the contexts in which it appears and may have little to do with the way content is organized or delivered. It is being remembered by many who have gone through schools in the United States as field of study with series of names, dates, and state capitals (Au, 2013). In fact, both the definition and content of the field have been a matter of controversy since the early twentieth century (National Council for the Social Studies (NCSS, 2017). One of the characteristics of the discipline is the study of human motivation. Hence, calling it "Social studies" allows educator to teach history without names or dates, geography without places as well as make it social, inviting and stimulating to the needs, yearnings, and aspirations of the people (Ross, 2017).

Social studies can be seen as both an

umbrella term for a broad field of studies encompassing history, geography, and other social sciences in an integrated field of study (Amosun, Falade, & Falade, M. 2015). Its' objectives are highly contested because values such as patriotism, and appreciation of free enterprise, respect for diverse cultures and nations, and knowledge of the structures and functions of government are perceived as the major goal of the teaching and learning of the discipline (Mezieobi, Ogaugwu, Ossai & Young, 2013). Three types of content organization predominate. Social studies in its most interdisciplinary form combines the integrated study of humanities and the social sciences. This integrated focus appears in relatively few nations, such as the United States and Canada, where both instructional materials and curriculum objectives focus on interdisciplinary learning. In other nations, the mandate for such a system is somewhat more direct (Evans, 2007).

Concept, Objectives, and Importance of Social Studies

The National Council for the Social

Studies (NCSS, 1992) defines the field as the integrated study of the social sciences and humanities to promote civic competence. He simplifies the complexity in human nature as it describes its vastly different lifestyles of different eras and societies. NCSS (2017) explained that the basic goal of Social studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent. Martorella (1985) classified its goals as transmission of the cultural heritage; methods of inquiry; reflective inquiry; informed social criticism; and personal development. It is discovered that personal development has traditionally received the greatest emphasis at the elementary level; at the high school level, methods of inquiry have received more emphasis (Krutka, Whitlock & Helmsing, 2018). The importance of studying social studies cannot be overemphasized because it is not just the study of man and his environment, but also of interactions between man and nature, between Kingdoms, Empires, Nations and most importantly, Social studies is a problem solving subject (Cruz & Thornton, 2009).

Social studies skills help in negotiating and solving issues combined. It is an encompassing and most accommodating subject because it does not just teach values and norms of the society, but also explains contemporary pressing issues in the society can be taught (DeLeon & Ross, 2010). It is a part of a school curriculum concerned with the study of social relationships and the functioning of society and usually made up of courses in history, government, economics, civics, sociology, geography, and anthropology among others (Woyshner, 2015). It is a subject which provides people with the basic general knowledge which every individual should know about the country they live, the geography, historical pasts, government functioning, economy culture and struggle or wars fought for the freedom the citizens are enjoying today as well as the knowledge of a complete world (Westheimer, 2015). It plays a major role for high standard government jobs and opportunities in civil services, public service, non-governmental agencies and in international career among others.

The purpose of social studies education is to help students develop social understanding (i.e.,

knowledge of people, places near and far [geography] and now and then [history]) and civic efficacy (i.e., the ability to think and act as a democratic citizen in a diverse nation and an interdependent world) (Russell, 2012). It is a broad course of knowledge hence, it is given that the discipline should not be treated as a subject to study to gain good grade but as the one which help in learning about self, neighborhood, country, people, cultural heritage with interesting and experiential activities useful for solving personal and societal issues and challenges (Case, Clark & Critical Thinking Consortium, 2016). No doubt, people have school curricular experience to graduate and become various professionals in sought after fields such as in medicine, law, engineering among others, but it is essential for them to interact with others from different socio-economic and cultural backgrounds to be able to study how the society works and people interact (Schmidt, 2010).

Social studies connect students with the today's real interconnected world as they must be prepared to interact with people of all cultures and communities (Russell, 2012). Ajiboye, Adu, & Amosun, (2005) explained that those who do not study the world, its cultures and politics, its geography, and its past, become limited in scope, and in the case specifically of history, become destined to repeat (or suffer) the mistakes made by human beings thus far (Evans, 2004). However, Social studies education and social science education are often used interchangeably and are, at times, a source of confusion (Ross & Marker, 2005). It is the preferred term in part because it is more inclusive. Social studies typically organized and taught in an integrative and interdisciplinary fashion. Mezieobi, Ogaugwu, Ossai, & Young (2013) affirmed that there are several competences that people can learn from the discipline which is broadly classified into History to give people lot of information to solve present-day problems while avoiding the failures of the past.

Also, Geography is necessary for the knowledge of location of country, weather, and soil types as well as to know how and where to go to reach a particular destination. It explains to the people knowledge of the earth, climatic conditions, country or world's mineral wealth,

animal life, forest reserves etc (Famwang, 2013). It makes people to understand about the environment, life and how much responsible they should feel towards it; History teaches about civilization flourished, great kings, scholars, poets, war fought, freedom struggle etc. It makes us to understand our culture and our existence (Akpochofo, 2013); Civics deals with the functions of various government, constitution, rights, and duties towards the country and other citizens. This implies that Civics provides learners with the knowledge of the laws that govern them while Economics deals with countries income, GDP, Growth etc (Osakwe, 2014).

Historical background to the Discipline of Social Studies Education

The modern Social studies curriculum could be traced to the progressive education in the early 12th century with clear interest on individual learner' nature, learning process. This assumption questioned the subject-centred curricula which history, geography and civics were the focus completing the triumvirate. By the 1893 Report of the 10-man committee on secondary education lay emphasis on an interdisciplinary approach to Social studies. By 23 years after, in the year 1916, a committee named National Education Association (NEA) submitted that an interdisciplinary field of study should be established based on social sciences background. Still the discipline of social studies indirectly maintained its previous status in terms of scope and sequence (Finn, 2003). Two years after, the 1918 Secondary Education Cardinal Principle gave rise to the discipline as a unified study of subject areas but be taught alone with its main objectives of cultivating good values in citizens.

The NCSS was formed in 1921 to serve as the clearing house for the discipline of Social studies at a time when there were critical misunderstanding in definition, scope, nature, pattern arrangement and sequence (Woyshner, 2015). Dissent ensued among teacher educators and content specialists, and certification requirements in the social studies were non-existent. The founders envisioned NCSS as the unifying organization that could merge the social studies disciplines with education. They have integrated approaches from the social sciences,

behavioural sciences, and humanities to aid in structuring a comprehensive and effective social studies program. Without mincing word, one of its mission statements is the promotion of citizenship education. Woyshner, C. (2015) while citing the need to promote civic ideals and principles for life in the twenty-first century, stated that the standards comprised ten interdisciplinary thematic strands as a guide for developing social studies curriculum. When NCSS was formed in 1921 to serve as the clearing house for the discipline which evolved at a time when it was immersed in disagreement on scope and sequence (Vinson & Ross, 2001).

The main interest was on the development of citizens which was widely accepted. It celebrates the goal of enabling learners to acquire knowledge, skills, and dispositions necessary to citizen participation helps to provide a focus for both the social studies curriculum and the preparation of social studies teachers (Woyshner, 2015). In the European world, Social studies was viewed as platform to inculcate patriotism in new foreign-born citizens (Leming, Ellington & Porter-Magee 2003). Elective courses in subjects like anthropology, economics, sociology, culture, democratic ideology, literature, and psychology were added for advanced placement (Ross & Marker, 2005). This amplified human experience in terms of the content which was organized to introduce students to subject matter at all grades but at different degrees of intensity. Since social studies is an interdisciplinary field, a major concern regarding content requirements is that of depth versus breadth across the various disciplines. Hence, studying Social Studies will make one to know about the History of World, and u can know about the politics, economics, geography, civics and studying about our freedom fighters (Osakwe, 2014).

NCSS plays a leadership role in promoting an integrated study of the social studies and offers support and services to its members which includes teachers, curriculum specialists, content supervisors, college and university faculty, students, and education leaders in the social studies (Obed, 2019). It draws on multidisciplinary studies and emphasizes a civic-based approach. The council highlighted ten themes in the framework as well as also developed position statements to guide the profession on critical areas of education, such

as ability grouping, character education, ethics, information literacy, multicultural and global education, religion, and testing (Braun, 2002).

Berson, (2002); Kazi, (2004) and Coppersmith & Song, (2017) affirmed that some clarion calls were made in countries like Australia and other Scandinavian countries to prepare students to "exercise judgment and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are" and to "be active and informed citizens" committed to democratic principles and ideals. Fitchett, Starker, & Salyers, (2012) noted that in one of the Asian countries, Japan, specifically, that Social studies was called an integrated discipline to accommodate the Japanese and their quest for industrial revolution. It is to be noted also that the Taiwani Authority advocated for a discipline which requires education for citizenship as envisaged as; "shall aim at the development among the citizens of the national spirit, the spirit of self-government, national morality, good physique, scientific knowledge and the ability to earn a living" (Article 158) (DeLeon & Ross, 2010).

The South African Education Ministry (SAEM) was concerned about values of human rights, civic responsibility, and respect for the environment to be infused throughout the curriculum (Russell, 2012). The experience in Ghana shows that the unit, department of faculty of Social studies, at all levels of their education system, comprised historians, anthropologists, sociologists, and other social scientists (Shear, Tschida, Bellows, Buchanan, & Saylor, 2018). The same applies to Nigeria, Zimbabwe, the Czech Republic, the United Kingdom, Hong Kong, New Zealand, in Asia and Europe. It is however, noted that this arrangement of Social studies education discipline does not popular among vast majority of countries of the world. What is obtainable in vast majority of countries educational systems is that the discipline is departmentalized (Westheimer, 2015). This implies that the discipline of Social studies was not compartmentalized but fragmented into history, economics, anthropology, political science, and other traditional social sciences.

Woyshner, (2015) affirmed that the discipline of both the secondary education exit and university entrance examinations in countries like

United Kingdom, France, Germany, Saudi Arabia, Indonesia, and Russia gave premium for the fragmented social science discipline with particularly emphasis on geography and history. In addition, some Asian countries like China, Japan and Taiwan with emerging curriculum experience that is integrated witnessed primarily designed social sciences arrangement while conducting examinations. In the United States, it used to be called geography, history and civics which were once taught separately but were blended together into one subject sometime in the late 1960s called Social studies. In the United States of America, there was controversy on Social studies curriculum called "Man: A Course of Study" (MACOS) in the 1960s (Evans, 2004). The movement behind this was tagged the mixed media curriculum designed by grant from National Science Foundation.

It was meant to activate students' sense of scientific literacy, curiosity and turn little learners to think, reason and behave like researcher from a social sciences background. Within a space of time, the discipline was flagged down, rubbished, and backlashed by the "Back to Basics Movement" (Leming, Ellington, Porter-Magee, 2003). The MACOS's controversy rests on the fact that the discipline would focus on research, discovery, and inquiry rather than rich content instruction (Ross & Marker, 2005). It was also said that learners were not building required social skills but was developing and promoting cultural relativism which was not in tandem with democratic principles and ideologies (Jorgensen, 2012). Without doubt, the curriculum experience was eventually phased out. Also, there were conflicts as par methods, strategies, and techniques for the discipline. To buttress, the role-playing and simulations, guided imagery, cooperative learning, and technology-based learning have all received their share of criticism and opposition (Famwang, 2013).

Literature Review: Misconceptions and Controversies about Social Studies Education

One of the controversies of the discipline is that it is basically the study of human society which is mainly full of fallacies, bias, and prejudice (Danladi, 2015). There is hardly anyone that can truly analyze the depth of human society and bring it together under one umbrella of truth.

they mainly branch into their own specialty such as sex, sexuality, gender, race, class (Osakwe, 2014). Braun (2002) remarked that it has once been called “soft sciences”. It is to be noted that professionals within these distinct areas of study use research methodology and statistics to better understand society and individuals. Each one of these courses include sub-categories of the discipline such as in psychology which include learning or educational research, development, gerontology, personality, testing, abnormal, statistics, emotions, brain, and behavior as well as other specialties. In studying Social studies people know about the world history, politics, economics, geography, civics and studying about freedom fighters among others (Kazi, 2004)

It is believed that any individual student needs to be familiar with their past so that he or she can be a towering intellects and compelling story tellers within the discipline of Social studies (Ross, 2017). Some school of thought believes that for most useful information can be acquired by general reading or studies about any subject but Social studies provides learners with memory trained with superficial information or mundane information which is a complete abstraction, puzzles them to no end (Cruz & Thornton, 2009). Human being may not know how and where to go until they understand where they have been. The discipline of Social studies, in all of its forms, is the greatest enemy of ignorance. Ignorance allows one to fall prey to manipulation and influence which only serves the manipulator's desires rather than preserving one's independent thoughts and actions (Akpochafo, 2013). Social studies is essential to human living in today's world. It is to be noted that the title Social studies did not consume sociology because it is not part of lower and upper basic education or school curriculum, while anthropology became a world cultures course for a while and then disappeared (Fitchett, Starker & Salyers, 2012).

This explains and contributes to its amorphous nature. Social studies is a specialization which include sociology, political science, social work, rural development and all for people who are interested in knowing the society deeper (Ross, 2014). In Social Studies one will gain several knowledge which should not be

ignored especially in areas of social and primary care, justice, and business. IT was believed that much importance and supports should be alluded to the Social sciences while the educational imbalance be addressed. It is a major category of academic disciplines, concerned with society and the relationships among individuals within a society. It in turn has many branches, each of which is considered a "social science" (De Oliveira & Obenchain, 2018). This is likely going to help them understand the country's development and steps that had taken to improve the living conditions. This would make student an asset for the country which is required. what social studies includes, wondering why, or deeming those unnecessary topics would make sense

Krutka, Whitlock & Helmsing (2018) remarked that the discipline of Social studies has both philosophical and practical aspects as evident in the popular assertion that “Man is a social animal”. Philosophically, several learners detest the discipline as too eclectic in nature, but education goes beyond marks but for building us for sustaining and surviving in the society and preserve our values, rituals, knowledge, and sacraments for generations. Russell (2012) remarked that several people perceived social studies as worthless rambling discipline about historical events that are seemingly meaningless and categorized as things meant to remain in the past (Vinson & Ross, 2001). Little do some know that the discipline does involve seemingly relevant ideas, knowledge, values, attitudes, skills, and other competences for grand scheme of live and livelihood (Schmidt, 2010). Succinctly, the discipline does influence thought processing as throws perspectives into people's mind, heart and brain which allows them to develop opinions issues and events around and within the environment (Aji boye, Adu, & Amosun, 2005). This, they may not have likely processed prior familiarization with the course.

The discipline makes people evolve opinions on what extent things pertaining to history and current ways are moral or immoral, also influences people's thoughts that will be governing them throughout life, which is sanely important and relevant. Social studies is a field of study being looked down on due to the

stereotypical thinking that only professional courses can fetch people good job and blossom career (Coppersmith & Song, 2017). Others have seen the discipline as a bunch of information about the past, economic conditions of country or any other politics, surrounding or landmass (Fitchett, Starker, & Good, 2010). It could include lot of theories, but it rests solely on solving human problems through making learner want to think and find solutions for themselves (Chandler & Hawley, 2017). It studies how people think, interact, and impact the world. It provides a holistic experience through a generalized approach for personality development, while other subjects can help in specialization. However, the study makes student have knowledge about the nature of their historical past to know about the mistakes, successes, coping strategies, and the appreciation of the beauty of the nature (DeLeon & Ross, 2010).

In a nutshell, the discipline of Social studies is included in school curriculum with the aim of creating awareness and finding solution to challenges facing human beings. The claim that Social studies accommodate various social science discipline as well as allow for unity of knowledge due to the teaching of the concepts in compartmentalized manner which prevent learners from relating knowledge acquired in class to their day-to-day activities which is a departure from the integrated approach of teaching Social Studies. Previous studies have found that the discipline is being trailed by various controversies. Various studies have worked on the strategies for the teaching and learning of the discipline, variables associated with teachers and students and host of other experimental studies. None of this study have been able to xtray the challenges, consequences,

and proffer solutions to the integrated discipline. It is on this note that the study chronicled the challenges facing of social studies education in lower and upper basic education in Nigeria with a viewing to suggest plausible solutions to improve its teaching and learning.

Methods and Materials

The study adopted the descriptive survey design. The participants of the study comprised all in-school stakeholders namely pupils, students, teachers, heads of department, primary school heads and principals of junior schools. Purposive sampling technique was used to select the participants based a sole criterion of having direct and current teaching and examining relationship with the discipline. A total number of 640 participants were selected from the two local government areas in Ondo city, Ondo State. A scale named Comprehensive Social Studies Programme Evaluation Scale ($r=0.82$) with sub-scales was self-designed and used to measure stakeholders' rating of Social studies challenges, consequences, and plausible solutions. It is patterned on 5 (Greatly high); 4 (High); 3 (Moderate) 2 (Low) 1 (Not At All) rating scale. The CSSPEQ questionnaire was validated by trial-testing the instrument on a sample of 20 Social Studies teachers and 20 Social Studies students from another local government area outside the scope of the study. Data obtained was analysed using K-R 20 and the value of 0.82 was obtained, this shows that the instrument is reliable for the study.

Findings

Research Question 1: What are the challenges facing the discipline of Social studies?

Table 1: Mean Responses and Rank Order of the Challenges Facing Social Studies Education

Sn	Items	5	4	3	2	1	Mean	Std	Remark
1	Lapses in objectives	22 3.5	223 35.8	208 33.4	161 25.8	9 1.4	3.14	.893	17 th
2	Non-experiential activities	26 4.2	213 34.2	308 49.4	62 10.0	14 2.2	3.28	.788	11 th
3	Breadth and depth of the discipline	37 5.9	255 40.9	268 43.0	48 7.7	15 2.4	3.40	.812	1 st
4	Controversial contents & topics	32 5.1	124 19.9	206 33.1	157 25.2	104 16.7	2.72	1.116	29 th
5	Inadequate resources/material crises	30 4.8	198 31.8	237 38.0	129 20.7	29 4.7	3.11	.945	18 th
6	Performance pressure on students	26 4.2	217 34.8	211 33.9	120 19.3	49 7.9	3.08	1.009	19 th
7	Balancing diverse learning needs	32 5.1	239 38.4	254 40.8	87 14.0	11 1.8	3.31	.839	8 th
8	Learners' poor social skills	23 3.7	270 43.3	224 36.0	87 14.0	19 3.0	3.31	.866	9 th
9	Lack of clear definitions	27 4.3	158 25.4	207 33.2	162 26.0	69 11.1	2.86	1.054	23 rd
10	Presenting differing point of views	27 4.3	161 25.8	187 30.0	157 25.2	91 14.6	2.80	1.109	27 th
11	Teachers' inability to vary methods	15 2.4	181 29.1	182 29.2	176 28.3	69 11.1	2.83	1.042	25 th
12	Rote learning/Memorization	28 4.5	249 40.0	273 43.8	54 8.7	19 3.0	3.34	.820	6 th
13	Students' attitudinal problems	23 3.7	156 25.0	180 28.9	217 34.8	47 7.5	2.83	1.010	26 th
14	Dealing with false knowledge	25 4.0	214 34.3	295 47.4	65 10.4	24 3.9	3.24	.840	13 th
15	Overcrowded curriculum	35 5.6	237 38.0	263 42.4	59 9.5	29 4.7	3.30	.891	10 th
16	Absence of uniform contents	33 5.3	165 26.5	234 37.6	138 22.2	53 8.5	2.98	1.020	21 st
17	Non-experts teaching the discipline	31 5.0	267 42.9	219 35.2	88 14.1	18 2.9	3.33	.882	7 th
18	Teachers' inability to improvise	27 4.3	149 23.9	195 31.3	162 26.0	90 14.4	2.78	1.097	28 th
19	Celebrating names, dates, and event	31 5.0	277 44.5	216 34.7	87 14.0	12 1.9	3.37	.853	3 rd
20	Age-long misconceptions	21 3.4	271 43.5	212 34.0	88 14.1	31 5.0	3.26	.918	12 th
21	Overarching ideas about discipline	28 4.5	238 38.2	288 46.2	65 10.4	4 0.6	3.35	.753	4 th
22	Mismatch of concepts and topics	28 4.5	191 30.7	307 49.3	85 13.6	12 1.9	3.22	.807	15 th
23	Inability of handling multiculturalism in classroom	16 2.6	221 35.5	234 37.6	147 23.6	5 0.8	3.15	.838	16 th
24	Negative past experiences	27 4.3	92 14.8	194 31.1	234 37.6	76 12.2	2.61	1.019	32 nd
25	Over-reliance on foreign materials and examples	21 3.4	133 21.3	228 36.6	233 37.4	8 1.3	2.88	.872	22 nd

Table 1 revealed the Mean Responses and Rank Order of the Challenges Facing Social Studies Education in Ondo city. These includes “Breadth and depth of the discipline”; “Eclectic nature of discipline”; and “Celebrating names, dates, and event” which were ranked first, second and third respectively. These following “Lots of untrue historical contents/False knowledge” “Job crises upon graduation”; “Negative past experiences” were

ranked least of the effects/consequences of the challenges facing Social Studies Education in Nigeria. This implies that the eclectic nature of the discipline rolled lots of contents, themes, and ideas into one. This makes it cumbersome for students' comprehension and attention. Also, it celebrates historical analysis of past which are somehow boring to students.

Table 2: Mean Responses and Rank Order of the Effects/Consequences of the Challenges Facing Social Studies Education on Students' Academic Performance in the Discipline

Sn	Items	5	4	3	2	1	Mean	Std	Remark
1	Disoriented learners	44 6.9	166 25.9	347 54.2	38 5.9	45 7.0	3.20	.915	17 th
2	Learners with moral deficits	128 20.0	174 27.2	286 44.7	48 7.5	4 0.6	3.58	.912	1 st
3	Difficulty in intra/interpersonal relationship	56 8.8	233 36.4	229 35.8	116 18.1	6 0.9	3.34	.905	9 th
4	Attitudinal problems	171 26.7	121 18.9	199 31.1	140 21.9	9 1.4	3.48	1.144	4 th
5	Bonding crises	67 10.5	203 31.7	208 32.5	126 19.7	36 5.6	3.22	1.055	14 th
6	Absence of social skills	74 11.6	225 35.2	253 39.5	85 13.3	3 0.5	3.44	.879	6 th
7	Inactive citizens	61 9.5	213 33.3	237 37.0	91 14.2	38 5.9	3.26	1.013	12 th
8	Fatalistic attitude to life	74 11.6	162 25.3	243 38.0	110 17.2	51 8.0	3.15	1.088	21 st
9	Unpatriotic students	64 10.0	168 26.3	222 34.7	126 19.7	60 9.4	3.08	1.109	23 rd
10	Difficulty in fitting into the society	53 8.3	226 35.3	294 45.9	57 8.9	10 1.6	3.40	.824	8 th
11	Weak historical knowledge	44 6.9	166 25.9	347 54.2	38 5.9	45 7.0	3.20	.915	20 th
12	Inability to make informed decisions	128 20.0	174 27.2	286 44.7	48 7.5	4 0.6	3.58	.912	2 nd
13	Students' low grades in disciplines	56 8.8	233 36.4	229 35.8	116 18.1	6 0.9	3.34	.905	10 th
14	Dismissal of past mistakes	171 26.7	121 18.9	199 31.1	140 21.9	9 1.4	3.48	1.144	5 th
15	Impatience with contemporaries	67 10.5	203 31.7	208 31.7	126 19.7	36 5.6	3.22	1.055	15 th
16	Geographical illiteracy	74 11.6	225 35.2	253 39.5	85 13.3	3 0.5	3.44	.879	7 th
17	Irrational behaviour	61 9.5	213 33.3	237 37.0	91 14.2	38 5.9	3.26	1.013	13 th
18	Flagrant abuse of stipulated rules	74 11.6	162 25.3	243 38.0	110 17.2	51 8.0	3.15	1.088	20 th
19	Withdrawal tendencies	71 11.1	293 45.8	202 31.6	52 8.1	22 3.4	3.53	.917	3 rd
20	Low self-esteem	44 6.9	254 39.7	246 38.4	67 10.5	29 4.5	3.34	.919	10 th
21	Low sense of value and appreciation	23 3.6	278 43.4	201 31.4	86 13.4	52 8.1	3.21	.998	21 st
22	Poor perception of life	6 0.9	128 20.0	138 21.6	313 48.9	55 8.6	2.56	.936	33 rd
23	Manifestation of aggressive tendencies	6 0.9	271 42.3	205 32.0	101 15.8	57 8.9	3.11	.982	22 nd
24	Lack of interested students in research	23 3.6	170 26.6	152 23.8	247 38.6	48 7.5	2.80	1.028	30 th
25	Increasing environmental risk factors	17 2.7	116 18.1	184 28.8	262 40.9	61 9.5	2.63	.973	32 nd

Table 2 revealed the Mean Responses and Rank Order of the Challenges Facing Social Studies Education, these includes “Learners with moral deficits”; “Inability to make informed decisions”; and “Withdrawal tendencies” which were ranked first, second and third respectively. These following “Inability to meet societal standards” “Increasing environmental risk factors”; “Poor perception of life” were ranked least of the effects/consequences of the challenges facing Social Studies Education in

Nigeria. This implies that students without sound social studies education are abounds to be moral deficient, exhibit various form of incivilities and tend to have poor attitude to life. This is detrimental for personal and societal growth and development.

Research Question 3: What are plausible solutions to the challenges facing of Social studies at Lower and Upper Basic Education?

Table 3: Mean Responses and Rank Order of the Plausible Solutions to the Challenges Facing Social Studies Education

Sn	Items	5	4	3	2	1	Mean	Std	Remark
1	Prioritize teaching and learning of Value and Character Education	21 3.3	270 42.2	281 43.9	60 9.4	8 1.3	3.37	.750	8 th
2	Connection should exist between the past and present	45 7.9	223 34.8	315 49.2	45 7.0	12 1.9	3.38	.794	9 th
3	Taking cognizance of multiculturalism in classroom	24 3.8	288 45.0	264 41.3	51 8.0	13 2.0	3.40	.773	7 th
4	Taking cognizance of students' learning style	24 3.8	124 19.4	209 32.7	171 26.7	112 17.5	2.65	1.092	31 st
5	Creation of hand-on experience for students	28 4.4	197 30.8	259 40.5	129 20.2	27 4.2	3.11	.918	25 th
6	Include music and arts topics	37 5.8	209 32.7	238 37.2	109 17.0	47 7.3	3.13	1.004	24 th
7	Integrate technology into classroom experience	17 2.7	279 43.6	239 37.3	88 13.8	17 2.7	3.30	.835	12 th
8	Use learner-centred methods	28 4.4	260 40.6	250 39.1	83 13.0	19 3.0	3.30	.859	13 th
9	Introducing field trip for learners	28 4.4	154 24.1	215 33.6	167 26.1	76 11.9	2.83	1.060	29 th
10	Teachers' Modelling problem-solving tasks	22 3.4	176 27.5	201 31.4	158 24.7	83 13.0	2.84	1.074	28 th
11	Improvisation of learning materials	21 3.3	225 35.2	279 43.6	56 8.8	59 9.2	3.15	.959	23 rd
12	Promotion of study skills	45 7.0	254 39.7	287 44.8	40 6.3	14 2.2	3.43	.802	5 th
13	Activating social studies teachers' motivation in the discipline	24 3.8	183 28.6	221 34.5	123 19.2	89 13.9	2.89	1.084	27 th
14	Re-inculcating "social" in the discipline	24 3.8	251 39.2	252 39.4	85 13.3	28 4.4	3.25	.889	17 th
15	Organizing and producing oral history	28 4.4	264 41.3	240 37.5	80 12.5	28 4.4	3.29	.898	14 th
16	Acting out historical events	37 5.8	140 21.9	202 31.6	156 24.4	105 16.4	2.76	1.138	30 th
17	Improve observation skills	17 2.7	302 47.2	208 32.5	93 14.5	20 3.1	3.32	.865	11 th
18	Taking cognizance of the needs, yearning and aspiration of the society	56 8.8	196 30.6	357 55.8	29 4.5	2 0.3	3.43	.728	6 th
19	Taking cognizance of the students' capacity and needs	83 13.0	188 29.4	333 52.0	34 5.3	2 0.3	3.49	.797	2 nd
20	Teachers' encouraging autonomy and decision-making in classroom	58 9.1	226 35.3	295 46.1	59 9.2	2 0.3	3.44	.795	4 th
21	Promotion of collaborative teaching and learning	46 7.2	171 26.7	281 43.9	138 21.6	4 0.6	3.18	.874	20 th
22	Government re-recognition of the importance of the discipline	92 14.4	176 27.5	343 53.6	29 4.5	0 0	3.52	.793	1 st
23	Provision of teaching resources and supplementary materials for the subjects	64 10.0	223 34.0	285 44.5	66 10.3	2 0.3	3.44	.820	3 rd
24	Seminars, training for teachers	47 7.3	192 30.0	254 39.7	114 17.8	33 5.2	3.17	.976	22 nd
25	Integrated approach to teaching the discipline	67 10.5	173 27.0	290 45.3	99 15.5	11 1.7	3.29	.911	15 th

Table 3 revealed the Mean Responses and Rank Order of the plausible solutions to the Challenges Facing Social Studies Education, these includes “Government re-recognition of the importance of the discipline”; “Taking cognizance of the students' capacity and needs”; and “Provision of supplementary materials” which were ranked first, second and third respectively. These following “Introduce field trip for learners” “Act out historical events”; “Taking cognizance of students' learning style” were ranked least of the challenges facing Challenges Facing Social Studies Education in Nigeria. This implies that efforts should be made to ensure that government place the discipline at the rightful position in the society, provision of adequate materials to create a sound social studies education and the need for teachers to recognize students' needs and strength.

Discussion of Findings

Challenges Facing Social Studies Education

The finding of the study revealed that the “Breadth and depth of the discipline”; “Eclectic nature of discipline”; and “Celebrating names, dates, and event” are the top three challenges facing the discipline of social studies. This is not at variance with the findings of Ross, (2017); Danladi (2015); The social studies discipline is cumbersome in contents as it draws various ideas and themes from social sciences and humanities. Case, Clark & Critical Thinking Consortium (2016) agreed with the submission that the discipline was designed to integrate several disciplines, with unique methodologies and special focuses of concentration, into a coherent field of subject areas that communicate with each other by sharing different academic "tools" and perspectives for deeper analysis of social problems and issues. This makes is a bit complex for students to assimilate its contents and themes. Akpochafo, (2013) corroborate that nature of studies with a solution at hand that there is need for good pedagogical practices by experts in the discipline is necessary for wading off some of the challenges. The result was at variance with the submission of National Council for the Social Studies (2013) which states that the discipline was performing what it was designed to do. This helping human being to understand the environment through

various dimensions. The finding was also at variance with Amosun, Falade, and Falade, (2015) that irrespective of the challenges facing the field of studies, information communication technology should be adopted to loosen up the eclectic nature of the discipline.

Effects/Consequences of the Challenges Facing Social Studies Education

The finding of the study discovered that “Learners with moral deficits” “Inability to make informed decisions” and “Withdrawal tendencies” were the main consequences of the challenges facing the discipline of Social Studies on pupils/students in Ondo city. This is in line with the submission of Osakwe, (2014); National Council for the Social Studies NCSS, (2013); Akpochafo, (2013); Fitchett, Starker & Good, (2010); Finn, (2003); Leming, Ellington, Porter-Magee, (2003). This is because the discipline of Social studies aims at training students to be informed, responsible participation in a diverse democratic society. Any students who found the discipline boring, difficult and uninteresting are likely not to be equipped with required societal values, knowledge, attitude to life and livelihood as well as survival skills. The submission of Kazi, (2004) and Evans (2015) affirmed that the content of social studies provides learners with the necessary background knowledge to develop values and reasoned opinions, and the objective of the field is civic competence. Thus, lapses in the making is likely to build army of morally deficit learners.

Proposed Solution to Challenges Facing Social Studies Education

The result found that “Government re-recognition of the importance of the discipline” “Taking cognizance of the students' capacity and needs” and “Provision of supplementary materials” were found to be the top three solutions to the identified challenges facing the disciplines of social studies. This is in line with the submission of Evans, (2015); Njok & Sunday (2014); Fitchett, Starker & Good, (2010); Vinson & Ross (2001). It is important that government policies and programme are channelled towards ensuring that the discipline overcome its challenges and claim it rightful positions. This is because no discipline in

the school curriculum can survive without adequate attention in terms of funding, policy adjustment as well as recognition as a problem-solving discipline. No doubt, the result of the study was not at variance with the works of Famwang (2013); NCSS (2013); Fitchett, Starker & Salyers (2012) and Shear, Tschida, Bellows, Buchanan & Saylor, (2018).

Conclusion

Social studies education has weathered several controversies and challenges which manifests in people's perception of the discipline as being filled with fallacies, bias, and prejudice. Some see it as its amorphous nature as complexing and uninviting school subject. A deep dive into literature revealed depicts people's understanding of the field of study as as worthless rambling discipline about historical events that are seemingly meaningless and categorized as things meant to remain in past. However, the discipline of Social studies allows educator to teach history without names or dates, geography without places as well as make it social, inviting and stimulating to the needs, yearnings, and aspirations of the people. The findings of the study discovered that the eclectic nature of the discipline, inadequate materials and loads of celebrating names, dates, and event. These manifest in learners struggling with morals, inability to make informed decisions as well as have the tendencies to develop social withdrawal. It was also found that government re-recognition of the discipline as critical to developing complete citizens who are grounded in required societal values, sound knowledge, positive attitude and skills and are locally relevant as well as being globally competitive.

Recommendations

The following recommendations were made

1. Government and non-government agencies, ministries and parastatal should system recognise and support social studies discipline with adequate human and materials resources to facilitate its teaching and learning in a modern way.
2. There is need for stakeholders to continue to preach the full acceptance of the discipline among mainstream subjects at all levels of education

3. Social studies teachers should be taught to augment modern means of teaching through technology-mediated instructions.
4. The introduction of credits course for out-of-classroom activities in the discipline is of paramount importance to the discipline acceptability as a problem-solving discipline.

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