
**IN-SERVICE TEACHERS' VIEWS ON THE RE-
INTEGRATION OF SOCIAL STUDIES INTO SENIOR
SECONDARY SCHOOL CURRICULUM IN NIGERIA**

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Abstract

The paper examined the views of in-service teachers on the re-integration and implementation of Social Studies at the senior category of Nigeria's secondary school Curriculum. Social Studies is a school subject/discipline that is taught at all levels of educational pursuits in Nigeria except Senior Secondary School level. The study adopted descriptive statistics of frequency and percentage. Three research questions were raised and answered in this study. The result shows that Social Studies as a school subject should be re-integrated and implemented at the Senior Secondary School level; this is because it is a viable school subject that should be taught at the Senior category of Secondary School and that if it is well articulated, programmed and taught, it would help to actualize national education objectives and proffers remedies to series of challenges facing Nigeria as a nation. It was recommended among other things that efforts should be in top gear by all stakeholders including Social Students Educationists Association of Nigeria (SOSAN) to re-integrate Social Studies into the Curriculum of the Senior Secondary

Schools in Nigeria and that Social Studies should be examinable at the West African Examination Council (WAEC), National Examination Council (NECO) and Joint Admission and Matriculation Board (JAMB) examinations.

Keywords: *Curriculum, In-Service Teachers, Re-integration, Social Studies, Senior Secondary School*

Introduction

Social Studies as a discipline in the Nigerian education sector is experiencing a crisis of identity. This is because; it has been a task for the stakeholders to classify Social Studies as an Art and/or Social Science course/discipline. Social Studies is a subject that is taught at all levels of educational pursuit in Nigeria except Senior Secondary School level. It is taught at the Pre-Basic, Basic, Upper-Basic, Colleges of Education and Universities in Nigeria. Social Studies is defined as a discipline that studies human beings in the contexts of their various environments. It is also the study of problems of survival in an environment and how to find solutions to them (Ogundare, 2000). Rethinking the Social Studies for a new world will therefore be appreciated and germane since this will help to solve the crisis of identity which Social Studies as a school subject and a discipline is facing in the educational milieu of this great nation.

The emergence of Religion and National Values Curriculum with the other components such as: Civic Education, Security Education, and Religion: Christianity and Islam is a development of urgent concern. Jekayinfa (2018) opined that by introducing Social Studies as part of National Values in the revised UBE Curricula in 2014, the curriculum planners demonstrated to some reasonable extent; immeasurable lack of understanding of the philosophy and goals of Social Studies, they also defused the grandness of Social Studies education as it were. With this experience at the basic level of education in Nigeria, it does not augur well that Social Studies is not implemented at the Senior Secondary School category of education in Nigeria as of now

despite the importance attached to the study of Social Studies in Schools.

In line with this, Social Studies is viewed as one of the subjects in the school system that is capable of achieving national objectives and by extension, objectives of education in Nigeria, thus the ideals of Social Studies should be appreciated and encouraged (Ajitoni, 2008; Oladiti & Wahab, 2013). Oladiti and Ajogbeje (2008) also described Social Studies as a problem solving discipline which if properly programmed and effectively taught, would help in solving social problems frustrating a developing country like Nigeria. In furtherance of the potency of Social Studies as a discipline in its capability is to bring about desirable changes in the behaviours of the learners, so that they will be able to contribute their quota to the overall development of the nation. Social Studies as a school subject is also capable of making learners participate in finding answers to a number of problems militating against nationhood, prominent among which are the issues of national identity, insurgencies, ethnicity, nepotism, corruption, religious intolerance etc.

It is therefore important to note at this juncture that, Social Studies is considered as a formidable school subject that its objectives complement that of the national objectives and also it is a veritable tool to actualize the spirit and letters of national objectives and educational aspirations in Nigeria (Ajiboye, 2009; Ukabia, 2012). It is therefore disheartened to state unequivocally that such a vital subject however has not been formally integrated into all levels of education (including Senior Secondary Schools) in Nigeria. This singular act will affect the effective realization of the national objectives of Nigeria as a formidable, sovereign, democratic and self-reliant nation.

Nigeria's Federal Ministry Education (2007) stated that Social Studies at the Senior level of Secondary education in Nigeria is concerned with equipping the students with an integrated body of knowledge, attitudes and skills that will help the students develop a broader perspective of Nigeria and the world. Social Studies Curriculum in Nigeria is based on key concepts such as: rights and

responsibilities, democracy, justice, identity and diversity. Teachers teaching Social Studies use topical, political and social issues in order to internalize Social Studies content in the learners. These content areas develop in learners' key citizenship skills needed for research-work, discussion as well as contemporary debate sessions. It is therefore, expedient in this study to assess the views of some in-service Social Studies tutors on the re-integration and implementation of Social Studies Curriculum at the Senior Level of Secondary School Education in Nigeria. This is because change is constant in any human society, therefore in re-thinking Social Studies for a new world, the views of Social Studies in-service teachers, who are experienced in the field are being sought to assess the need to re-integrate and implement Social Studies into the Curriculum of Senior Secondary School in Nigeria.

Ogunyemi (2010) submitted that the periods between 1969 and 1977 marked the era of good moments for Social Studies in Nigeria. It was also a period of rapid curriculum innovations commencing with the first ever National Curriculum Conference in Nigeria in 1969 and later brought the emergence of the first National Policy of Education in 1977. The fallout of the said Nigeria's 1969 National Curriculum Conference ushered in the emergence of Integrated Social Studies as a major component of the education policy and was introduced eventually on an experimental basis in 1963 in Ayetoro Comprehensive High School, Ayetoro, Ogun State, South-west, Nigeria (Ogunyemi, 2010).

Ogunyemi (2010) further revealed that the Ayetoro Comprehensive High School experiment was facilitated by the Ford Foundation, University of Washington, United States of America and the Western Region Government. The facilitators gave objectives and themes that metamorphosed into the Nigerian Social Studies Programme notably between 1970s and 1980s. Textbooks and instructional materials that are considered relevant were provided for Social Studies teaching at the lower forms/classes of the secondary education. This development

collaborated the efforts of Nigerian Social Studies Programme (NSSP) with National Education Research Council (NERC) now Nigerian Educational Research and Development Council (NERDC) and the Comparative Education Study and Adaptation Centre (CESAC), University of Lagos. The emergence of Social Studies Association of Nigeria (SOSAN) in 1977 also gave additional boost to the rising profile of Social Studies as a school subject/discipline in Nigeria.

In the year 1985 to be precise, the Federal Government of Nigeria, in addition to the National Curriculum for Social Studies at the Primary Schools and Lower forms of Secondary Schools developed through Nigerian Educational Research and Development Council (NERDC) a Senior Secondary School Social Studies Programme. It was premised on the fact that it would be examinable by the West African Examination Council (WAEC) as obtained in Ghana (Ogunyemi, 2010). The Senior Secondary School Social Studies Curriculum remained impotent and non-implemented until it was finally phased out through the 2004 and 2007 versions of the National Policy on Education. With this development, Social Studies has lost its place within the Senior Secondary School Curriculum. It was replaced with Civic Education that it has to co-exist with Social Studies at the basic levels of Nigerian education (NERDC, 2007).

In line with this development, and has submitted by Ogunyemi (2010); a wave of confusion thus seems to have emerged in the ontogeny of Social Studies Curriculum in Nigeria. The intent of phasing out Social Studies at the Senior Level of Secondary School Education was a political decision. Social Studies Association of Nigeria (SOSAN) however; literarily decried the politicization of Social Studies in Nigeria's education arena. Without mincing words, the dropping of the Social Studies from the Curriculum of Nigeria's Senior Secondary School and the recent efforts to pare down its existence at the Junior Secondary School level is bound to have a babbled impact on the actualization of the goals of Nigerian education in general, (Ogunyemi, 2007). There is a dearth of research work aimed at assessing the

views of in-service teachers on the re-integration of Social Studies into the Senior Secondary School Curriculum in Nigeria. Hence, this constitutes the gap in which this paper has filled.

Objectives of the Study

The study examined the views of in-service teachers on the re-integration of Social Studies into Senior Secondary School Curriculum in Nigeria. The specific objectives of the study were to:

- i. determine how the in-service teachers rate Social Studies as compared to other core subjects in Senior Secondary Schools in Nigeria;
- ii. assess the views of in-service teachers on the re-integration of Social Studies into Senior Secondary School Curriculum in Nigeria; and
- iii. identify and examine the educational level at which Social Studies should be taught in Nigeria.

Research Questions

The following research questions were answered in the study:

- i. How do in-service teachers rate Social Studies as compared with other core subjects in Senior Secondary Schools in Nigeria?
- ii. Should Social Studies be re-integrated in Senior Secondary Schools in Nigeria?
- iii. At what educational level should Social Studies be taught in Nigeria?

Methods

The population employed to the study was 103 in-service Social Studies teachers in upper basic schools in Ogbomoso division of Oyo State (TESCOM, Ogbomoso Division). Purposive and simple random sampling techniques were used to select 80 respondents; in line with the estimates recommended by Research Advisors (2006) as sample for this study. A 15-item researchers' designed questionnaire titled: Questionnaire on Teachers' Views on the Re-Integration of Social Studies into Senior Secondary School

Curriculum (QTVRSSSSSC) was used for collecting data. Each item of the questionnaire has a scale of two responses: (Yes or No). Test-retest method was adopted for data validation four weeks before the real administration of the instrument and yielded reliability co-efficient 0.81. The questionnaire was personally administered by the researchers on the respondents without allowing consultations among themselves. The permissions of respondents were sought and assured of confidentiality before administering the questionnaire. The purposes of the study were explained to the respondents before administration. No participant was compelled to give a response to the questionnaire. The data obtained were analyzed item by item using descriptive statistics of frequency and percentage.

Results

Research Question 1: How do in-service teachers rate Social Studies as compared with other core subjects in senior secondary schools in Nigeria?

Table 1: Analysis of the Rate of In-Service Teachers on Social Studies as Compared with other Core Subjects in Senior Secondary Schools in Nigeria

Subjects	Frequency	%	Rank
Social Studies	43	53.75	1st
English Language	15	18.75	2nd
Mathematics	12	15	3rd
Civic Education	10	12.5	4th
Total	80	100	

From Table 1, 53.75% of the 80 respondents rated Social Studies as a school subject that is viable to be a compulsory/core subject in Senior Secondary Schools and higher than other core subjects (English Language (18.75%), Mathematics (15%) and Civic Education (12.5%)).

Research Question 2: Should Social Studies be re-integrated into Senior Secondary School in Nigeria?

Table 2: Analysis of the Views of In-Service Teachers on the Re-integration of Social Studies into Senior Secondary School Curriculum in Nigeria

Sex Number	Yes	%	No	%
Male 50	49	61.25	01	1.25
Female 30	29	36.25	01	1.25
Total 80	78	97.5	02	2.5

Table 2 reveals that 2.5% respondents suggested that Social Studies should not be re-integrated into senior secondary school curriculum, while 97.5% considered Social Studies to be a potent core subject to be re-integrated in the Senior Secondary School Curriculum.

Research Question 3: At what level should Social Studies be taught in Nigeria?

Table 3: Analysis of the Levels at which Social Studies should be Taught in Nigeria

Levels	Frequency	%
Pre Basic	03	3.75
Lower and Upper Basic	05	6.25
Secondary	09	11.25
Colleges of Education	06	7.5
University	06	7.5
At All Levels (including Senior Secondary)	51	63.75
Total 80	100	

Table 3 reveals that most of the participants agreed to the teaching and learning of Social Studies at all levels of educational pursuit in Nigeria (including Senior Category of Secondary Schools), 63.75%. Only 3.75% was of the view that it should be taught in Pre-Basic level. 6.25% agreed that it should be taught at Lower and Upper Basic levels, 11.25% respondents agreed that it should be taught at Secondary School level while 7.5% agreed that it should be taught in both Colleges of Education and University.

Discussions

The study examined in-service teachers' views on the re-integration of Social Studies into the Curriculum of Nigeria's Senior Secondary School/education. The results of the analysis of data showed that Social Studies is a school subject that should be re-integrated into the Senior Secondary School Curriculum, because of its effectiveness in complementing and actualizing the objectives of education in Nigeria. This submission is in consonance with Ajitoni (2008); Oladiti and Wahab (2013) who opined that Social Studies is one of the school subjects that is capable of achieving national objectives. This clarifies the fact that, Social Studies is a problem solving discipline which if properly programmed and effectively taught at all levels of educational pursuit in Nigeria would help in providing remedies to some challenges confronting Nigeria as a nation (Oladiti & Ajogbeje, 2008).

The result of the study also disclosed that Social Studies is a formidable core subject at all the levels of educational pursuit in Nigeria (including Senior Secondary Schools). This development agrees with NERDC (2007) which stated that Social Studies is concerned with equipping the learners with integrated body of knowledge, skills and attitudes that will help the learners develop a broader perspectives of the nation and the world at large. Ajiboye's (2009) and Ukabia's (2012) submissions were also in tandem with the above claim, that Social Studies is a subject that could be used to achieve the much needed unity in diversity in Nigeria.

The result of this study further showed that Social Studies is a school subject and at the same time a discipline that should be taught at all levels of education in Nigeria. This is because according to Ogunyemi (2010), the call for phasing out Social Studies at the Senior Secondary School level was political. The introduction and emergence of Civic Education without Social Studies in the Curriculum of Nigeria's Senior Secondary School/Education is considered as an aberration. It is expected that Social Studies be re-integrated into Senior Secondary School Curriculum and should be examinable by West African Examination Council (WAEC) as obtained in Ghana(Ogunyemi, 2010).

In addition therefore, the opinions and views of the respondents and the authorities quoted above support the claim that Social Studies is a potent subject that should be urgently re-integrated into all the Nigeria's levels/categories of education (including Senior Secondary Schools). This is because; it is a school subject that if well organized, articulated and programmed, will help in achieving our national education goals, national objectives and proffer remedies to series of challenges facing Nigeria as an indivisible political entity.

Conclusion

It is concluded in line with the findings of this study that, Social Studies as a school subject/discipline, plays a pivotal role in actualizing national education goals and national objectives, thus such an essential subject should be implemented in the Curriculum of Senior Secondary School in Nigeria. Social Studies is also a subject that should be urgently re-integrated into all levels of education (including Senior Secondary Schools) in Nigeria, because it will as a matter of fact find solutions to series of problems confronting Nigeria as a pluralistic state.

Recommendations

Based on the findings of this study, it is therefore recommended that: Social Studies should be re-integrated formally into Senior Secondary School Curriculum in Nigeria so that the general goals of national education and national objectives would be greatly manifested and achieved. Efforts should also be made by all stake holders including Social Studies Educationalists Association of Nigeria (SOSAN) to actualize the task of re-integrating Social Studies into the Senior Secondary School Curriculum in Nigeria and Social Studies as an essential school subject should be examinable at West African Examination Council (WAEC), National Examination Council (NECO) and Joint Admission and Matriculation Board (JAMB) examinations, this will showcase the real significance of the subject to the nation and her people at large.

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