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REDUCING EMERGING CHALLENGES IN EDUCATION SERVICE DELIVERY IN SOCIAL STUDIES IN SECONDARY SCHOOLS IN ENUGU NORTH LOCAL GOVERNMENT AREA

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ABSTRACT

The main purpose of the research is to ascertain emerging challenges in educational service delivery in studies in secondary schools in Enugu North LGA. The study was guide by two specific purpose and two research questions. The study adopted a descriptive survey design. The population of the study consisted of all junior secondary school teachers in the nine (9) government secondary schools in the area which is one thousand (1,760) teachers (source: PPSMB 2022). A sample of one hundred (100) junior secondary school teachers were drawn from five (5) selected schools sampled out of the nine (9) government secondary schools in the area. Simple random sampling was used to draw twenty (20) junior secondary school teachers from each of the selected five schools giving a total sample size of one hundred (100) junior secondary school students that was used for the study. The instrument used for data collection was a structured questionnaire which was designed by the researcher. The instrument was validated by three experts, one from measurement and evaluation and two from educational management. Reliability test was conducted using Cronbach Alpha method and overall reliability index was 0.63. Data were analyzed using mean score. 2.5 is considered agreed while any mean below 2.5 is disagreed. Findings of the study showed that lack of instructional material, weak infrastructure and inadequate skilled personnel are some of the challenges of teaching social studies. The study also revealed the strategies for reducing the challenges are, providing the needed funds for social studies, employing skilled personnel and providing adequate infrastructure. The researcher recommended that government should employ social studies teachers, liaise with relevant school authorities so as to know what strategies that will be used effectively in enhancing teaching and learning of social studies in secondary school

***Keyword**:* Education, Service delivery, and Social Studies

Introduction

One of the fundamental rights of every human being is education. Education prepares the individual for challenges in life. Consequently, Gujjar (2010) opined that education does not only deliver information, but for developing complete personality of a child. In Nigeria there are three levels of education: primary, secondary and tertiary level. Secondary education is the level between primary and tertiary education. It equally prepares students to be productive members of the society (Jegede2013). In developed countries, Secondary School is seen as the gateway to providing not only an educated citizenry but also a capable workforce. According to World Bank in Etim (2016), Secondary education is now being recognized as the cornerstone of educational system in the 21st century. It therefore means that quality Secondary education is indispensable in creating a bright future for individuals and nations alike.

Since education is a persistent activity directed at achieving certain aims, such as transmitting knowledge or nurturing skills and personality traits. These aims may include the development of understanding, rationality, kindness, and honesty (Adeotu, 2011). Nwite (2017) emphasizes on various researchers that states the role of serious thoughts in order to distinguish education from instruction. Some theorists require that education results in an improvement of the student while others prefer a value-neutral definition of the term. In a somewhat dissimilar sagacity, education may also refer, not to the process, but to the product of this process: the mental states and dispositions possessed by educated people. Education originated as the transmission of cultural heritage from one generation to the next (Angawa, 2013). Today, educational goals increasingly encompass new ideas such as the liberation of learners, skills needed for modern society, empathy, and multifaceted vocational skills (Onyali 2019). All these above are attributed to education. Therefore, education is set to bring change in ones live at any level. It is a fulfillment and enlightening experiences that makes one to attain a new level.

According to Nwankwo (2021) Improving access to educational services and ensuring that students learn are essential to expanding opportunities for all citizens. Various market failures explain the need for collective action to deliver these services. However, power irregularity often prevent the successful implementation of policies that improve education. The problems that hamper education systems from achieving their goals are numerous. According to Obi and Akudo (2017) Bureaucratic forms do not necessarily serve their intended functions as regards to education, often because power relationships prevent systems from promoting student learning equitably and efficiently. Moreover, norms consolidate power further and prevent laws and policies from being implemented as written. In essence, Power dynamics undermine education reforms.

In many cases, although policies seem to be in place to improve educational outcomes for example, governments train teachers or

carry out national assessments of student learning, such policies are nevertheless ineffective in improving outcomes. Reforms have failed because they were thwarted by power dynamics. Indeed, reforms for hiring con- tract teachers have failed frequently. Angawa, (2013) opined that the idea behind hiring contract teachers is to reduce class size and employ teachers who are easier to sanction (thanks to the threat of firing or at least contract nonrenewal). Thus these teachers face stronger incentives. This dependence diminishes the willingness of policy makers to monitor and enforce performance. In the end, though, they have received the worst of both worlds from a service delivery perspective: once the less qualified contract teachers have been incorporated into the civil service, the country ends up with the same low effort, lower skills, and a higher budgetary cost.

Social Studies is a core subject in Nigeria's educational system. It is compulsory for all students in primary school and junior secondary school. It is an elective subject at the senior secondary school level. Since1963 when the subject was re-introduced into the school curriculum, its impact has been limited. For example, ethnic loyalty rather than national loyalty continues to be promoted: the spirit of cohesiveness at national level is very weak when compared with the ethnic sense of belonging. Social imbalance (wealth/poverty) is due to the early exposure of the southern part of the country to western education and influence.

Consequently, World Development Report (WDR, 2017) after independence, the level of social development in the southern part of the country was significantly higher than in the northern part. The effect of this is constant social friction between the people in the North and those in the South. In addition, national boundaries imposed by colonial masters have resulted in political tensions with separate nations being forced to work together within administrative units. People who had never previously been politically or socially bound to each other, with different histories, cultures, languages, beliefs and social structures must find a way of living and working together. Such historical differences sometimes lead to violent and bloody political disputes.

The primary purpose of teaching and learning social studies is to help the young people develop the ability to make informed and reasoned decisions for the public good as a citizen of a culturally diverse, democratic society in an inter-dependent world (Adeotu, 2011). It provides coordinated and systematic studies drawing upon various disciplines. Social Studies education brings many personal, social, economic and educational benefits as it enables learners realize their potential in developing to be a complete and integral person. In the last few years, Secondary schools in Enugu North LGA has seen a marginalization in the social studies curriculum, teaching and learning at all grade levels despite it having been identified as a subject within the school curriculum that is used as a vehicle for equipping students with the requisite knowledge, skills and values, attitudes and dispositions relevant for producing functional and effective citizens (Mhlauli, 2016).The

development of social studies skills is important and needed for success in global geography, world history, government, economics and current events that reflect in materials learners regularly encounter in social studies classes like reading sections, writing exercises, maps and illustrations.

Statement of the Problem

Social Studies as a curriculum subject is aimed at developing an ideal citizen, upliftment of a more character and provocation of social understanding in the society. It is intended to develop holistic and mature individuals who are able to live and integrate well in society. However, there is a sharp contrast between the aims of social studies as a curriculum subject and the prevailing situation with regards to the pedagogical practices on the ground and also behaviour outcome of people who have under gone some social studies learning. This entails that schools may have various challenges to ensure that the purpose of social studies is achieved and serves its purpose in developing ideal citizens and communities.

Purpose of the Study

The main purpose of the study is to examine reducing emerging challenges in education service delivery in social studies in secondary schools in Enugu north LGA. Specifically, the study sought to find out;

1. To ascertain the emerging challenges of educational service delivery in Social Studies in secondary schools in Enugu North LGA
2. The solutions to the challenges faced in the teaching and learning of Social Studies

Research Questions

The following research questions guided the study

1. What are the emerging challenges to educational delivery in Social Studies in secondary schools in Enugu North LGA?
2. What are the solutions to the challenges faced in the teaching and learning of Social Studies?

Review of Literature

Challenges of Teaching and Learning of Social Studies

Social Studies as a subject is a combination of three learning areas Geography, Religious Education and Civic Education in Nigeria. The challenge of teaching and learning Social studies also traces its roots in the curriculum revisions and of late much emphasis on curriculum integration. According to Bilbao, Lucido, Iringan and Javier (2013) curriculum referred to the total learning experiences of individuals not only in school but in society as well. The curriculum was therefore thought to have a great influence on the kind of life that was led by those exposed to it.

Bullivant (2018) explain that Social studies education advocates cultural accommodation, utilization, cultural

knowledge acquisition through content of instruction and patriotic need for achieving national goals despite different cultural diversities. For any society to survive, its culture must be passed on to teach successive generations in such a way that the claims of the society were given priority over the wants of individuals. In Nigeria, for example the challenge of teaching and learning of Social Studies were compounded by socio-cultural factors and was not such a smooth sailing enterprise in Nigeria schools due to some socio-cultural factors at play. The teaching and learning of Social Studies need to encampus and take into account Socio-cultural factors that affect the thoughts, behaviors and feelings of individual members of those societies and cultures.

Culture of a people in a nation depicts their attitude, philosophies, skills, values, knowledge and predisposition to unfolding events and issues in their social environment. It is through social studies education that culture is promoted through when taught through environmental education as man cannot be isolated from his culture. Social studies education that ignores the culture of people is as irrelevant as it is deficient. Ireyefoju (2010) states that; Nigeria as a heterogeneous society is made up of about 450 ethnic nationalities that belong to different socio-cultural groups. Culture is a compendium of man's way of life, language and medium of communication. Socio-cultural theorist argues that individuals cannot be considered in isolation from their social and historical context therefore it is necessary to look at the society and the development occurring at a given time. Example of socio cultural factors include language, law, aesthetics, religion, values, attitudes, social organizations, family, community a person's role or status among others. These issues can become very important for any nation because such nation needs to target their promotions based on the socio-cultural factors that are at play (Regeluth, 2015). Therefore it is relevant to have competent teachers to teach social studies in schools, and it should also be thought as a discipline in the university.

Tayo, George, Olayiwola and Evans (2013) conducted a study in Ankara to determine opinions and suggestions of teachers about the problem encountered in social studies in secondary schools. The study relied on interviews involving 12 teachers in the study group. The results from this study revealed that participants encountered similar problems related to the teaching of social studies. This includes; text books, lack of physical conditions, teaching of knowledge-skill-values and teaching of kemalism. The study also suggested some solutions to the challenges such as: -presence of social studies classrooms in schools, emphasis on teaching of notion-value-skills and increasing the weekly course hours. This study revealed great ideas with regard to the teaching of social studies.

However, reliance on only interviews and the sample size were some of the weaknesses in this study which the current study will avoid. The current study will involve multiple sources of data such as

semi-structured interviews focus group discussions and document analysis.

Strategies used in enhancing educational delivery of social studies in secondary school

Posner (2015) states that as far as teachers are concerned "no one is in any doubt that the chief agent in the process of educational reform is the teacher." This entails that teachers play a crucial role in determining the success or failure of curriculum implementation and teaching effectiveness. Thus the teacher with his/her altitude, skill, and experience is the most important of all in determining the success or failure of the process of curriculum implementation. The curriculum recognizes that the child should be an active agent in his or her own learning and that the child's existing knowledge and environmental experience should be the starting point for new knowledge. Department for Education and Skills (2020) stipulates that: "It is the quality of teaching more than anything else that determines the success of the child's learning and development in school." Therefore social studies should be seen as a core subject in the curriculum.

Direct Instruction Method

Metzler (2011) explains that Direct Instruction Method is a traditional Social Studies lesson model which typically relies upon the direct teaching of new skills in isolation followed by a drill to practice the new skill via repetition and then concluding with a game to apply the skill in context. In Hattie's (2019) synthesis of research, it was found that direct instruction was one of the most influential teaching strategies that linked to pupil achievement and direct instruction as a teaching strategy in Social Studies is no exception.

According to Hattie (2019), direct instruction is incorrectly and frequently confused with didactic teacher-led, talking from the front of the class teaching. Direct instruction involves seven major steps of which can be used to create a very powerful Social Studies lesson that will improve pupils' knowledge development. These steps are adequate lesson preparation, establishing the success criteria, build a 'hook', perform guided practice, conclude with independent and cooperative practice and lastly lesson closure. In this type of teaching methodology, the teacher adopts a field excursion where learners are given a direct contact with what they are learning and gives them instructions which gives learners a face-to-face interaction with reality.

Cooperative Teaching Method

According to Hopkins and Harris (2014) cooperative teaching is considered highly helpful when used correctly, pupils are put in groups to work together and usually not grouped by ability, but put in a group of a variety of levels and are given tasks to accomplish together. One of the strengths of this method is that the teacher can assign specific tasks to pupils at different ability levels. Blakely, Lang and Hart (2011) indicated that cooperative method of teaching promoted a

sense of mutual responsibility among the pupils. They learnt to put in more effort to research for the topic and apply effective methods to get the result. Cooperative group work assists in developing both social and intellectual skills as well as helping practicing the skills of negotiation, organization and communication. Similarly, Sharan (2010) revealed that cooperative incentive structures where two or more individuals depend on each other for a reward that they will share if they are successful themselves had significant effects on the achievement of individual pupils; group rewards for group products did improve pupil achievement.

Kyndt, Lismont, Timmers, Cascallar and Dochy (2013) describes that Cooperative Learning(CL) is more effective than both competitive and individualistic approaches to learning. Some evidence in Social Studies specifically states that cooperation is far superior to the narrow conception of competition (winning and losing) in promoting achievement for all age groups. According to Stanne, Johnson and Johnson (2009) Cooperative Learning can promote student achievement in the physical, social, cognitive, and affective domains.

Cooperative Learning has also been shown to promote inclusion, engagement, and active participation in learning with diverse learners who hold various learning needs. This Cooperative Learning approach to Social Studies is capable of meeting a wide range of educative goals (Dyson and Casey, 2012).

Peer Teaching in Social Studies

Using peers as co-teachers (of themselves and others) is a quite powerful teaching strategy, particularly, if the aim is to teach pupils the ability to self-regulate and control their own learning and to become teachers of themselves. It is less effective if it is employed as attaching strategy whereby older pupils simply teach struggling younger pupils. Barnett (2009) explains that in Social Studies, peer teaching has been predominately used in primary schools and as a method of fostering inclusion of learners with learning difficulties. There is what is known as the concept of Class Wide Peer Tutoring (CWPT) which has been suggested as being a better teaching strategy than traditional approaches of peer teaching. CWPT involves the whole class adopting reciprocal roles of tutor and tutee in classes. It has been demonstrated as an effective teaching strategy in regular and adaptive

Social Studies education programs across primary and secondary school settings. Suggested key elements of CWPT to be used in Social Studies classes are teams–small groups of four to six pupils are the best, sometimes pupils are paired (or pair themselves) with a peer and practice time and may even role play tasks. The teacher may just give a bit of instructions and is expected of them and the pupils put instructions into practice or educate one another.

In some cases, the teacher may even display some demonstrations and allow pupils to practice. Kretchmar (2006) cited in Onyali (2019) explains that short periods of up to five minutes are allocated for individual

practice of the activity if it is a role play. After that there should be what is known as partner check– where pupils are given time to do a partner check whereby after the tutee has performed the task. After tasks are performed or displayed to the entire class, then class may have an opportunity interrogate, ask questions where the whole class participates.
One major advantage of adopting a peer teaching approach in Social Studies education is that it provides learners with individual feedback frequently and the teacher can quickly identify those who need more assistance than others (Quay and Peters, 2009). While peer teaching is quite a powerful teaching strategy as learners are used as co-teachers, the teaching method is however, deemed less effective if employed solely as a teaching strategy where some pupils help others in the learning process and sometimes makes teachers relax forgetting their role to facilitate. Teachers quite often take advantage and opt to do other things instead of facilitating the learning process. The teaching of Social Studies is also affected by multiple cultures which require a teacher to understand to structure his or her teaching adopting and accommodating various cultural diverse. This could only be achieved if multicultural education is employed in the teaching and learning program.

Research Method

The research design adopted for the study was a survey research design. The study was conducted in Enugu North Local Government Area of Enugu State. The choice of the area was because of its geographical location. It has other surrounding local governments like Enugu East and Enugu South. It is a well-recognized business area in the state. It also has nine (9) government secondary schools. The population of the study consisted of all the secondary school teachers in the nine (9) government secondary schools in the area which is one thousand (1,760) teachers (source: PPSMB 2022). A sample of one hundred (100) junior secondary school teachers were drawn from five (5) selected schools sampled out of the nine (9) government secondary schools in the area.

Simple random sampling was used to draw twenty (20) junior secondary school teachers from each of the selected five schools giving a total sample size of one hundred (100) secondary school students that was used for the study. The instrument used for data collection was a structured questionnaire which was designed by the researcher. Validation was done by three experts, one from measurement and evaluation and two from educational management. Reliability test was conducted using Cronbach Alpha method and overall reliability index was 0.63. Data were analyzed using mean score. For the sake of taking decision, any mean that is equal to or above 2.5 is considered agreed while any mean below 2.5 is disagreed.

Results

Research Question 1: What are the challenges faced in the teaching and learning of Social Studies in secondary schools in Enugu North LGA?

Table 1; Mean responses on the challenges faced in the teaching and learning of Social Studies in secondary schools in Enugu North LGA

SN	ITEMS	X	Remarks
1	Teacher Qualification and Limited Training	3.6	A
2	Cultural Differences	3.5	A
3	Lack of teaching and learning materials	3.8	A
4	Lack of understanding of the aims, objectives and purpose of social studies	3.7	A
5	Access and Quality	3.6	A

From the computed mean in table 1 above, it shows that items 1-5 have the mean score of 3.6, 3.5, 3.8, 3.7 and 3.6 respectively which indicates that the respondents agreed on the listed challenges faced in the teaching and learning of Social Studies in secondary schools in Enugu North LGA

Research Question 2;

What are the solutions to the challenges faced in the teaching and learning of Social Studies?

Table 2; Mean responses on the solutions to the challenges faced in the teaching and learning of Social Studies

SN	ITEMS	X	Remarks
6	Employment of qualified social studies teachers	3.7	A
7	Improving on the teaching methods used in teaching social studies	3.5	A
8	Providing the needed teaching materials for social studies	3.8	A
9	Helping the students to understand the aims/objectives of social studies	3.6	A
10	Putting into consideration cultural differences	3.6	A

From the computed mean in table 2 above, it could be seen that items 6-10 have the mean scores of 3.7, 3.5, 3.8, 3.6 and 3.6 respectively which shows that the respondents agreed on the listed solutions to the challenges faced in the teaching and learning of Social Studies

Discussion of Findings

It was observed that the eleven of the twelve teachers that taught social studies lacked the understanding of the aims, objectives and purpose of social studies. Among these eleven teachers who lacked understanding of the aims, objectives and purpose of teaching social studies said they just taught social studies for the sake of teaching to fulfill the curriculum.

However, Bibilao, Fitchett and Heafner (2018) argues that if teachers understood the importance of social studies in the early years, they are more likely to transfer their enthusiasm for social studies to their learners who also feel that social studies is a boring subject.

Conclusion

Based on the findings of the study, the researcher concluded that there are a lot of challenges faced by both the teachers and students in the teaching and learning of social studies

Recommendations

The researcher made the following recommendations

I. Time allocated for teaching social studies should be increased with one lesson to enable the completion of the syllabus on time because its' broad.
II. Social studies should be studied more at the tertiary level.
III. Social studies teachers should avoid skipping topics to assist students in learning those topics.

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