



Challenges against Implementation of Social Studies Curriculum for Moral Development in Nigerian Junior Secondary Schools: Ilorin as Case Study

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Abstract, *this study explores the challenges against the implementation of Junior Secondary School Social Studies curriculum for moral development in Ilorin, Kwara State, Nigeria. The study is a qualitative one that employed a case study research approach. The qualitative tools of interview and observation were used to gather data to address the research questions. A total of 12 teachers with a variety of years of experience were selected to participate in the study. Purposive sampling procedures were used to select the sample for the study. For data analysis, teacher perspectives were gathered and examined for emerging themes and trends among teachers in their perspectives. The result showed that the junior secondary school Social Studies curriculum has content and teaching approaches that are suitable for students' moral development. Equally, the study revealed that class congestion, inadequate and inappropriate resource materials, wide syllabus and examination pressure were among the factors hindering effective implementation of the curriculum for moral inculcation. Some recommendations were also offered for the improvement of the Social Studies curriculum.*

Keywords: Social Studies curriculum, good character, moral development, Junior Secondary Schools

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INTRODUCTION

Building knowledge and virtue in the youth is of great importance for every successful community. The school is saddled with the responsibility to develop and build students' good character and moral and ethical values. As a result, education in Nigeria has geared towards the attainment of these national goal and objective of education to produce individuals who portray high quality of moral principles. The formal education in Nigeria is planned and carried out with the aim of benefiting individual students and the society at large (Federal Republic of Nigeria (FRN), 1998). This is because education is regarded as an instrument for social and economic reconstruction and intricately linked to nation building (Sam, 2010).

No nation can be imagined without the need for education for laying the foundation of a sustainable development of the nation and to pursue the right course in future. The Nigerian community needed prominent figures to fight for the development of the nation and who will bring progress to their society. Consequently, the National Policy on Education published in 1991 and improved in 2004 points out some specific aims and objectives of education that may help to develop high moral standards in individuals and make them able to actively participate in the developments of their society. These aims and objectives of education include:

- a) The development of the right type of values and attitudes for the survival of the individual and the Nigerian society, and

- b) The acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live and contribute to the development of his society (FRN, 2004).

To achieve the above educational aspirations, Social Studies was introduced as an important area of curriculum for primary and lower junior secondary education in Nigeria. Thus, Social Studies is seen as a subject that will help to develop students' moral and ethical values, knowledge and skills, values required to become an active member who will contribute to the development of their society and the nation at large (Abdul Kabir, 2013).

Therefore, after the accomplishment of independence in 1960, Nigerians had worked to create a federal and unitary form of government that could serve the Nigerians effectively (FRN, 2004). For example, nurturing patriotism, harmony, solidarity, and safety through the Social Studies education curriculum was attached to the National Educational Policy and national aspiration for citizenship education (FRN, 2004). Thus, the primary aims and objectives of Social Studies education curriculum in Nigeria are to develop learners' intellectual, spirituals, moral and ethical values.

Social Studies in Nigeria educational curriculum is regarded as a subject that is expected to foster knowledge, skills, attitude and actions in the learners. These values are believed to be important factors in human relationship in the society. Accordingly, Emiola (2021) is of the view that the goal of education in Nigeria is to nurture and produce students who will contribute to their communities and serve society as ethical citizens. These objectives could only be realised through social studies and religious education.

Therefore, Social Studies education in the Nigerian educational curriculum is given special importance on fostering a set of core values such as respect for parents and elders, respect for law, respect for others, justice and fairness, tolerance, cooperation, unity, peace-making,

empathy, and human dignity, responsibility, honesty, care, peace and harmony. Considering this, Nigerian policy recognizes the importance of Social Studies and makes it a core subject in Nigerian primary and lower secondary schools. Subsequently, Social Studies has become the medium through which our societal values are being taught to the learners.

Addressing the Problem

Despite all the benefits that may accrue from Social Studies education as stated above, Nigerians are still facing with various social, economic and educational difficulties regarding the structure of their school system. Today, social dilemmas among the youth and teenagers is alarming in Nigeria society and the condition got deteriorate day by day. Thus, the situation in Nigeria has deteriorated to the extent that social ill and many immoral acts are rampant among the youths who are secondary school leavers.

Furthermore, social ills among teenagers are at a level of concern and become a worrying phenomenon in Nigeria community. Presently, every news broadcaster in Nigeria is filled with stories about undesirable social ills among youth and teenagers apart from those shown on newspaper and television. As a result, the issue of moral decadence among young people is now a matter of urgent concern in Nigeria and other nations of the world.

These problems are not peculiar to Nigerian society; other developing countries are more or less facing the same problems. For instance, Malaysian teenagers are facing some social problems, including crime, violence, drug abuse, adultery, rapes, baby dumping and others. According to Seffetullah, Shahabuddin and Hairul Nizam (2015), the Malaysian youths are involved in various social issues, such as gangsterism, bullying, drug abuse, sexual misconduct, and many other crimes. It was reported that the corpse of a little girl was discovered at a bus stop close to Johor Bahru (New Straits Times, 2010). It was also reported that a fetus was dumped and later found in Bandar

Puteri Puchong, Selangor by the roadside (New Straits Times, 2010). Likewise, in the United State of America, according to the Office of the Assistant Secretary for Planning and Evaluation (ASPE), moral decadence ranges from teenage pregnancy and abortion, drug abuse, consumption of cocaine and marijuana, runaways' youths are among recognized social problems plaguing American community.

In that same manner, youth violence is rampant in Nigeria and Ilorin in particular. Ilorin, the capital of Kwara State, is a place well known among other states as the state of peace and harmony and the City of Scholars (Ilu Alfa). Ilorin used to be the most peaceful and safest place to live in Nigeria. However, it is very disturbing that presently the City is no longer safe for both young and adult citizens as series of inhuman activities is happening in Ilorin. Thus, there is an alarming rate of drug abuse, gambling, raping, abortion, cultist, exhumation of corpses, kidnapping, murder and selling of human parts for whatever reasons across the states. Commenting on the current situation of Ilorin, the former grand Kadi of Sharia Court of Appeal, Justice Abdulkadir Orire, among other Islamic leaders, said that "the menace of killing, selling and buying of human beings for ritual purposes are very rampant nowadays (Tribune, 24, September, 2017).

In spite of the level of education of her citizens as well as the natural endowment of the nation, Nigeria is still lagging behind morally, economically, socially and politically. What's amiss? It could be an indication that Nigeria education/social studies curriculum failed to achieve its supreme objectives, and that the school curriculum should critically be examined and attended to. Since the researcher believes that teachers' experiences in enacting social studies curriculum for moral development will have significant impact on their teaching process, the researcher saw it imperative to investigate the challenges facing junior secondary school, social studies teachers in their teaching and learning activities. Hence, this study sought to present observational evidence of the

challenges facing Social Studies teachers in using social studies curriculum for development of students' moral and ethical values.

Significance of the Study

The study is significance in a number of ways. The information generated from the results of this study will help government understand the condition and the challenges teachers encounter when implementing the social studies curriculum for moral development in Nigeria secondary school. Teachers' perspectives may also comprehend teachers' roles as crucial agent in a school setting. This information could help them understand the adjustments necessary in respect of the improvement of junior secondary school's Social Studies curriculum and its implementation with regards to the development of moral character in Nigerian citizens.

Related research

Most research on junior secondary school Social Studies curriculum in Nigeria focus on the degree to which the teaching of Social Studies creates educated individuals who can grow up to be responsible citizens and the extent to which it can cultivate and instill accurate values for the survival of the individual and society (FRN, 2004). The literatures on the junior secondary school Social Studies curriculum seem to have been focused mainly on cultural transmission (Uche, 1980), national integration (Okobiah & Udoh, 1984), international understanding (Mehlinger, 1981) and citizenship education (Onyabe, 1980; Okunloye, 1989).

Majority of curriculum reforms wanted to review social studies aims and objectives, methods, instructional materials and teaching methods required for the realization of Social Studies curriculum objectives. Similarly, studies on Social Studies have been carried out and reported by several investigators including those of Ogundare (1988) and Adekunle (1992) who explore the relationship between Social Studies and government and assess its adequacy as a background preparation to the

study of government as a subject at the junior secondary level.

Similarly, Jekayinfa (1996) examines teachers' perception of Social Studies education in Nigerian secondary school. The findings of Jekayinfa show that teachers have different perceptions about Social Studies subject. Several researchers' point out that the purpose of Social Studies is to facilitate students to gain require knowledge, skill and ability to make informed decisions for the society.

Yusuf (2007) examines the influence of teachers' variables on their use of community resources in the Ilorin metropolitan environment for Social Studies instruction. The result from this research indicates that the lack of experience; insufficient time allotted, little or no support from the administrators; lack of sponsorship, training and workshop for teachers all prevent an effective implementation of community resources. He concludes that most of Social Studies teachers did not utilize community resources in their teaching practices. The study by Ogunsanya (1984) indicates that the attention given to the development of desirable attitudes and values in Social Studies through the careful design of programmes of related activities and deliberate and systematic teaching of these values make the subject unique. Okunloye (1989) explores the conflicting conceptions of Social Studies Curriculum goals in Nigerian junior secondary schools.

Some investigators claim that Social Studies education in Nigeria is a subject that intends to develop good moral conduct in the students (Lawton & Dufour, 1976). However, the current Social Studies curriculum emphasises the development of rational thinking. Indeed, Social Studies in Nigeria is focused on social attitudes and character development (Ogundare, 1988). Omare and Iyamu (2006) explore the affective evaluation competencies of Social Studies teachers in secondary schools in Western Nigeria. Their findings point to the need to create an orderly and effective change in the curriculum, set new priorities for schools and establish a system for evaluating and rewarding teaching.

Opo and Sunday (2014) examine the introduction of Social Studies Education in Nigerian schools with a view to determine its success or failure. The findings of their Study revealed that the introduction of Social Studies Education in Nigerian Schools is a failure than success which implies that Social Studies as education had not really achieved its aims and objectives in Nigerian schools.

Focus of the research

Building on the previous research, the researcher interviewed public school teachers to find out: What are the factors that influence the implementation of junior secondary school Social Studies curriculum for moral development in Nigerian secondary schools? Specifically, the researcher wanted to know: (a) what are the teachers' belief about the Social Studies curriculum for moral development? (b) how do the teachers implement Social Studies curriculum for moral development? And (c) what are the teachers' experiences of enacting the social studies curriculum for moral inculcation?

METHOD

Basically, the study is a qualitative research that employs case study research design. Qualitative research is defined as an approach to social science research that emphasizes collecting descriptive data in natural settings, uses inductive thinking, and emphasizes understanding the subject's point of view (Bogdan and Biklen, 2003). Holloway (1997) defines qualitative research as a "form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. He explained further that researchers use qualitative approaches to explore the behaviour, perspectives and experiences of the people they study; the basis of qualitative research lies in the interpretive approach to social reality. Thus, qualitative research is important in illuminating the participants' experiences (Holloway, 1997).

Given the fact that examination of the challenges teachers' experiences in enacting

Junior Secondary School Social Studies curriculum for moral development is the focus of this study which reflects teachers' perceptions, a qualitative research design appears to be most befitting. Therefore, a case study research approach is considered the most suitable for the study. The study adopted a case study research approach in carrying out the investigation.

Case study research design was chosen because of its fitness with the research objectives and its ability to convey a profound understanding of an individual's daily life and the meanings and explanations of individual experiences (Van Manen, 1990). Case study researchers intend to produce comprehensive data and analyses of a single or multiple cases like study of an individual as a case study, a group of people, an event or a program, (Yin, 2003). When conducting the case study research, the essence are "to gain in-depth understanding of the situation and meaning for those involved" (Henning, Van Rensburg & Smith, 2004, p. 39) and develop an anemic understanding of the case. Considering the issues of uniqueness, to have a profound knowledge of the phenomena under study and to make the findings more predisposed and generalization Miles and Huberman (1994) ; Creswell, (2009), case study research approach adopted for this study.

Selection of the Participants

Since the focus of this study is to examine the challenges against the implementation of Junior Secondary School Social Studies curriculum for moral development. Therefore, twelve teachers selected from different public secondary schools formed the core of the investigation. This study also treated the classrooms of the twelve teachers as cases. Therefore, the participants in the study were randomly selected by "purposeful sampling." The sampling is based on the assumption that the researcher wants to discover, understand, and gain insight from a situation. The concepts that the researcher used for the selection included convenience, teaching experiences, and willingness to share their

lived experience in and outside the classroom.

Data analysis

The methods and techniques of qualitative data analysis were employed to analyse the interview transcripts. The researcher read each interview transcript thoroughly to comprehend the main idea of the interview in a holistic way and analyse it in a systematic manner. This involves reading the transcripts several times to categorize sentences and phrases that are most appropriate to the phenomenon under study and thus connecting such a reference to the main themes.

RESULTS AND DISCUSSION

Research question 1: What are the teachers' belief about the Social Studies curriculum for moral development?

Analysis of the interview documents in responding to probes about teachers' perception of the Social Studies curriculum for moral development illuminated that all the participants' teachers recognized the importance of Social Studies education in the society and acknowledged the strength of its curriculum for moral inculcation. Majority of the participant teachers expressed that the Social Studies as a subject includes various issues of the society and cover a number of content developed from history, geography, political science, economics and sociology. Some of the participant teachers expressed that the goal of the subject is inculcate good moral values in learners and prepare them for their future as well as participating in the development of the society. One of them reported that "*the primary goal of social studies is to prepare the students well so that they will be able to perform their roles and responsibilities and make significant contributions to the society*".

From another respondent teachers' view "*Social Studies cover so many topics as well as related courses and topics that teaches and promote morality, it teaches the students their right and duties towards their parents, teachers and to their fellow students and friends*". Another teacher echoed these

sentiments when he expressed that *“one of the aims and objectives of Social Studies education is to develop of good sense of moral and social responsibility in the learner, and making the learner to become functional citizen of the community. Furthermore, the participants’ teacher stressed that the organization of various material into a standard curriculum enabled them in teaching students and develop good values in them.*

From another teachers perception, she reported that *“...with the help of Social Studies we can able to develop good habits in the students, because Social Studies itself is a subject that solves the problem in the society. And with the help of this, in like teaching them fundamental human right, something like socialization, something like respect for elders, so all these moral something was there in the Social Studies curriculum and by teaching them all these can help the students a lot if they abide by what they have been taught”.*

Contrarily, one of the respondent teachers remarked that: *“...in that of the curriculum much emphasis is laid on the economic and the social values than the moral inculcation. So in terms of moral development you could only see a few topics that talk about politics where we talk about the quality of a good leader. As I said most of the topics are about economic life and social life of the people so it is only a few of them that talk about moral development”.*

However, they all anticipated that little attention was being paid to the subjects by some students, teachers and the government. The following respondent expounded further *“My perception about Social Studies is that Social Studies subject is a very important subject among other school subjects that help students gain required knowledge...”*

Another respondent teacher in this similar trend reveals that: *“What I believe is that Social Studies subject is of great importance because it teach the learner about their social and physical environment and give them awareness about their responsibilities and duties to their country and it is curriculum is well designed”.*

A teacher also echoed him when she explained that: “... Social Studies is one of our school subjects that we cannot overlook its great importance. In fact, I like and enjoy teaching it not only because it is an important subject, but because it encompasses basic concepts that can apply in a wide range of situations....,”

Similarly another teacher noted that *“although Social Studies is a subject that integrate the study of social sciences and humanities to promote civic competence in the learners but little attention has been paid to Social Studies by our government...”*

Another teacher also echoed these sentiments when he expressed that: *“Social Studies curriculum is quite alright, all the topics contained in the curriculum are the topics that are really relevant to the learners but instructional materials and time provided for Social Studies subjects were too little”*

Drawing on the synthesis of the narratives offered by the respondents, it is apparent that junior secondary Social Studies curriculum encompassed the goals of Nigeria Philosophy of Education, which includes the development of the individual into a reasonable and effective citizen (FRN, 1981). Teacher statement also compares to the submission of Adeyemi and Onigiobi (2020) that the philosophy of education in Nigeria includes cultivating national consciousness and unity, developing good values for the survival of individual and of the society, economic advancement and imparting knowledge for understanding the world of individuals in the society.

Research question 2: how do the teachers implement Social Studies curriculum for moral development?

It is obvious from the findings of this study that inculcating moral values in the students through Social Studies subject depend on the exposure to methods, techniques and strategies of teaching. Based on the participant’s response to the interview questions, it is clear that they believed that the objectives; activities and methods stipulated in the curriculum

could very much help the students to gain the necessary skills and knowledge.

In responding to the question on how do the teachers implement Social Studies curriculum for moral development. All the participants shared the same opinion regarding the effective means of teaching Social Studies as they all began their responses similarly that they considered students' ability and capacity before choosing which method to use with which topic. Among the claimed made by the teachers includes:

"I mostly use group discussion, and sometimes I use lecture method, so these are the common methods that I use". In response to the same question, another respondent teacher stated that: *"I first find out what they know about the lesson before, that is their previous knowledge, and then try to link the new topic with their past knowledge, most of the time I let them discuss in group to gain better understanding of the lesson.*

Another teacher echo same sentiment when he expressed that: *"I always think of my students and carefully select the topics that I am going to teach them and what are the best method and materials to accomplish the topic. I always think of the material that can be easily gotten either by myself or asked the students to bring needed materials"* one teacher added that *"...I teach them using inquiry methods to enable them to go and look for more information about the topic on their own"*.

In addition, one of the respondent also conveyed that: *"No method is superior and we can adapt to a single method, it depends with the topic because there are some factors that we need to consider before adopt any method, for example like age; we must consider the age of students because, ...maybe we want to treated sexual harassment to the students we must consider their age before adopting any method, that of topic of marriage we use dramatization, role play methods; demonstration and excursion, group or individual assignment method etc."*

Based on the participants' response to the interview questions, all the teachers

interviewed mentioned using a wide range of appropriate and cooperative learning methods such as dramatization, discussion, Socratic, questioning and inquiry methods. However, evidence from classroom observations indicated that most of the teachers used more teacher-centred classroom practices, which denied students any active involvement in the classroom activities. For example, the students' main activities in the class were in the form of answering oral questions, listening to their teacher lecturing and writing down notes. In the class I observed, the teachers rarely used a method that was student-oriented; their teaching method is mainly teacher-centred in nature. This implies that teachers were merely teaching facts and wanted to cover all the areas especially those that were frequently asked in the examination.

Apparently, teachers perceived this examination-oriented approach as the most efficient way of covering the wide syllabus within the short period of time. This method, however, cannot help to develop the required knowledge, skills and moral values in the students. This is the reason why Falade (2008) claimed that the conventional method of teaching has been adopted by teachers in Nigerian schools.

The respondents' teachers in this study claimed using methods such as Socratic, discussion and others in their teaching. Contrarily, what was observed in the classrooms was that what the teachers referred to as 'discussion' with students was actually telling the students about certain issues and then asking them oral questions based on what they had been lectured on. When the students responded in a single word or simple sentences what they got through rote learning, the teachers referred to that process as 'discussion method'. This is corroborated by the observation, in which I saw a teacher led all of the discussions with prepared questions and asking students to follow along with a predetermined sequence of activities. However, through discussions the teachers and the students should contribute to the topics. By engaging in discussion, each member of the class should express their views on the topic rather than

the teacher giving his or her own views alone.

According to Dillon (1994) the discussion is unique only if it focused on a single issue. He discourages teachers from interrupting the discussion and recommends that teachers use statements, signals, silence, and questions from pupils to stimulate thinking and move the discussion along. However, if this assumption is applied to the classroom observation of this study, it would be accurate to say that a true discussion did not take place. What was observed in all the classes was that teachers wrote notes on the chalkboard and the students copied them down in their notebook and then later some explanations of the notes were given.

Furthermore, the analysis of classroom observations supports the fact that the teacher planned the lesson from the curriculum guide; however, their major concern was on knowledge achievement. For this reason, they planned their lesson in a way they could enable students acquire the required knowledge for the Junior WAEC (West African Examinations Council) examination. Thus, lessons were focused on the knowledge acquired, which did not allow activities for the development of moral values and formation of attitudes. This implies that the mandated examinations greatly influenced teacher's decisions in planning lessons for moral development.

Research question 3: What are the teachers' experiences in implementing social studies curriculum for moral inculcation?

The findings of this study point that there are many problems surrounding the effective implementation of the junior secondary school's Social Studies curriculum for moral development in Nigeria secondary schools. For example, some teachers identified negligent attitudes of the government, inadequate material resources, class congestion, no incentive for teachers, no substantive salary, problems of practical application, exclusion of the subject in senior secondary schools, time factor, inadequate qualified teachers, lack of

suitable and adequate textbooks, lack of effective supervision and evaluation of Social Studies curriculum. The participant also claimed further that students family backgrounds issues as well as negligent attitudes of parents towards their children's education also constitute to the challenges faced by teachers in nurturing students' ethical values. For instance, A Teacher reported that:

There are many problems that we are facing in teaching and cultivating societal and good values in our student, One, we're facing problem of instructional material. Two, we are facing problem of the learners in terms of cooperation; the students are not cooperating until we use copra method that the punishment which the government disagree with. And also we are facing problem of insufficient time to complete our task.

Similar to the above claimed, one of the respondent teachers explained that: "*one of the major problems we are facing as a teacher is teaching aids, teaching aids are not provided in most cases we go on improvisation...*" Another respondent reported that "*among the crucial problem I as social studies teacher has been facing since I joined the service are firstly lack of relevant materials, students' cooperation and attitudes of some parents towards their children's education, insufficient time allotted for the subject in the school time table, poor motivation and remuneration for us teacher to mention but a few among the problem facing us*" Similarly, another participant expounded further that:

...the time schedule for teaching of Social Studies is 45 minutes and in a situation whereby one want to explain one certain concept that go beyond spending 45 minutes and this 45 minutes is schedule per each class and has three period per week so of which one will not be able to cover you know the topic schedule for that week so in this regard I'm imploring the government to please extend the period for this subject instead of three times in a week may be should be having it four or five period per week.

The study considered time allocated for inculcating moral values in the students and teaching Social Studies to be inadequate and insufficient for syllabus completion. In support of this finding, Ogunyemi (2011) explain that due to the lack of teaching materials with inadequate time allotted for Social Studies in Nigeria school timetable, teachers were not able to implement the curriculum effectively in their teaching practices nor able to inculcate moral values in students. By implication teachers may not be able to cover the syllabus contents nor able to cultivate good values in the students due to the lack of resource materials and the lack of adequate time.

Another major problem identified by teachers facing them in their process of teaching social studies subject and nurturing students' moral is said to be the impact of the Ministry of Education that makes students more interest in certificates than the knowledge acquired as the subject is not included in the senior secondary curriculum. This is compared with the findings of Adesina and Adeyemi (2005) cited in Agnes (2008) who identified the failure of the Ministry of Education to include Social Studies the curriculum of senior secondary school contributes to the problems facing the subject in Nigeria. Similarly, Iyang (2009) opines that "nonchalant attitude of the Nigerian government to the state of education in the country contributes to the problem of ineffective teaching and learning" (p. 684).

However, this study found that there are disconnections of Social Studies education in senior secondary schools in Nigeria. This disconnection of concepts is what Griffith and Barth (2006) refer to as a spiraling curriculum. They contend that the idea of the spiraling curriculum is in making the connections between the knowledge students learned at one level as a basis for learning more complex forms of knowledge at succeeding levels.

Furthermore, another significant problem identified by the teachers who participated in this study is the lack of suitable and adequate textbooks. The participants' teachers asserted that they are

facing the problem of non-availability of the necessary materials to make the curriculum work successfully. Majority of the participant teachers reported that most of the available textbooks currently using for social studies are purely historical and geographical in contents which lack both methodological and practical aspects of Social Studies as well as its moral and value inculcation.

Another problem identified by the participants is class congestion. The participants reported that class structure also posed great challenges to the delivery of the Social Studies curriculum. Thus, they reported the problem of overcrowding and over population of students in a single class with a single teacher. This also serves as a constraint to successful implementation of the curriculum in both primary and secondary schools in the state.

Material resources are among the major problems that hindrance the effective implementation of the Social Studies curriculum for moral development in this study. It requires both human and material resources, and strategic planning to realize the prime aims and objectives of Social Studies curriculum. This study also reveals that both human and material resources are big challenges that influence successful implementation of Social Studies curriculum in Nigerian secondary schools. As opined by Adeyinka (2000), after teachers know their content area, the next step is the selection of resources for effective teaching. Unfortunately, this is not the case in Nigeria. This study reveals that teachers faced a serious shortage of resources that they needed to accomplish the curriculum. This finding is corroborating Onyeachu (2008) who admits that Nigerian secondary teachers were not able to teach effectively due to the lack of instructional materials. Therefore, some of the teachers who participated in this study emphasized that allocating sufficient time, training and support from the government were also important to accomplish the aims and objectives of Social Studies education.

Furthermore, several participants also identified inadequate motivation given to

teachers as among the major factors militating against the achievement of Social Studies objectives and curriculum's implementation. For instance, a teacher expressed that *"On the issue of motivation I can boldly say that there is no motivation except than that of our salary which itself is nothing to talk about"*. Another teacher echoed these sentiments when she expressed that: *we are not motivated at all, no incentive for the job, poor salary structure, late payment of our salaries and allowances, non-inclusion in decision making in matters concerning us, except for that we are having our salary at the end of every month"*. This finding is corroborating to the submission of Adesina (2010) that poor motivation and remuneration for teachers; corruption by law enforcement agents and politicians; and the inconsistencies of government policies with regard to education are some of the problems militating against the achievement of Social Studies objectives in Nigeria. Similarly, Ofoegbu (2001) also noticed that the lack of insufficient or non-motivation of teachers affects their teaching practices.

Discussion

The findings of this research highlight the fact that Social Studies is the mother of all other subjects which has imparted much knowledge and many benefits for the students. The majority of the participants claimed that Social Studies teaches students to draw together their personal experiences and the experience they gained through learning as well as finding solutions to future challenges. The study also discovers that Nigerian junior school's Social Studies curriculum, if it is fully implemented, will cause students to be knowledgeable, skillful, be of high moral standard, responsible, good decision makers and problem solvers. In confirming some of these participants' responses, Akinseye (2008) opines that Social Studies is destined to help inculcate the masses with desirable social habits, attitudes as well as acquire useful manipulative skills of problem solving in the society.

However, there are a number of problems according to the findings of this study that militate the achievement of Social studies to cultivate student moral and ethical values. This includes: lack of instructional materials, poor teaching methods, over population, in inadequate allocated time for the subject, lack of adequate motivation for teachers, poor or no-motivation for teachers, selection of appropriate methods and organization of resources to cover the Social Studies curriculum among many other factors.

Additionally, the participants claimed that the school or the curriculum alone cannot do this great task of developing good character and attitudes in the students as it requires parents' effort and public effort as well. To them, societal leaders are also needed to serve as good and exemplary leaders for the society to emulate. In support of this finding, Bamidele (2008) attests to the fact that there is a need for the government and every stakeholder in the society to be involved in bringing morality back to Nigeria. Likewise, Falade (2008) views that training for effective citizenship should not be restricted to the formal curriculum alone.

By implication, the curriculum alone cannot be solely relied upon for development of moralities in the students. Perhaps it requires individuals and parents to make the effort, or the curriculum itself needs to be reviewed and be given more emphasis on moral equality with economic and societal values. In light of this assertion, there is the need to direct all educational efforts at moral and value education, in an attempt to produce good students in Nigerian society in general and in Ilorin Kwara State in particular.

As such, it is not overstretching to conclude that Nigerian junior secondary school's Social Studies curriculum is rich and capable of developing good values in students as well as meeting the immediate and future needs of the learners if stakeholders, parents and teachers work hand in hand to realize the Social Studies objectives.

CONCLUSION

The analysis of this research findings indicates that the Social Studies curriculum is matched with the Nigerian educational philosophy to inculcate the right types of attitudes in the learners and producing individuals who will actively participate in the development of the society. It is also discovered that Social Studies aims to prepare students with the skills and knowledge to fight corruption and other social vices in the society and its curriculum is geared towards this end. However, the study revealed a number of challenges facing teachers inhibiting the successful implementation of Social studies curriculum for moral development among the youth in Nigeria. Based on some of these findings, the following recommendations are made.

1. The effective implementation of the curriculum is dependent on teachers' knowledge and skills. Efforts should be made to organize seminars, forums, training and workshops for teachers.
2. Teachers should be empowered and exposed to a variety of ways of improving their own knowledge and skills.
3. The insufficient time allocated for the subject also hinders the effective implementation of the Social Studies curriculum for moral development. Therefore, the study recommends review and increase in the length of the time allocated to the subject.
4. The government should provide enough and relevant teaching materials and adequate textbooks for Social Studies education to accomplish its aims and objectives among junior secondary school students in Nigeria.
5. Teachers should be motivated in terms of timely payment of their salaries and other entitlements, similar to what their colleagues in other professions receive.
6. Proper monitoring and supervision of the implementation of the curriculum should be done and feedback given to the appropriate authority to ensure its effectiveness and accomplishment.

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