

Exploring the Global Emergence of Social Studies at Junior Secondary School: A Glance on Literature Review

Setwin Mutau Mufalo^{1*}, Gistered Muleya², Francis Simui³

¹*Mishikishi Secondary School, Masaiti, Zambia*

^{2,3}*Institute of Distance Education, University of Zambia, Lusaka, Zambia*

**Corresponding Author*

Abstract: The main purpose of this paper is to review literature on the emergence of the contemporary Social Studies on a global scale. It has been established that there is a controversy among Scholars on the global emergence of Social Studies, its definition, content and purpose. The paper has also established that Social Studies was being taught by teachers who are specialised in other social science subjects such as History, Geography, Civic Education among others. It has also been noted that Social Studies teachers face a number of challenges during their course of duty such as lack of teaching and learning materials, marginalisation of the subject by relevant authorities, limited instructional time and substandard text books used among others. Therefore, the established challenges have even contributed to poor academic performance of learners in Social Studies which is being experienced globally more especially in developing countries. Consequently, it is recommended that the government through Ministry of General Education (MoGE) should train and recruit qualified and competent Social Studies teachers to teach the subject at junior secondary school across the country to mitigate the challenge of the subject being taught by teachers trained in different subjects. Also, the MoGE and the Curriculum Development Centre (CDC) should collaborate and allocate more periods to the subject from the current 6 periods per week. Furthermore, it is recommended that the MoGE should strengthen Continuous Professional Development (CPD) activities in schools in order to reinvigorate pedagogies among Social Studies teachers. In addition, the government through the Ministry of Finance (MoF) should allocate more financial resources to the MoGE so that teaching/learning materials are procured for various schools across the country. Lastly, it is recommended that Social Studies teachers should integrate a variety of methods, techniques and strategies during the teaching process to enhance subject delivery.

Keywords: Curriculum Reforms, Emergence, Junior Secondary School, Pedagogical Content Knowledge, Social Studies

I. INTRODUCTION

The literature review in this article is an excerpt from the doctoral thesis of the principal researcher. The paper explores the global emergence of the contemporary Social Studies at junior secondary school. Therefore, the review begins with the understanding of curriculum reform because to some extent it is connected to the contemporary emergence of Social Studies in certain countries.

II. SIGNIFICANCE OF THE PAPER

This review might be relevant to educational policy makers more especially in the Ministry of General Education as it might enable them institute measures to mitigate challenges faced by Social Studies teachers through the enhancement of the Social Studies curriculum and improve funding towards the subject. Also, it is expected that this paper may help Social Studies teachers to appreciate some of the challenges they face and come up with necessary measures in order to enhance their pedagogical skills. Additionally, the review might be relevant to other researchers who may want to conduct further research in the field of Social Studies. Furthermore, this paper will add more knowledge in the field of Social Studies.

III. LITERATURE REVIEW

3.1. Meaning of Curriculum Reforms

Curriculum reform as a concept is interchangeably used with curriculum development, curriculum change, educational reforms and curriculum innovation. This position is supported by Amino, Bosire and Role (2014) who stated that curriculum change is known by other terminologies such as educational reforms, curriculum development and curriculum innovation. Therefore, curriculum innovation means introducing a new curriculum while curriculum development and curriculum reforms refer to a general improvement of what is already existing (Fullan, 2007; Fullan, 1982; Fullan and Pomfret, 1977). This means that under curriculum development and curriculum reforms, the curriculum is not overhauled completely but amendments are made on the document in order to meet the specific outcomes or expected educational goals. Van den Akker (2018) also describe curriculum development as a comprehensive and systematic process to transform ideas about desirable aims and contents for learning into documents that stimulate instructional practices that foster learning activities and experiences that lead towards intended outcomes.

3.2. Emergence of Curriculum Reforms

The notion of curriculum reforms came into the minds of the people in the United States in the 1940s (Schubert, 1993). This notion was triggered by the destruction of mankind during the Second World War. As a result of this destruction of mankind, people wanted to find means and ways of how to prevent such similar occurrences in future. According to Cawelti (1985), the notion of curriculum reforms was also necessitated by a substantial increase in the number of high school graduates in the United States of America at the beginning of the 1940s where 49% of seventeen-year-old young men and women graduated from high school and by 1950 the number had increased to 57%. Furthermore, Schubert (1993) stated that there was an influx of members of the military who entered college after the Second World War and these gains in student populations affected all levels of education by bringing a broader population to the curriculum encounter and debates were therefore, heightened about what knowledge and experiences were most worthwhile for the new group. Arising from this phenomenon, different stakeholders argued that the 40 percent of the students needs were met hence they advocated for “life adjustment education” which would meet the needs of the vast 60 percent of students who they claimed had been essentially ignored (Schubert, 1993).

Arising from the aforementioned concerns, the year 1953 marked the beginning of curriculum reforms in the United States of America and Schubert (1993) posited that “the nation had begun to question the schools, to force them back to the basics, to the essentials. Rudolf Flesch (1955) severely criticized reading instruction in *Why Johnny Can't Read*; English professor Arthur Bestor (1953) called the schools ‘educational wastelands’ and later (1955) called for ‘the restoration of learning’; Albert Lynd (1953) coined the phrase ‘quackery in the public schools’; and Hyman Rickover (1959) in *Education and Freedom*, spelled *freedom* with *control*”. Therefore, the educated elites of that time wanted to find ways of enhancing the curricular at all levels of education in order to meet the demand of the technological world. This was because there was wide conviction among the people that the education system which was being offered to the citizens did not meet the aspiration of the society as a whole. On 4th October, 1957, the Soviet Union put a Sputnik 1 in orbit and that new turn of events shocked the United States and the research on teaching and learning that had gone virtually unnoticed since the late 1940s (e.g., Max Beeberman’s work on mathematics education at the University of Illinois) was brought immediately to the centre of attention in 1957 as a basis to regain the competitive edge in the space race (Schubert, 1993). This event brought panic to the Americans who interrogated the challenge and lapses in their education system (Hodge, 2007). According to Mulenga and Kabombwe (2019), this situation brought the idea of developing the Competence-Based Curriculum (CBC) in USA education system which was to be imparted into learners in schools and teacher education institutions. Therefore, introduction of the

Competence-Based Curriculum in the education system was considered to be a panacea to some of the challenges the citizenry were encountering.

It is against this background that countries globally saw the need for curriculum reforms and innovations in order to meet the demands and needs of their citizenry as well as technological advancement. Therefore, the emergence of Social Studies in certain countries might have been necessitated by curriculum reforms. Arguably, educational reforms are necessary because they enable people to improve their educational competence as well as their society as a whole. This notion is in line with the position of Hanushek (2005) who opined that when people receive relevant education in a country, it may result in higher rates of investment, making them have the ability to produce and introduce new and better technologies for the benefit of the citizenry.

3.3. The Meaning of Social Studies

According to United States Bureau of Education (1916), Social Studies is described as the subject which relate to the organization and development of human society, and to man as a member of social groups. This was one of the earliest descriptions of Social Studies in the 20th century. Also, Social Studies can be defined as the study of people in society and how they relate to each other (Osakwe, 2010). In other words, Social Studies is a subject which equips learners with relevant competences to enhance critical thinking as well as enabling them to relate well with friends, families and other social groupings for the betterment of the society as a whole. Similarly, Johnson (2010) described Social Studies as a dynamic process that uses knowledge and skills for greater understanding of self, others, societies, institutions, nations as well as environments.

3.4. Contemporary Emergence of Social Studies on a Globally Scale

There has been much controversy among different scholars on the emergence of Social Studies with regard to the specific country where the subject exactly emerged from. These contentions also include the definition of Social Studies, its meaning, purpose and content from the time the subject was introduced (Castro and Knowles, 2015; Ross, Mathison and Vinson, 2014; Karabulut, 2009; Evans, 2004). Therefore, countries may define Social Studies according to their own perspective. This aspect entails that there is no universal description of Social Studies.

One of the scholars with a contention on the emergence of Social Studies is Saxe (1991) who argued that Social Studies originated from Great Britain in the 1820s and quickly moved to United States. Saxe (1991) further argue that Social Studies did not originate in the United States as argued by many writers with the examination of the development of history as a field of study in the nineteenth century which even had a extension into the twentieth century. Consistent with this

narrative, Jarolimek (1981) adds that subjects such as Geography, Civics and History dominated social science courses found in the early secondary school curricular in United States. The beginning of Social Studies in the United States can be traced in the text books of that time since they were the best resources (Hooper and Smith, 1993; Smith and Vining, 1990) as cited by Dwomoh (2018).

3.4.1. Asia

According to Morris, McClelland and Wong (1997), Social Studies in Hong Kong emerged in the twentieth century. But before that, the subject was offered at junior secondary level through other subjects such as Geography, History and Religious Studies. Later on Social Studies was provided through Civics which was introduced as a result of the civil war between Hong Kong and China in order to counter political propaganda in schools as well as enabling new comers such as refugees to adapt to the lifestyle of Hong Kong (Morris et al., 1997). In 1975, the subject was formally introduced at junior secondary school level in the country in order to replace the colonial content with the material that would build confidence, sense of national identity and patriotism among the citizenry (Deng, 2007; Bray, 1997) in Ramsook (2016). Arising from this development, three (3) Colleges of Education in Hong Kong then introduced Social Studies courses for students which saw the birth of Hong Kong Association of Social Studies in 1979 which even published teaching kits, and organised capacity building workshops for teachers (Morris et al., 1997).

The government of Philippines through the Department of Education revised the curriculum for the junior high school in 2012 (Serafico-Reyes, 2017). One of the reasons for the review was that the junior high school Social Studies curriculum was highly disciplinal in nature hence the need to review it and bring on board the curriculum which would develop civic competence among the citizenry (Serafico-Reyes, 2017). The author further stated that the subject was also introduced as a result of the government's commitment to impart the citizenry with competences which were necessary in order for them to be able to respond to the growing demands of the 21st century. In order to realise this dream, the government cemented the Social Studies curriculum through the introduction of the Republic Act 10533 of 2013 (Rogayan and Villanueva, 2019). Therefore, the ultimate goal of Social Studies at secondary school level in Philippines is to impart learners with necessary knowledge and competency so that they may actively participate in national activities and beyond (Serafico-Reyes, Sjamsuddin, Wiriaatmadja and Hasan, 2018).

In Japan, it has been established that Social Studies was being taught as a school subject since the end of the Second World War thus introduced into the school curriculum in 1947 (Ikeno, 2012). The author further added that the main aim of Social Studies was to cultivate the basic civic qualities which were necessary to be a builder of peaceful and democratic

nation and society living in international society. Civic qualities are very important because they enable people to become responsible citizens who can also actively participate in community and national activities for the benefit of not only themselves but also the nation as a whole. This statement sits well with the position of Banks (1990) who stated that the major purpose of Social Studies is to prepare citizens who can make reflective decisions, actively take part in civic life of their local communities and the nation at large.

3.4.2. Europe

South Korea is one of the countries in Europe where the emergence of Social Studies can be traced way back during the period of the American military governance (1945 to 1948) (Jho, 2006). He further adds that the period of American military governance was the era when educational committees comprising the American military officials and hand-picked Korean scholars embarked on overhauling colonial school subjects. According to Jho (2006) citing Cumings (1997); Lee (1992); Yoo (1992), the main purpose of these educational committees was to eradicate militaristic and indoctrination-style school curricular and replace them with new subjects which were deemed to be compatible with that of the United States. This was so because the colonial education curriculum was perceived not to be inclusive as it was meant to champion the agenda of the elite colonial minority. Due to this perception, in 1957, Social Studies was formally established in the curriculum as a school subject in South Korea which was backed by the Education Law of 1954 (Hollstein, 2018). The purpose of introducing the subject was to cultivate democratic citizens equipped with knowledge, values and attitudes for the common good of the society (Zhao et al., 2007) in Hollstein (2018). Despite the subject been listed as 'Social Studies' in the official national curriculum, the subject was being taught as separate subjects at junior secondary school such as Geography, History and Social Sciences (Sung, 2010; Korean Ministry of Education, Science and Technology, 2007) as cited by Hollstein (2018).

Denmark introduced Social Studies (Samfundsfag) in the school curriculum as a separate subject in the 1960s (Hansen, 2020). Furthermore, Hansen (2020) posits that political education (Civics) is the subject which was being taught to learners which was integrated in History which was a compulsory subject at junior secondary school. The main purpose of introducing Social Studies in the school curriculum is to prepare people for both citizenship and education (Hansen, 2020). Preparing for citizenship meant that learners should be imparted with knowledge, skills and values necessary for their well-being. Similarly, education for citizenship implies that the recipients should be equipped with relevant knowledge and understanding, skills, disposition and values (Magasu, Muleya and Mweemba, 2020a).

In Turkey, Social Studies was officially introduced in the school curriculum in 1996 (Tarman and Acun, 2010). The authors also state that Social Studies "is an important teaching

discipline to equip individuals with the necessary knowledge, skills, values and attitudes to operate efficiently in a knowledge society” (2010: 2). In 2005, the Social Studies curriculum was renewed and its vision was to bring up effective and productive citizens who would adopt democratic values and have advanced thinking skills (MEB, 2005) as cited by Ciftci (2013). The other purpose of Social Studies was to impart into people democratic competences which would enable them to have and adopt the democratic life style (Karagozoglu, 1996 in Ciftci, 2013). Therefore, “Social Studies is a dynamic process that uses knowledge and skills to enable greater understanding of self, others, societies, institutions, nations, and environments....it has the potential to become a vehicle for improved community, national, and global citizenship” (Johnson, 2010: 1).

3.4.3. North America

The introduction of Social Studies into the national curriculum at both primary and secondary school levels in Trinidad and Tobago was necessitated by an individual (Ramsook, 2017). The Subject was introduced during the early post-colonial period in 1962 (Ramsook, 2016). It was meant to promote civic-mindedness, social awareness, national building, national consciousness and development of a sense of belonging among the citizenry (Ramsook, 2016). In other words, the citizens were seen not to be united and lacked patriotism which were cardinal pillars for national building. Hence, the introduction of Social Studies as it equips learners with knowledge and understanding, application of knowledge as well as attitudes and values.

In the United States, Social Studies emerged in the school curriculum during the period 19th and 20th century (Ross et al., 2014; Karabulut, 2009; Crocco, 2004). According to Nelson (1994; Bureau of Education, 1916), subjects which were integrated into Social Studies which were being taught at junior secondary school were; Geography, History and Civics. The introduction of Social Studies into the school curriculum in the United States during the 19th and 20th century was triggered by a number of reasons. According to the Committee of Social Studies chaired by Thomas Jesse Jones in 1912, the subject was meant to develop citizens with community devotion, independent character and sound mind (Crocco, 2004). In other words, the subject was introduced in order to build good behaviour among the citizenry as well as uniting them for the common good of the society.

Further, it was introduced to ensure that those immigrants who came from Northern and Western Europe integrated well in the American society because they had a challenge to integrate fully into the political arena (Crocco, 2004; Nelson, 1994) because of the ethnical background. Also, its introduction was necessitated by industrialisation, urbanisation as well racist reactions from the natives due to the influx of new comers in order to mitigate such challenges (Broom, 2007; Crocco, 2004). Therefore, Social Studies was perceived as a necessary vehicle in fostering caring citizens

(Lynn and Lynn, 2000; Wilson, 1991). In addition, the government of the United States saw it fit to introduce Social Studies in the school curriculum as a tool which would eradicate gender imbalances and cultural differences among others so that the citizens could be brought closer to essentials of civilisation. The reason corresponds well with the idea of Saxe (1991) who posited that the emergence of Social Studies was as an attempt to use education as a conduit in the promotion of social welfare an idea which was influenced by Americans and other people. The New Social Studies Movements of 1960s in United States of America contributed also to the development of Social Studies. The main contributing factor to this development was that the movements emphasised much on real life situation in the classrooms and skills development such as critical thinking and reflective thinking (Tarman and Acun, 2010).

3.4.4. African Continent

Before the modern Social Studies was introduced on the African continent, different communities across the continent had their own indigenous education where Social Studies content was encompassed. It is suffice to mention that this type of education had different names according to respective ethnic groupings. But it was commonly known as traditional African education or African indigenous education. African indigenous education is a process of passing inherited knowledge, skills, cultural traditions, norms and values of the tribe from one generation to the other (Mushi, 2009). This was a type of learning where a person progressed through predetermined stages of life from cradle to grave (Cameroon and Dodd, 1970).

The objectives and content of this type of education across the continent were often similar although the modus operandi was different and the organisation of education was dependent upon the powers of tribal social division, family, village, clan and chiefdom (Adeyemi and Adeyinka, 2002; Kelly, 1999; Nelson, 1994). The African indigenous education aimed at inducting the members of the society into activities such as self-reliant skills, economic, social and cultural values of the society (Okoro, 2010; Mara, 2006; Adeyemi and Adeyinka, 2002). According to Omolewa (2007), each person in the community was practically trained and prepared for his or her role in society. As a result of this training, people acquired some practical survival skills which enabled them to become self-reliant and also be able to assist others in the society. Therefore, this type of education was cardinal for the well-being of the society because it promoted peace and sound human relations within African societies (Okoro, 2010). Thus, harmony and well-being were restored among the citizenry.

Social Studies in most African school curricular emerged after the Social Studies Conference which was held in Mombasa, Kenya in August, 1968 and the influence of the New Social Studies Movements which took place in the United States also contribute to its emergence (Boikhutso, Dinama and Kgotlaetsile, 2013; Tamakloe, 1988). At the conference, some

educationalists from Europe, North America and indeed Africa came together to find ways of mitigating educational challenges which the African continent was facing (Mensah, 2019). According to Merryfield (1988), the Mombasa Conference was composed of twenty-five (25) African educators, seven (7) British representatives and six (6) American representatives. The ASSP member countries by then were seventeen (17) namely; Botswana, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Nigeria, Sierra Leone, Somalia, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. One of the things delegates agreed upon at the Conference was to integrate History, Geography and Civics into a single subject to be called 'Social Studies' than teaching them as separate subjects which caused divisions among teachers and scholars (Mensah, 2019; Sawyer, 2015; Merryfield, 1988). The development of the subject at the Conference also led to the birth of the African Social Studies Programme (ASSP) (Tamakloe, 1988) currently known as African Social and Environmental Studies Programme (ASESP). The main goals of the Mombasa Conference were to;

- a) disseminate information with regard to Social Studies across the African continent and beyond,
- b) assist member countries in organising capacity building workshops so that they adapt to new Social Studies pedagogies and
- c) develop Social Studies literature for both primary and secondary schools with the help of African colleges and universities (Sawyer, 2015).

3.4.4.1. Nigeria

Olatunde (2006) put a number of reasons as to why Social Studies emerged in the Nigerian school curricular in the 1970s. One of the reasons was that the subject was meant to disintegrate regional, ethnical and religious allegiance which was growing which posed danger to peace and national security of the country. This was so because after Nigeria got independence in 1960, there were regional and national conflicts and wars among the elite over their share of the national cake. The status-quo even led to the first coup d'état in 1966. In addition, the subject was meant to reduce the influence of the colonial education among the citizenry since learners both at primary and secondary school levels learnt history whose content was tailored to champion the agenda of the colonialists (Olatunde, 2006). Therefore, the leadership at that time saw the need to replace the colonial literature with what would suit the local populace (Amino et al., 2014).

3.4.4.2. Ghana

The emergence of Social Studies in the school curriculum in Ghana can be traced way back in the 1940s (Tamakloe, 1987) as cited by Cobbold (1999). But the subject did not last long due to limited number of trained personnel to handle the subject and those trained had challenges with the integrated approach hence, it collapsed in 1955 (Bruce 1988 in Sawyer 2015). But the subject was re-introduced in Colleges of

Education in 1967 resulting into the formation of Curriculum Research and Development Division (CRDD) (Mensah, 2019). This move also led to the re-introduction of Social Studies at junior secondary school in 1976. According to Curriculum Research and Development Division (2007), the main aims of Social Studies as enshrined in the Junior High School Social Studies Teaching Syllabus is to enable learners to achieve the following goals:

- a) "Understand the interrelationships between the social and the physical environment and their impact on the development of Ghana";
- b) "Appreciate the impact of history on current and future development efforts of the country";
- c) "Appreciate the various components of the environment and how these could be maintained to ensure sustainable development";
- d) "Recognize the major challenges facing Ghana and be able to develop basic knowledge and skills for dealing with such challenge";
- e) "Understand the dynamics of development in the world and their impact on development in Ghana";
- f) "Develop the knowledge, skills and attitudes needed for personal growth, peaceful co-existence, and respect for peoples of other nations" and
- g) "Develop a sense of national consciousness and national identity".

3.4.4.3. Botswana

The government of Botswana introduced Social Studies at both primary and junior secondary school curricular in 1982 (Boikhutso et al., 2013). The reason being that the people of Botswana had a general conviction that their education system was not relevant to the citizenry because it was colonially oriented (Boikhutso, 1993) in Boikhutso et al (2013). This meant that the education curriculum did not inculcate relevant competences which would develop the citizens in a holistic manner but make them more submissive to the commands and expectations of the white minority. It was against this backdrop that the government introduced Social Studies as a subject which would promote unity, self-reliance and values for the promotion of citizenship education (Boikhutso et al., 2013; Adeyemi, Boikhutso and Moffat, 2003). Therefore, in 1996, a three-year junior secondary school Social Studies syllabus was designed in order to develop skills, values and knowledge in learners to enable them become informed and empowered Batswana in the new millennium (Adeyemi and Asimeng-Boahene, 2001). In 1997 "botho" was incorporated into the 2016 national vision as the fifth national principle which referred to a person with a well-rounded character, well mannered, courteous and disciplined who realizes his or her potential both as an individual and as a part of the community to which he or she belongs (Republic of Botswana, 1997) as cited by Boikhutso et al (2013). Consequently Salia-Bao (2000) posited that the main objective of Social Studies is to have citizens who are think-tanks, capable of making rational

decisions and solving individual and societal challenges of the 21st century.

3.4.4.4. Zambia

Social Studies was introduced into the junior secondary school curriculum in 2014 (MoE, 2013). The integrated subjects into Social Studies were History, Geography and Civic Education which were initially taught as independent subjects. According to Moobola and Mulenga (2020), educational reforms were carried out to respond to the dynamic needs of the society. Hence, Social Studies was deemed as a subject which would not only foster critical thinking to learners but also enable them to navigate through varieties of life obstacle which would hinder personal, social and national development.

3.5. How Social Studies is taught at Junior Secondary School in terms of Pedagogical Content Knowledge

According to the study conducted by Hollstein (2018) in South Korea which examined the teacher and teacher educator's views on Social Studies found that Social Studies was being taught as an integrated subject at junior secondary school while at high school level, the subject was taught as separate subjects such as geography, history and general Social Studies. Furthermore, it was discovered that the subject at junior secondary school was taught by teachers who were specialised in different subjects either geography, history or general Social Studies but were compelled to teach all the three components. Therefore, it can be concluded that teachers who taught Social Studies at junior secondary school level had limitations in terms of pedagogical content knowledge. Mkpa (1989) in Nigeria contended that proper teaching of the subject depends on the degree to which the teachers possess the competences needed to handle the subject.

The study by Al-Maamari, Al-Nofli and Al-Gharibi (2014) in Oman revealed that teachers of Social Studies implemented student-centred instructional methods during classroom delivery despite content bulkiness. Therefore, the use of student-centred methods enhances effective teaching and also stimulates the thinking capacity of learners as well as their interest during lessons. This method is in line with the 21st century learning landscape which demands more engaging and more innovation in pedagogical strategies that increases conceptual retention, around learners' interest and facilitate better learning for the students of the digital era (Rogayan, 2019) in Rogayan and Villanueva (2019).

In Ghana, a study which was conducted to find out how Social Studies teachers understand the content they teach to learners revealed that majority of the teachers lacked content knowledge of Social Studies (Eshun, Zuure, Brew and Bordoh, 2019; Bordoh, Eshun, Kofie, Bassaw and Kwarteng, 2015). This was because the subject was being taught by teachers who were specialised in different subjects since Social Studies was an amalgamation of social science subjects (Bordoh et al, 2015). Furthermore, the study by Quashigah,

Kankam, Bekoe, Eshun and Bordoh (2015) in Ghana also revealed that Social Studies teachers taught the subject by lecture method or teacher exposition due to the Social Studies curriculum framework which was loaded with material to be covered with limited class time. Also, it was discovered that student teachers were not competent in terms of methodology, content knowledge and skills in teaching Social Studies. This revelation is in line with that of Bekoe, Quashigah, Kankam, Eshun and Bordoh (2014) who found that teacher-trainees in Ghana lacked the needed knowledge and teaching skills to impart relevant information into learners. The assertion corresponds with the position of Okobia (2013) who stated that teacher training institutions in Nigeria were being critiqued for inability to produce teachers who were properly grounded in pedagogy, content and ability to collaborate professionally in the work environment despite offloading a number of graduates into the education sector. But these revelations were against the College of Education curriculum and the national junior high school Social Studies syllabi which stress the use of learner-centred teaching methods such as debate, discussion and role-play (Eshun and Mensah, 2013) because students learn better from such approaches (Bekoe et al., 2014).

In Nigeria, Nwaubani, Otoh-Offong, Usulor and Okeke (2016) conducted a study to determine the resource availability and utilization dimensions in the implementation of Junior Secondary Social Studies Curriculum in Ebonyi Central Education Zone, Ebonyi State. It was discovered that teachers did not use innovative teaching methods during the delivery of Social Studies. It was recommended that Social Studies teachers needed to employ methods of delivery that would appeal to all learners. Therefore, when the delivery of the subject is compromised, the repo effect is that the academic performance of learners is affected too.

Moobola and Mulenga (2020) conducted a study in Zambia in order to analyse the implementation of the junior secondary school Social Studies curriculum in Chingola district. Their study discovered that Social Studies was being taught through specialisation by teachers who were trained to handle Geography, Civic Education or History. It means that teachers who handled Social Studies lacked pedagogical knowledge as well as content knowledge. This situation could have been a contributing factor to poor academic performance of learners in the subject (Moobola and Mulenga, 2020). This poor academic performance may have been attributed to teachers who taught subjects which were not their speciality hence had limited pedagogical content knowledge.

3.6. The performance of pupils in Social Studies

The study by Mensah (2019) in Ghana revealed that pupils' performance in Social Studies was average. This poor performance was attributed to teachers' not showing interest in teaching controversial issues, teachers' inability to give needed assistance to students, teachers' inability to use different teaching methods during Social Studies lessons and

inadequate teaching and learning materials (Mensah, 2020; Mensah, 2019). In the same vein, the study which was conducted to assess the implications of graduate teachers' knowledge base of profile dimensions in the senior high schools in Ghana revealed that graduate teachers who were not trained in Social Studies yet teaching the subject outnumbered those trained in the subject and the status-quo contributed to ineffective teaching of the subject resulting in poor academic performance of learners in the subject (Eshun et al., 2019). This revelation is also in agreement with the findings of Kanda and Kankam (2015) who established that most Social Studies teachers at basics schools were not trained in Social studies.

The Examinations Council of Zambia conducted a subject performance analysis in the 2016 national examinations where it was established that pupils performed very poor in Social Studies at junior secondary school level across the country with the pass rate of 39.65% which was even below the standardised pass mark of 40% (ECZ, 2017). This establishment corresponds with the 2019 grade 9 external examination results summary conducted by Examinations council of Zambia which revealed that Social Studies had the second largest proportion of candidates who failed (74.46%) in the national examinations (ECZ, 2019). These findings are also supported by the findings of Mufalo, Mulubale, Muleya and Simui (2021) who discovered that pupils in Masaiti district of the Copperbelt of Zambia performed badly especially in Social Studies at junior secondary school. Consequently, there is a significant effect in terms of teacher subject knowledge on student achievement hence teacher quality is an important determinant of student outcomes (Metzler and Woessmann, 2010).

3.7. Challenges faced by teachers and/or enablers in the teaching of Social Studies in Secondary Schools.

In South Korea, it was found that Social Studies was marginalised by the national curriculum which focussed much on Science, Technology, Engineering and Mathematics (STEM) subjects while Social Studies received less funding (Hollstein, 2018). This means that Social Studies faced challenges in terms of teaching and learning materials which schools could have failed to procure due to low funding which in turn affected smooth subject delivery and academic performance of learners as well.

In Oman, Al-Maamari et al (2014) conducted a research which revealed that Social Studies had inadequate instructional time where the subject was allocated three to four class periods per week. This aspect of limited time negatively affected the subject delivery because many teachers were not able to complete the syllabus on time due to the bulkiness of Social Studies content. The other challenge faced by teachers was that some of their colleagues had negative attitude towards the subject because they perceived it as less important hence critical thinking was not adequately applied in Social Studies classes (Al-Hamdi 2013; Al-Malki

2013) as cited by Al-Maamari et al (2014). Furthermore, it was discovered that the subject was taught by teachers who were not trained in Social Studies (Moobola and Mulenga, 2020; Eshun et al., 2019; Hollstein, 2018; Kanda and Kankam, 2015; Okobia, 2013) but other different fields such as History, Geography, general Social Studies and other specialisations (Al-Maamari et al., 2014).

Despite these highlighted challenges, there are some enablers during the delivery of the subject. According to Al-Maamari et al (2014), it was discovered that Social Studies teachers implemented learner-centred methods of teaching. This meant that teachers were triangulating in terms of teaching methods during their classroom delivery. The other enabler was that the subject in Philippines was being taught by qualified teachers (Rogayan and Villanueva, 2019). Therefore, these enablers are of paramount importance because they help teachers to deliver the content with less difficulty as well as enabling learners to acquire relevant competences as envisioned in the Social Studies curricular.

There is poor quality of Social Studies text books used in schools in many countries across the globe especially in developing countries. This assertion is consistent with the findings of Mensah (2020) who revealed that Social Studies text books in Ghana were written by people with superficial knowledge of the subject hence substandard text books. When text books are of poor quality, it affects the teaching and learning process as well as the academic performance of learners because the content may not be intandem with the prescribed curriculum or course outline.

The study by Mufalo et al (2021) in Zambia revealed that there was lack of teaching and learning materials in schools which hindered the provision of quality education at junior secondary school. The finding agree with that of Nwaubani et al (2016) who discovered that most vital instructional materials were not adequately available and utilised by Social Studies teachers at junior secondary school in Nigeria. But according to Ministry of Education (2013), "quality education requires the availability and use of educational materials". Consistent with this position, Nwaubani et al (2016) opines that effective teaching and learning of any school subject depends on the availability and utilization of diverse material resources.

In addition, the content of Social Studies has also been diluted and polluted by various social and political agendas in many countries across the globe due to selfishness of leaders (Ross et al., 2014). Consistent with this position, Social Studies school curricular in many African countries have been badly diluted with political literature tailored to indoctrinate and produce a cadre of people who would blindly support individuals in power so that they perpetuate their stay in office for selfish gain. This assertion sits well with the statement of Broom (2007) who stated that students were learning about government procedures and the values taught supported government structures based on the value systems of

individuals holding power presented as the standard for the society. Therefore, the values taught merely emphasise on how to vote through careful collection and assessment of information amid other political opponents. In line with this assertion, Broom (2007) also revealed that the 1918 Civics text in Canada illustrated that good citizens were to be loyal to institutions, to be active in political institutions and to be aware of their responsibility to vote. Similarly, Cordasco (1976) and Boyd (1975) as cited by Broom (2007) further stated that creating good citizens was premised on patriotism and support of government structures. Sadly, the highlighted phenomena affect teachers' delivery of expected profile dimensions to recipients at large. However, Johnson (2010) posits that Social Studies has the potential to become a vehicle for improved community, national and global citizenship because it uses knowledge and skills to enable greater understanding of self, others, societies, institutions, nations, and environments.

IV. CONCLUSION

Social Studies is faced with many challenges as emerged from the literature reviewed. These challenges have led to the poor academic performance of learners more especially in developing countries. If this situation continues, the aim of the subject may not be achieved. Therefore, the Zambian government should strive to mitigate the highlighted challenges not only to enhance the subject delivery but also the academic performance of learners.

V. RECOMMENDATIONS

1. It is recommended that the government through Ministry of General Education (MoGE) should train and recruit qualified and competent Social Studies teachers to teach the subject at junior secondary school across the country to mitigate the challenge of the subject being taught by teachers trained in different subjects.
2. The Ministry of General Education and the Curriculum Development Centre should collaborate and allocate more periods to the subject from the current 6 periods per week.
3. The Ministry of General Education should also strengthen Continuous Professional Development (CPD) activities in schools in order to reinvigorate pedagogies among Social Studies teachers.
4. The government through the Ministry of Finance should allocate more financial resources to the MoGE so that teaching/learning materials are procured for various schools across the country.
5. Social Studies teachers should integrate a variety of methods, techniques and strategies during the teaching process to enhance subject delivery.

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