Chapter 8
Prospects and Challenges of Social Studies Teachers Professional Development in Nigeria

Adetola Elizabeth Oyewo
University of Kwazulu-Natal, South Africa

Samuel Uwem Umoh
University of Kwazulu-Natal, South Africa

ABSTRACT
Social Studies as a subject was introduced in several countries to meet certain specific needs and aspirations of the people. In Britain for instance, Social Studies was introduced into the school curriculum after the first and second world wars, as a panacea for social problems (Edinyang & Ubi, 2013). While in America, Social Studies was introduced with the intent of social competency and citizenship education (Adeshina, 2013, 2010). Social Studies is called different names in different countries, such as cultural studies, oriental studies, environmental education/studies, citizenship education or social science (Amos, 2014). In this chapter Social Studies in Nigeria is discussed with a focus on teacher education and professional development.

INTRODUCTION
Social Studies concepts were introduced into the educational systems in several countries to meet certain specific needs and aspirations of the people. In Britain for instance, Social Studies was introduced into the school curriculum after World War I and II, as a panacea for social problems (Edinyang & Ubi, 2013). While in America, Social Studies was introduced with the intent of social competency and citizenship education (Adeshina, 2010, 2013). Social Studies is referred to as multiple names in different countries, such as cultural studies, oriental studies, environmental education/studies, citizenship education or social...
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Science (Amos, 2014) This is due to the ways people perceive the concept, which is as a result of variations in countries objectives depending on the needs, aspirations and desires of the people (Bertrand, 2004). Mezieobi (2008) elucidates that that the goal and emphasis differs from country to country and from one level of the educational system to the other. Education is a potent instrument that facilitates the attainment of national development goals through the production of responsible citizens that are contributing maximally to the growth of the society (Edinyang & Ubi, 2013; Edinyang, 2015). The school is considered by the Nigerian government as an instrument par excellence for effecting national development (National Policy on Education, 2004). The goals of the National Policy on Education (2004) amongst others include the development of the individual into a sound and effective citizen; and the full integration of the individual into the community. Social Studies is one of the subjects to achieve these lofty goals.

The basic education in Nigeria comprises 9 year program, comprising 6 years of primary education and 3 years of Junior Secondary School education. In Nigeria, Social Studies is taught at primary and secondary schools. Social Studies is taught as a core subject in primary and Junior Secondary School; while it is offered as a single –major and double major course in most colleges of education and tertiary institutions . The importance of ito Social Studies is recognized by the Nigeria Policy on Education (1977, 1981, 2004) as a compulsory subject in the Junior Secondary School (JSS) and elective at the Senior Secondary School (SSS). The National Policy on Education (2004) underscores the importance of Social Studies Education as an effective platform for inculcating the norms of active citizenship.

Brief History of Social Studies in Nigeria

Social Studies concepts were introduced into Nigeria’s educational curriculum shortly after independence to assist in understanding and finding solution(s) to the problems confronting Nigerian society (Woolman, 2001). Makinde (1979) call to attention that ‘Social Studies ‘ as a school subject in Nigeria was first used in 1958 by educators of the Ohio University Project which sought to introduce its teaching into Teachers’ Colleges in the former Western Region of Nigeria. Prior to its formal introduction into secondary schools curriculum, Social Studies has evolved through different stages. Notable among such are the London Oxford conference of African Educator in 1967, Mombasa Conference of 1968, Ayetoro Comprehensive High School 1965 experiment, and the 1969 Social Studies Association of Nigeria (SOSAN) collaboration with the Nigeria Educational Research Council ([NERC], Kadiri 2007, Sofadekan, 2003; Osakwe & Itedjere,1993; Ezegbe, 1987; Obebe,1987). This series of events lead to the production of organized Social Studies textbook in order to make the subject relevant to Nigeria’s need. It is important to note that Social Studies gained momentum in Africa, after the Mobamsa, Kenya Conference of 1968. At the conference, twenty-five African educators, seven British, and six Americans representatives at the conference deliberated on Social Studies curriculum. At the conference, it was agreed that a new approach based on integration of the traditional subjects such as history, geography and civics, and some elements from economics, sociology and anthropology was needed. The questions the conference addressed were:

1. What is Social Studies?
2. What should be the objectives of Social Studies?
3. What approach should be the used in teaching Social Studies?