

THE ROLE OF SOCIAL STUDIES EDUCATION IN PROMOTING CULTURAL AWARENESS AND UNDERSTANDING IN IBADAN SOUTHEAST IN OYO STATE

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Abstract

The study examined the role of Social Studies Education in promoting cultural awareness and understanding in Ibadan Southeast of Oyo state. The purpose of the study was to investigate the role of Social Studies in promoting cultural understanding and tolerance in a multicultural society. To also explore the contribution of Social Studies Education to the preservation of indigenous cultural practices and values. The research employs a survey research design, utilizing a structured questionnaire to collect data from 80 secondary school students and 20 Social Studies teachers selected through random sampling. The questionnaire consists of two sections: Section A gathers demographic information, while Section B assesses participants' perceptions of Social Studies Education in relation to cultural awareness and understanding. The finding of this study revealed that Social Studies Education in promoting cultural awareness among students in Ibadan Southeast is effective to a large extent. It also revealed that Social Studies Education is fostering cultural tolerance in multicultural society like Ibadan Southeast ranges from provision of opportunities, cultural tolerance, reduction of stereotype and harmonious relationship. Based on the findings, it was recommended that there should be more awareness for both teachers and students on the promotion of cultural heritage in schools. There should be provision of opportunities, cultural tolerance, reduction of stereotype and harmonious relationship

Keywords: awareness, culture, promoting, social studies education, understanding

Introduction

Nigeria seems to be one of the most ethnically diverse countries in the world, with over 250 ethnic groups, each with its own unique cultural practices, traditions, and languages. This diversity presents both opportunities and challenges. On one hand, it enriches the nation's cultural landscape, creating a vibrant society with a wide array of perspectives, art forms, and customs. On the other hand, it also poses significant challenges in fostering unity, cooperation, and mutual respect among people from different cultural backgrounds. Social Studies Education seems to be a vital tool in addressing these challenges, serving as a vehicle for promoting cultural awareness and understanding among Nigeria's youth.

Social Studies is an interdisciplinary subject that integrates

knowledge from various fields of work, such as history, geography, economics, political science, and sociology, to help students develop a comprehensive understanding of their society and the world around them. One of the primary objectives of Social Studies Education is to cultivate responsible citizenship by teaching students about the social, political, economic, and cultural aspects of their society Ogundare (2010). In this context, the role of Social Studies in promoting cultural awareness and understanding becomes particularly crucial, especially in a diverse society like Nigeria, and more specifically in a culturally rich region like Ibadan Southeast, Oyo State.

Ibadan, the capital of Oyo State, is one of the largest and most historically significant cities in Nigeria. It is known for

its rich Yoruba heritage, which has played a central role in the cultural and political development of the Yoruba people and Nigeria as a whole. Ibadan Southeast is one of the local government areas in the city and is a melting pot of different cultures, with a mix of traditional Yoruba values and modern influences. The region is home to various cultural festivals, historical landmarks, and traditional practices that have been passed down through generations. These cultural elements are vital components of the identity of the people of Ibadan Southeast. However, as modernization and globalization continue to impact the region, there is a growing need to preserve and promote these cultural practices, particularly among the younger generation. Social Studies Education plays a key role in this effort by providing students with the knowledge and understanding needed to appreciate their cultural heritage and develop a sense of pride in their identity.

According to Yusuf (2013), the evolution of the subject Social Studies in Nigeria was driven by the need to create a curriculum that would address the unique challenges posed by Nigeria's multi-ethnic composition. Over the years, the subject has become an essential part of the Nigerian education system, particularly at the primary and secondary school levels. The inclusion of topics related to cultural diversity, social justice, and conflict resolution in the curriculum reflects the recognition of the role of Social Studies in promoting a more inclusive and harmonious society.

One of the major themes in the Social Studies curriculum is cultural awareness. This involves teaching students about the different cultural groups in Nigeria, their customs, traditions, languages, and beliefs. By exposing students to the diversity of cultures in their country, Social Studies helps them develop a more nuanced understanding of their society and fosters an appreciation for the

contributions of different cultural groups to the nation's development. Cultural awareness also involves recognizing the importance of preserving cultural heritage in the face of modernization and globalization. In Ibadan Southeast, where the influence of Yoruba culture is particularly strong, Social Studies provides students with the tools to understand the significance of their cultural practices and the need to preserve them for future generations. According to Ogunyemi (2014), one of the primary goals of Social Studies is to help students develop a sense of pride in their cultural heritage while also promoting openness to other cultures.

Intercultural dialogue is a key component of cultural understanding. Social Studies Education plays a vital role in promoting dialogue between students from different cultural backgrounds by providing them with a platform to engage in discussions about their cultures, traditions, and values. This dialogue helps to break down cultural barriers, reduce stereotypes, and foster mutual respect. In the context of Ibadan Southeast, where there is a significant degree of cultural homogeneity (with the majority of the population being Yoruba), Social Studies can still promote intercultural dialogue by introducing students to the cultures of other ethnic groups in Nigeria. This exposure helps students understand the similarities and differences between their own culture and those of others, fostering a more inclusive mindset.

According to Akinbote and Oduolowu (2016), Social Studies lessons that focus on intercultural dialogue can help students develop empathy and respect for people from different cultural backgrounds. These skills are essential for navigating Nigeria's complex social landscape, where ethnic tensions have historically led to conflict and division. By promoting intercultural dialogue, Social Studies Education contributes to the creation of a more peaceful and cohesive society. Social

Studies Education also plays a crucial role in teaching students about conflict resolution, particularly in the context of cultural conflicts. Nigeria has a long history of ethnic and religious conflicts, many of which have been fueled by misunderstandings and misrepresentations of cultural differences. Social Studies helps students understand the root causes of these conflicts and provides them with strategies for resolving them peacefully.

In Ibadan Southeast, where cultural pride and identity are deeply ingrained, Social Studies can help students navigate the complexities of cultural conflict by teaching them about the importance of tolerance, dialogue, and compromise. According to Balogun (2015), one of the key objectives of Social Studies is to equip students with the skills needed to resolve conflicts in a constructive and non-violent manner. This is particularly important in a diverse society like Nigeria, where cultural misunderstandings can easily escalate into violence. The role of teachers in promoting cultural awareness through Social Studies Education cannot be overstated. Teachers are responsible for delivering the curriculum in a way that is engaging, relevant, and culturally sensitive. In Ibadan Southeast, where the preservation of Yoruba culture is a priority, teachers play a crucial role in helping students connect the content of the Social Studies curriculum to their own cultural experiences.

According to Nwagwu and Nwankwo (2017), teachers in culturally diverse societies must be equipped with the skills and knowledge needed to teach in a way that is culturally responsive. This involves using teaching methods that are inclusive and respectful of different cultural perspectives. For example, teachers can use storytelling, cultural artifacts, and traditional music and dance to make lessons more relatable to students in Ibadan Southeast. Teachers can foster cultural awareness by encouraging students to explore their own cultural heritage and

share their experiences with their classmates. This not only helps students develop a deeper understanding of their own culture but also promotes a sense of pride in their cultural identity. By creating a classroom environment that values diversity and inclusivity, teachers can help students develop the cultural competence needed to succeed in a multicultural society.

Beyond promoting cultural awareness and understanding, Social Studies Education plays a crucial role in nation-building. Nigeria, as a multi-ethnic nation, faces significant challenges in fostering a sense of national identity and unity. Social Studies helps to address these challenges by teaching students about the importance of national unity, citizenship, and the common values that bind Nigerians together. In Ibadan Southeast, where cultural pride is strong, Social Studies helps students balance their cultural identity with their national identity. According to Adefila and Adeyemo (2018), Social Studies lessons that focus on citizenship and national unity can help students develop a sense of belonging to the larger Nigerian nation, while still maintaining pride in their cultural heritage. This dual focus on cultural identity and national unity is essential for fostering a more cohesive and harmonious society.

Research has shown that Social Studies Education has a positive impact on students' attitudes toward cultural diversity. A study by Oladele and Ilesanmi (2019) found that students who receive comprehensive Social Studies Education are more likely to exhibit tolerance and respect for people from different cultural backgrounds. This finding is particularly relevant in multicultural societies like Nigeria, where promoting cultural tolerance is essential for social harmony. In Ibadan South East, where cultural pride and identity are strong, Social Studies can help students develop a more inclusive mindset by exposing them to the diversity of

cultures in Nigeria. By teaching students about the contributions of different ethnic groups to the nation's development, Social Studies helps to break down cultural barriers and foster a sense of unity among students from different backgrounds.

Cultural awareness refers to the recognition and appreciation of cultural differences and similarities, both within one's own community and in the broader world. According to Banks and Banks (2010), cultural awareness is the foundation of cultural competence, which is essential for individuals to engage respectfully and meaningfully in multicultural societies. It involves understanding one's own cultural identity while acknowledging and valuing the practices and beliefs of other cultures (Gollnick & Chinn, 2013). In the context of Nigeria, cultural awareness is particularly vital, given the nation's multi-ethnic and multi-religious composition. Studies have shown that Social Studies Education can play a key role in developing students' awareness of cultural diversity, as the subject provides students with opportunities to engage with the histories and values of various ethnic groups (Okafor & Ikwumelu, 2013).

Cultural understanding goes beyond awareness, as it requires individuals to actively engage with and learn from people of other cultural backgrounds. Nieto (2012) asserts that cultural understanding is essential in multicultural societies, where coexistence depends on mutual respect and empathy. In multicultural societies like Nigeria, cultural understanding is integral to maintaining peace and harmony, especially in regions with a history of ethnic conflicts (Obanya, 2014). Social Studies Education is positioned as a tool to promote cultural understanding by teaching students about the interdependence of various ethnic groups in Nigeria and the importance of unity in diversity. Research has shown that students who are exposed to a well-structured Social Studies curriculum demonstrate greater tolerance and empathy

toward people from other ethnic backgrounds (Usman & Abubakar, 2017). This highlights the role of education in building bridges across cultural divides, fostering a shared sense of national identity while celebrating cultural diversity.

The Role of Social Studies Education in Promoting Cultural Awareness

Social Studies Education is designed to help students understand their roles in society and to appreciate the cultural contexts in which they live. According to Ololube (2013), the Social Studies curriculum in Nigeria is structured to promote critical thinking about cultural issues, social norms, and historical events that shape societal development. By learning about the traditions and practices of various ethnic groups, students develop a sense of cultural awareness that extends beyond their immediate environment. Several studies have confirmed the effectiveness of Social Studies Education in promoting cultural awareness. For instance, Ogundele (2015) found that students who participated in Social Studies lessons that emphasized cultural education were more likely to exhibit positive attitudes toward other ethnic groups. Furthermore, the curriculum encourages students to critically evaluate their cultural assumptions and to engage with diverse perspectives, leading to a more inclusive and tolerant society (Adedoyin, 2014).

Challenges Facing Social Studies Education in Promoting Cultural Understanding

Despite the potential of Social Studies Education to foster cultural understanding, several challenges hinder its effectiveness. One major issue is lack of adequately trained teachers who can deliver the curriculum in a way that engages students with cultural topics (Ogunleye & Oduwale, 2016). Many Social Studies

teachers in Nigeria are not sufficiently equipped with the pedagogical skills needed to facilitate discussions on sensitive cultural issues, leading to superficial coverage of cultural topics.

Another challenge is the limited availability of resources, such as culturally relevant textbooks and teaching materials, that reflect the diversity of Nigerian society (Onyejekwe, 2017). Additionally, the curriculum itself may not be fully updated to address the complexities of contemporary cultural interactions in a globalized world. In some cases, the focus of Social Studies has shifted away from cultural education, resulting in a diminished emphasis on cultural awareness (Imam, 2015).

The role of Social Studies education in promoting cultural awareness and understanding is crucial in multicultural societies like Nigeria. Social Studies equips students with knowledge and skills to appreciate diversity, recognize different cultural identities, and contribute to societal harmony. However, despite its importance, Social Studies education in Nigeria, especially in regions like Ibadan Southeast in Oyo State, faces several challenges that undermine its effectiveness in fostering cultural awareness and understanding. These challenges include curriculum design, teaching quality, infrastructure, societal context, and resource availability. The following are the challenges facing social studies education in promoting cultural understanding:

Inadequate Curriculum Content: One of the foremost challenges is the inadequacy of the curriculum in promoting comprehensive cultural understanding. The current Social Studies curriculum tends to be heavily theoretical, with limited practical application. It introduces concepts like national unity and cultural diversity but often fails to delve deeply into the complexities of cultural awareness and intercultural competence (Banks, 2017). This creates a skewed perspective, where

students may not fully grasp the depth of Nigeria's cultural diversity, which limits their ability to develop empathy and respect for other cultures (Adeyemi & Salami, 2019).

Lack of Multicultural Approaches: The inadequacies in curriculum design are compounded by the lack of a multicultural approach to teaching Social Studies. A multicultural approach ensures the inclusion of diverse perspectives, but the dominant cultural narrative in Nigeria often marginalizes less dominant groups (Banks, 2017). As a result, students may not receive a balanced view of Nigerian society. This limitation restricts students from learning about and appreciating different cultural traditions, thus perpetuating biases and reinforcing stereotypes (Ifeanyi & Njoku, 2015).

Poorly Trained Teachers: The effectiveness of Social Studies education is also undermined by the lack of adequately trained teachers. In Nigeria, many Social Studies teachers have not received sufficient training in intercultural competence. This limitation hinders their ability to foster cultural awareness and intercultural dialogue in the classroom (Okoro & Akinola, 2020). Often, teachers focus on delivering factual content rather than encouraging critical thinking and empathy towards other cultures (Usman, 2018). This results in superficial coverage of cultural issues, with little emphasis on promoting intercultural understanding.

Resource Constraints: The lack of resources in many Nigerian schools poses another challenge. Schools in rural or underfunded areas struggle with insufficient textbooks, teaching materials, and technology, which limits their ability to engage students in meaningful discussions about cultural diversity (Ifeanyi & Njoku, 2015). Without access to updated materials, students are often exposed to outdated or incomplete representations of Nigeria's cultural landscape, which hampers their

understanding of contemporary cultural issues (Oyetade, 2016).

Societal Context and Ethnic Tensions:

The broader societal context, including Nigeria's history of ethnic and religious tensions, impacts how students engage with Social Studies education. In regions like Ibadan South East, where ethnic and religious groups coexist, societal tensions can make it difficult for students to appreciate cultural differences (Oyetade, 2016). Students often bring preconceived biases into the classroom, which teachers may struggle to address without the proper training or resources to mediate sensitive cultural issues (Okoro & Akinola, 2020).

Language Barriers: Nigeria's linguistic diversity poses an additional challenge for Social Studies education. While English is the official language of instruction, many students speak local languages as their first language, which can make it difficult for them to engage with the material (Adeyemi & Salami, 2019). This language barrier limits their ability to understand the nuances of other cultures, particularly when the curriculum does not incorporate local languages or cultural contexts.

Overcrowded Classrooms: Overcrowded classrooms also hinder effective Social Studies education. In many Nigerian schools, large class sizes make it difficult for teachers to provide individual attention or facilitate discussions on cultural issues (Oyetade, 2016). This problem is particularly acute in urban areas like Ibadan South East, where high student-teacher ratios prevent meaningful interaction, limiting students' ability to critically engage with cultural topics.

Political and Religious Influence: In some cases, political and religious agendas influence the content of Social Studies education, leading to biased presentations of cultural issues. In regions with ethnic or religious tensions, the curriculum can perpetuate divisions rather than promoting unity and understanding (Adeyemi & Salami, 2019). This challenge is

particularly problematic in regions like Oyo State, where ethnic and religious diversity requires a balanced and neutral approach to education (Banks, 2017).

Socioeconomic

Socioeconomic disparities across Nigeria also affect the quality of Social Studies education. Schools in wealthier areas tend to have better resources, while those in poorer areas struggle to provide basic materials (Okoro & Akinola, 2020). These disparities can limit students' exposure to diverse cultural perspectives, further perpetuating social divisions (Usman, 2018).

Lack of Assessment and Feedback

Mechanisms: The lack of adequate assessment and feedback mechanisms makes it difficult to evaluate students' understanding of cultural issues. Assessments tend to focus on rote memorization rather than critical thinking or intercultural competence, which means that the true impact of Social Studies education on cultural awareness is often not measured effectively (Deardorff, 2011).

In conclusion, while Social Studies education has the potential to foster cultural awareness and understanding in Nigeria, it faces numerous challenges related to curriculum design, teacher training, resource constraints, and societal influences. Addressing these issues requires a concerted effort to revamp the Social Studies curriculum, improve teacher training, and provide adequate resources to schools. By doing so, Social Studies education can better prepare students to appreciate Nigeria's diverse cultural heritage and contribute to a more harmonious society.

Cultural Diversity in Nigerian Secondary Schools

Nigeria's cultural diversity is one of its most defining features, with over 250 ethnic groups and numerous languages spoken across the country (Nwagwu, 2011). In Ibadan South East, Oyo State,

where this study is focused, cultural diversity is reflected in the student population, which includes Yoruba, Hausa, Igbo, and other ethnic groups. This diversity presents both opportunities and challenges for Social Studies Education. Cultural diversity in schools can enhance students' learning experiences by exposing them to different perspectives and traditions. However, without effective cultural education, diversity can also lead to misunderstandings and conflicts (Oyetunde & Umolu, 2018). Social Studies Education, when implemented effectively, can help students navigate these complexities by teaching them to appreciate and celebrate the differences among their peers (Dada & Aladejana, 2019).

Ethnic and Religious Diversity: Nigeria's cultural diversity is deeply rooted in its ethnic and religious composition. The country's three largest ethnic groups—the Hausa, Yoruba, and Igbo—dominate much of the political and economic spheres, but numerous smaller ethnic groups add to the nation's rich cultural tapestry (Edewor, 2014). In secondary schools, this diversity is often represented by students from different ethnic backgrounds interacting within a common learning environment. Religion, particularly Islam and Christianity, further complicates cultural dynamics, as both have a profound influence on social practices and worldviews (Olojede & Olawale, 2018).

This diversity has the potential to enrich the educational experience by exposing students to different ways of life and perspectives. However, it can also lead to conflicts or divisions if not managed effectively. Teachers need to be trained to foster respect for ethnic and religious differences, promoting harmony and understanding in the classroom (Aina, 2020). In culturally diverse settings, it is crucial for teachers to ensure that no ethnic or religious group feels marginalized or discriminated against.

Language Diversity and Education: Nigeria is home to hundreds of languages, with English serving as the official language and the primary medium of instruction in schools (Bamgbose, 2017). However, many students speak their local languages at home, creating a linguistic diversity in the classroom. In some cases, language differences can create barriers to learning, as students may struggle to fully comprehend the material presented in English, especially if they are not fluent in the language.

To address this, some educators advocate for a bilingual or multilingual approach to education, where students are taught in both English and their native languages (Bamgbose, 2017). This approach not only helps students grasp the content better but also promotes cultural pride and the preservation of indigenous languages. In many culturally diverse schools, however, the lack of resources and trained teachers in local languages limits the implementation of such bilingual programs (Aina, 2020).

Curriculum and Cultural Representation: One of the key challenges in addressing cultural diversity in Nigerian secondary schools is the lack of adequate representation of diverse cultural perspectives in the curriculum. While subjects like Social Studies and Civic Education aim to promote national unity and cultural understanding, the content often emphasizes the dominant cultural groups, with limited focus on the histories and contributions of smaller ethnic groups (Olojede & Olawale, 2018).

A more inclusive curriculum that highlights the richness of Nigeria's cultural diversity can help students develop a deeper appreciation for other cultures. Incorporating literature, history, and arts from various ethnic groups into the curriculum can provide students with a more comprehensive understanding of the country's cultural landscape. Moreover, integrating discussions on contemporary

cultural issues, such as ethnic tensions or migration, can encourage students to think critically about their own roles in fostering national unity (Banks, 2017).

Challenges of Ethnocentrism and Stereotyping: One of the major challenges in managing cultural diversity in Nigerian secondary schools is the prevalence of ethnocentrism and cultural stereotyping. Ethnocentrism refers to the belief that one's own culture is superior to others, while stereotyping involves making generalized assumptions about individuals based on their cultural background (Ifeanyi & Njoku, 2015). These attitudes can lead to discrimination, bullying, and social exclusion within the school environment, particularly when students from minority ethnic groups are marginalized.

Teachers play a crucial role in addressing these issues by challenging ethnocentric views and promoting an inclusive classroom environment. By encouraging open dialogue and critical thinking, teachers can help students recognize the harmful effects of stereotypes and develop more respectful attitudes towards different cultures (Olojede & Olawale, 2018).

Promoting Intercultural Competence: Intercultural competence the ability to communicate effectively and appropriately with people from different cultural backgrounds is an essential skill for students in culturally diverse settings. Schools provide an ideal environment for fostering this competence by encouraging students to engage with their peers from different cultural backgrounds through group work, discussions, and extracurricular activities (Gay, 2018).

Teachers can facilitate intercultural learning by designing lessons that require students to collaborate across cultural lines, thus encouraging them to understand and appreciate their differences. For example, collaborative projects on cultural heritage or traditional practices can help students learn about and value their classmates'

backgrounds (Banks, 2017). Moreover, schools that organize intercultural events, such as cultural days or language exchanges, provide students with opportunities to celebrate diversity in practical ways.

School Policies and Administrative Support: Effective management of cultural diversity in schools also requires strong policies and administrative support. School leaders need to create an environment that fosters inclusion and respect for all cultural groups (Olojede & Olawale, 2018). This involves implementing policies that address discrimination, bullying, and other forms of cultural marginalization. School leaders should also ensure that teachers are adequately trained in managing cultural diversity and promoting intercultural understanding in the classroom. In some schools, cultural diversity is further complicated by socio-economic differences, with wealthier students often coming from different ethnic or religious backgrounds than their less affluent peers. School administrators must be sensitive to these dynamics and work to create an equitable learning environment for all students, regardless of their cultural or socio-economic background (Edewor, 2014).

Cultural diversity in Nigerian secondary schools presents both opportunities and challenges. While the diverse backgrounds of students can enrich the learning experience, they also require careful management to avoid conflict and ensure inclusivity. Teachers, curricula, and school policies all play critical roles in fostering an environment where students from different cultural backgrounds can coexist peacefully and learn from one another. By promoting intercultural competence, challenging ethnocentric views, and ensuring that all cultural groups are fairly represented, schools can contribute to greater cultural understanding and national unity in Nigeria.

Statement of the Problem

In culturally diverse societies like Nigeria, fostering cultural awareness and understanding seems to be a growing concern over the diminishing knowledge and appreciation of indigenous cultures among the younger population in this state. This decline seems to be largely attributed to the influences of globalization, modernization, and the pervasive presence of foreign cultures through media and technology, which threaten the preservation of traditional values and practices.

Despite the intended role of Social Studies Education in promoting cultural awareness and understanding, its effectiveness in achieving this goal in Ibadan Southeast appears to remain questionable. Observation of the researchers revealed that many students possess limited knowledge of their cultural heritage and show indifferent or even negative attitudes toward cultural diversity. This situation is exacerbated by a curriculum that inadequately addresses the complexities of cultural issues and teaching methods that fail to meaningfully engage students.

The core problem, therefore, lies in the apparent gap between the objectives of Social Studies Education and its actual impact on students' cultural awareness in Ibadan Southeast. If this issue is not effectively addressed, there is a risk that future generations will become increasingly disconnected from their cultural roots, potentially leading to weakened cultural identity and heightened inter-ethnic tensions. This study seeks to examine how Social Studies Education can be improved and strategically utilized to enhance cultural awareness and understanding among students in this culturally significant area of Nigeria.

Purpose of the Study

The study examined the role of Social Studies Education in promoting cultural awareness and understanding in

Ibadan Southeast in Oyo State. This study specifically:

- i. examine the effectiveness of Social Studies Education in fostering cultural awareness among students in Ibadan Southeast.
- ii. investigate the role of Social Studies in promoting cultural understanding and tolerance in a multicultural society.
- iii. explore the contribution of Social Studies Education to the preservation of indigenous cultural practices and values.

Research Questions

The following questions were raised to address the problems identified in the study.

1. How effective is Social Studies Education in promoting cultural awareness among students in Ibadan Southeast?
2. What role does Social Studies Education play in fostering cultural tolerance in multicultural society like Ibadan Southeast?
3. What challenges do teachers and schools face in teaching cultural awareness through Social Studies in Ibadan Southeast?

Methodology

This study employs a descriptive design of survey type research to investigate the role of Social Studies education in promoting cultural awareness and understanding among secondary school students in Ibadan Southeast, Oyo State, Nigeria. The population of this study consists of secondary school students and Social Studies teachers in Ibadan Southeast, Oyo State, Nigeria. This group provides a representative sample for examining the role of Social Studies education in promoting cultural awareness and understanding. This study used a random sampling technique to select one hundred (100) secondary school students various

schools in Ibadan Southeast, Oyo State. This sample size is designed to provide a representative and balanced perspective on the role of Social Studies in promoting cultural awareness and understanding. The research instrument was a structured questionnaire titled "Social Studies Education and Cultural Awareness Questionnaire for Secondary School Students". The face and content validity was carried out by the researcher to ensure it measured what it ought to measure. The researcher personally administered the

instrument, providing explanations of the questionnaire content as needed. The researcher waited to collect the instruments immediately after completion. The data collected were analysed using descriptive analysis of percentages and mean

Results

Descriptive Analysis

Research Question 1: How effective is Social Studies Education in promoting cultural awareness among students in Ibadan Southeast?

Table 1: Frequency and Percentage of the effectiveness of Social Studies Education in promoting cultural awareness among students in Ibadan South East

S/N	ITEMS	Agree		Disagree	
		Freq	%	Freq	%
1	Social Studies Education effectively promotes cultural awareness among students in Ibadan South East.	66	66.0	34	34.0
2	The content of Social Studies lessons adequately reflects the cultural diversity of Nigeria.	78	78.0	22	22.0
3	Teachers in Social Studies classes encourage discussions about different cultures.	75	75.0	25	25.0
4	Participation in Social Studies education has increased my understanding of cultural issues in Nigeria.	71	71.0	29	29.0
5	Social Studies education prepares students to engage respectfully with individuals from different cultural backgrounds	64	64.0	36	36.0

Table 1 shows the Frequency and Percentage of the effectiveness of Social Studies Education in promoting cultural awareness among students in Ibadan Southeast. The responses of the respondents were collapsed to agree and disagree for easy interpretation. 78 (78.0%) of the respondents said that the content of Social Studies lessons adequately reflects the cultural diversity of Nigeria while 75 (75.0%) of them said that teachers in Social Studies classes encourage discussions about different cultures. 71 (71.0%) of the respondents said that participation in Social Studies education has increased my understanding of cultural issues in Nigeria while 66 (66.0%) of them said that Social

Studies Education effectively promotes cultural awareness among students in Ibadan Southeast. 64 (64.0%) of the respondents said that Social Studies education prepares students to engage respectfully with individuals from different cultural backgrounds. It could be said from the above table that Social Studies Education in promoting cultural awareness among students in Ibadan Southeast is effective to a large extent.

Research Question 2: What role does Social Studies Education play in fostering cultural tolerance in multicultural society like Ibadan Southeast?

Table 2: Frequency and Percentage of the role of Social Studies Education in fostering cultural tolerance in multicultural society like Ibadan Southeast

S/N	ITEMS	Agree		Disagree	
		Freq	%	Freq	%
1	Social Studies Education plays a significant role in promoting cultural tolerance among students in Ibadan South East	77	77.0	23	23.0
2	The curriculum of Social Studies encourages respect for different cultural practices and beliefs	20	20.0	80	80.0
3	Social Studies classes provide opportunities for students to learn about and discuss various cultures	84	84.0	16	16.0
4	Lessons in Social Studies help reduce prejudice and stereotypes among students	76	76.0	24	24.0
5	Social Studies Education contributes to a harmonious relationship between students of different cultural backgrounds	61	61.0	39	39.0

Table 2 shows the Frequency and Percentage of the role of Social Studies Education in fostering cultural tolerance in multicultural society like Ibadan Southeast. The responses of the respondents were collapsed to agree and disagree for easy interpretation. 84 (84.0%) of the respondents said that Social Studies classes provide opportunities for students to learn about and discuss various cultures while 77 (77.0%) of them said that Social Studies Education plays a significant role in promoting cultural tolerance among students in Ibadan Southeast. About 76 (76.0%) of the respondents said that Lessons in Social Studies help reduce prejudice and stereotypes among students

while 61 (61.0%) of them said that Social Studies Education contributes to a harmonious relationship between students of different cultural backgrounds. It could be said from the above table that the role play by Social Studies Education in fostering cultural tolerance in multicultural society like Ibadan Southeast ranges from provision of opportunities, cultural tolerance, reduction of stereotype and harmonious relationship.

Research Question 3: What challenges do teachers and schools face in teaching cultural awareness through Social Studies in Ibadan Southeast?

Table 3: Frequency and Percentage of the challenges in teaching cultural awareness through Social Studies in Ibadan Southeast

S/N	ITEMS	Agree		Disagree	
		Freq	%	Freq	%
1	Teachers face challenges in incorporating diverse cultural perspectives into the Social Studies curriculum.	57	57.0	43	43.0
2	There is insufficient training for teachers on how to effectively teach cultural awareness in Social Studies.	40	40.0	60	60.0
3	Limited resources (e.g., textbooks, teaching materials) hinder the effective teaching of cultural awareness in Social Studies classes.	36	36.0	64	64.0
4	Students often show a lack of interest in learning about cultural diversity in Social Studies.	76	76.0	24	24.0

5	Cultural biases among students pose challenges for teachers when discussing cultural topics in Social Studies.	65	65.0	35	35.0
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Table 3 shows the Frequency and Percentage of the challenges in teaching cultural awareness through Social Studies in Ibadan Southeast. The responses of the respondents were collapsed to agree and disagree for easy interpretation. 76 (76.0%) of the respondents said that students often show lack of interest in learning about cultural diversity in Social Studies while 65 (65.0%) of them said that cultural biases among students pose challenges for teachers when discussing cultural topics in Social Studies. About 57 (57.0%) of the respondents said that teachers face challenges in incorporating diverse cultural perspectives into the Social Studies curriculum. It could be said from the above table that the challenges in teaching cultural awareness through Social Studies in Ibadan Southeast ranges from lack of interest by the students, cultural biases among students and diverse cultural perspectives.

Discussion

The finding of this study revealed that Social Studies Education in promoting cultural awareness among students in Ibadan Southeast is effective to a large extent. This finding is in line with the assertion of Ololube (2013) who stressed that the Social Studies curriculum in Nigeria is structured to promote critical thinking about cultural issues, social norms, and historical events that shape societal development.

The finding of this study revealed that the role play by Social Studies Education in fostering cultural tolerance in multicultural society like Ibadan Southeast ranges from provision of opportunities, cultural tolerance, reduction of stereotype and harmonious relationship. This finding is in line with the submission of Ogundele (2015) who found that students who participated in Social Studies lessons that

emphasized cultural education were more likely to exhibit positive attitudes toward other ethnic groups. Furthermore, the curriculum encourages students to critically evaluate their cultural assumptions and to engage with diverse perspectives, leading to a more inclusive and tolerant society (Adedoyin, 2014).

The finding of this study revealed that the challenges in teaching cultural awareness through Social Studies in Ibadan Southeast ranges from lack of interest by the students, cultural biases among students and diverse cultural perspectives. This finding is in agreement to the finding of Ogunleye and Oduwole (2016) who said that one major issue is the lack of adequately trained teachers who can deliver the curriculum in a way that engages students with cultural topics. Many Social Studies teachers in Nigeria are not sufficiently equipped with the pedagogical skills needed to facilitate discussions on sensitive cultural issues, leading to superficial coverage of cultural topics. The study also corroborated the finding of Onyejekwe (2017) who said that another challenge is the limited availability of resources, such as culturally relevant textbooks and teaching materials that reflect the diversity of Nigerian society. Additionally, the curriculum itself may not be fully updated to address the complexities of contemporary cultural interactions in a globalized world. In some cases, the focus of Social Studies has shifted away from cultural education, resulting in a diminished emphasis on cultural awareness (Imam, 2015).

Conclusion

Based on the findings in this study, it could be concluded that Social Studies Education helps in promoting cultural

awareness among students in Ibadan Southeast but faced with some challenges

Recommendations

Based on the findings in this study, the following recommendations were made:

1. There should be more awareness for both teachers and students on the promotion of cultural heritage in schools.
2. There should be provision of opportunities, cultural tolerance, reduction of stereotype and harmonious relationship
3. Students should be helped to develop interest, avoid cultural biases and incorporate diverse cultural perspectives

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