

Teachers' Perception of the Strengths and Challenges of Interaction-Discussion-Strategy in Social Studies Classrooms in Oyo State, Nigeria

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Abstract

This study was conducted to investigate social studies teachers' perception of the strengths and challenges of interaction-discussion-strategy in public junior secondary schools in Oyo State, Nigeria. The participants were 760 Social Studies teachers from 360 junior secondary schools. The instruments used were Perception of the Strength and Challenges of IDS ($r=0.81$). Data were analysed using descriptive statistics. Findings showed that teachers perceived the strength of the strategy to be its potential in promoting positive interaction among learners, while the perceived changes were that overcrowded classroom and dearth of teaching resources may render the strategy unusable.

Keywords: Interaction-Discussion-strategy, Perception, strengths, Challenges

Introduction

Social Studies plays an important role in the social, political and economic growth of the society which makes it an indispensable discipline that could serve as a catalyst for the sustenance and transformation of that society. Mezieobi, Fubara and Mezieobi (2008) see Social Studies as an emerging discipline which concerns itself with complex interaction of humans with physical, social and cultural environment. It is a subject that develops in humans the capacities to understand the world and its problems. Ajiboye (2009) posits that the major goal of Social Studies is citizenship education. In the same vein, Akinseye (2008) earlier posited that Social Studies is important because it deals with social problems that affects citizens in the society.

Social vices are evident in all sectors and spheres of Nigerian national lives. Social, economic, political and environmental problems pose a serious challenge to Nigeria as a nation. These days it is becoming rare to find an educational institution in Nigeria without one form of social vices or another. As Okwu (2006), Odia and Omofonmwan (2007) and Obinwa (2008) noted, there is an up surge in social vices among students in the country irrespective of the educational level such as cultism, hooliganism, sexual immorality, malpractices in examination, dishonesty, theft, abuse of drugs, indiscipline, offensive/indecent dressing, and sexual promiscuousness and harassment. The reasons why some students of secondary school age may engage in social vices include, gradual relapse in adhering to laudable traditional lessons, students' youthful impulsiveness, rapid acculturation arising from globalisation, peer pressure, lack of proper parenting/home training, curriculum deficiency and mass illiteracy (Kayode, 2015.)

Whatever the cause, social vices amongst students of secondary schools constitute a huge

problem in Nigeria. In fact, the problem of social vices among students, given its effects, has the potentials of affecting the development of the country in many ways if not addressed. Jekayinfa, Omosewo, Yusuf, and Ajidagba, (2011), noted that Nigeria has suffered great losses because of these vices which they described as endemic. This is because, these vices seriously dent the image of the country before the international community and affect Nigeria's ranking in the comity of nations. Similarly, the high rate of moral decadence and engagement in social vices among students could result in negative and wrong perception of Nigerian graduates by organizations and the world outside

Therefore, the incidence of vices and its costly negative outcomes on young people and the society at large calls for efforts to stem it if not eradicate it totally. One viable instrument to do so is education through a well conceptualized, designed and implemented curriculum. This is because when the values of any given society are appropriately integrated into the school curriculum, the resulting education could help to make man well-adjusted in the society and the school could rightly be accepted as a place where good and acceptable behaviours of the society are nourished. The teaching of Social Studies is expected to promote positive interpersonal relationships, improve self-esteem and reduce the incidences of social vices among the youths (Ajitoni, 2005).

Social Studies is aimed at equipping students to solving problems of crucial importance both to them (learners) as individuals and to the society at large. Okobiah (1984) declares that the promotion of integration, patriotism and acceptable national morale in a multi-ethnic or a heterogeneous country like Nigeria is one of the major purposes of teaching Social Studies. The effective teaching of the subject could assist Nigerians to make wise and informed decisions that will be useful to them and the society in solving

problems of life. Some of the problems that social studies can solve include the problems of unity and identity, citizenship issues and problem, drug addiction, population/ family life, and STIs, HIV/AIDS.

Social Studies is capable of serving as a means of positively changing the value system of a people; develop students' understanding of their national social heritage and a need to conserve them, prepare responsible citizens by leading positive behavioral changes in the learners, improve the effort at human capital development, foster patriotism, engineer sustainable national development, facilitate the attainment of national development goals by producing responsible individuals (Osai, 2010). Other potential capabilities of Social Studies include, providing value-based education, serving as a means of developing socio-civic and personal behaviours, and inculcating democratic values, serving as a vital instrument for achieving global peace, serving as an antidote to corruption, and a means of achieving the various Sustainable Development Goals (SDGs) (Odia, 2014; Ogunfunmilakin, 2015).

Despite the crucial role of Social Studies Education in the development of an individual and nation, the students disengage too soon from learning and do not reach their full human potential (Atelia, Amy and Martin, 2006). This implies to a large extent that the conventional strategy of teaching Social Studies Education has failed to recognize the benefits of student engagement with their communities in the acquisition of knowledge and social skill. It is essential for Social Studies to foster a connection between learning and the real world because the subject may not serve the intended purpose unless the gap between how students live and how they learn is bridged.

The shortfall in students' knowledge, values and practices, according to Ogunsanya, Ajiboye and Olubela (2010), contributes largely to an unending gap between the aspirations and dreams of the founding fathers of the nation and the current socio-political realities. Lamenting this trend, Nduka (2004) remarks that many Nigerians exhibit unethical attitudes and engage in social vices. Aderinto (2002) stated that the society perceives certain behaviours as undesirable and different from societal ideals and realities. Such undesirable and significantly negative behaviours affect rules of human relationship in formal and informal settings which the people of a society have established

among themselves over time. From the above, social problems and/or social vices affect rules of human relationship, hamper and disturb the social order of any given society. To him, indiscipline is common in the country and it is exemplified by riotous behaviour in public places, such as recklessness in driving, violent crimes, lack of respect for law and order, rampant avarice, exploitation of fellow citizens, poor attitude to work, lack of commitment to sound ethical values, cheating, cybercrimes, and fraud including the notorious advance fee fraud (419). It is hoped that if teachers employ enhanced instructional strategies learners will be better equipped to learn the subject. Such instructional strategies should focus on means of seeking and discovering learning (Yusuf, 2004).

The use of strategies in which students are actively engaged can be a great solution to the problem of class size and lack of motivation. Yusuf (2014) identifies ineffective instructional techniques and learning environment that are not conducive to the teaching of social studies. Odia (2014) also identified lack of positive attitude on the part of teachers, ineffective communication skills and poor text possession on the part of the students as being responsible for the negative trend. The ineffective strategy refers to a strategy that is mainly teacher centred. It is the habitual way of handling teaching and learning in the classroom all over. It involves the teacher beginning the class by writing the topic on the board. He/she defines the concepts to the students. Thereafter, students are asked questions from what is taught. The lesson ends after the students are instructed to copy notes. As expected, this strategy of teaching has been condemned by educational experts. To them, students must be active participants in the class. The teacher that wants to dutifully implement curriculum content must not give learners precise, inflexible and disconnected answers, (Oyeleke, 2011).

Notes taken during this kind of lessons will be just cram papers from summary notes of the real and original texts. Teachers are also known to delay the teaching of poetry till the last year of the students. This is because some of the teachers are not well grounded in the subject themselves. The inability of social studies to achieve its objectives in the curriculum has been blamed on these ineffective strategies adopted in teaching it. An informal survey conducted by the researcher on the teaching of social studies in schools revealed that most of the teachers use ineffective teaching strategies in teaching social studies and these do not encourage students to respond actively in the class. This poor handling of the subject by teachers has been identified by scholars as a major cause of the

inability of social studies to address many of the social vices ravaging the society (Ogunsanya, Ajiboye and Olubela, 2010).

Owing to large classes and inadequate infrastructure in schools, most teachers often employ teacher-centered strategies instead of innovative strategies. Bellanca and Brandt (2010) also affirm that poor teaching strategies of Social Studies concepts also make students to show little or no concern about the welfare of others, and many would not even participate in communal tasks. Therefore, in order to inculcate desirable socio-political values in the students, especially those at the tertiary level, there is need for practicing Social Studies teachers to adopt teaching strategies that would re-orientate and re-focus students' thinking pattern, such that the students will see the need to change positively and live as well-informed and responsible citizens. Olagunju, Bolaji and Adesina (2012) emphasises that in teaching-learning condition, the instructional process should be participatory and interactive in order to maximize effective learning outcomes among the learners.

Before now, many teachers in different fields, places and at different times have researched into innovative strategies that are learner-centred. In Social Studies, many strategies have been adopted by many teachers, especially in MDGs (Millennium Development Goals) training of teachers from 2006 to date and the series of research carried out. Notwithstanding the effects of these strategies in improving the teaching and learning processes as found by the various studies earlier highlighted, there still appear to be some gaps in students' understanding of and dispositions to Social Studies education concepts. This perhaps may have been responsible for why all the socio-political problems mentioned earlier are still on the increase in Nigeria today. This also attests to why there is need for the application of more innovative and transformative strategies in the teaching of Social Studies education concepts. Thus, the disconnection between what is taught by the teacher and what is learnt by the students has obviously created the need for more innovative strategies which can change students' thought patterns (Mezirow, 1990; 1995).

Among the innovative strategies recommended for the teaching of social studies is Interaction-Discussion Strategy. Interaction-Discussion Strategy has been perceived by teachers as purposeful deliberations on subject in which genuine contributions and interactions exist. The

discussion may involve students coming together in small or large groups on specified tasks or projects with the guidance of the teacher. According to Herts (2010) in his research, he observed that interaction-discussion learners can comprehend how the different topics in the sciences are interrelated, such as the food chain and food web concepts; students can also comprehend the concept of Energy transformation and Ecological succession. So also this can be applicable to Social Studies topics that are interrelated, such as social institution that will touch all the levels of human life from cradle to grave.

To further affirm the efficacy of the use of interaction-discussion strategies, efforts have been made in the past by the Nigerian government at different levels. Part of the efforts were those of the Federal Government and State Government (in particular Oyo State) on the MDGs training programme organized to retrain teachers of Social Studies. For instance Oyo State Mediation On Education And Strategy Intervention 2017 (OYOMESI), was a mechanism to boost education development.

After the training, Oyo State, embarked on some mechanisms so as to give room for proper usage of innovative strategies and these are;

1. Sending manuals to school on Interaction-Discussion
2. Routine checkup by Supervisors and Inspectors of Education.
3. Training and re-training on to manual basis of Interaction-Discussion.
4. Feedback on student's performance after training and using Interaction-Discussion.
5. Incentives on the part of the teachers by the Inspectorate unit of the Ministry of Education.
6. For the terminal classes government intends to sponsor teaching staffs that produced 65% and above good performance on the individual subject to Europe for summer holiday. Oyo State Mediation On Education And Strategy Intervention 2017 (OYOMESI)

Despite the invaluable benefits of introducing interaction-discussion through the social studies curricular and through the MDGs re-training between 2007 and 2012, most teachers of secondary institutions tend to be more comfortable with the lecture strategy of teaching. The retraining is an opportunity to;

1. Brush up teachers' knowledge of what they

- learnt during teacher education but which may have become rusty. E.g. the structure of a good lesson plan, including child-centred activities.
2. Learn new approaches and techniques for facilitating active learning techniques of questioning, interaction – discussion grouping, assessing and in general, mentoring etc.
 3. Participants have the opportunity to learn from each other through interaction - discussion strategy being used in the classes.
 4. The continuous yearly retraining workshop is also to enable teachers benefit from teaching – learning approaches, methods, techniques/strategies to meet current trends and to emphasize learners centeredness in teaching and the guides for the retraining come with tips that you can use to actualize active learning through participatory, interactive, collaborative and reflective teaching which are the hall marks of a learner-centred approach.

These are, the challenges militating against the regular use of interaction-discussion strategy in social studies classes as identified by SUBEB (2013);

- The teachers could not really use the strategy as effectively as they wanted because the class sizes in the state do not give room for proper grouping and it was difficult for students to sit comfortably using the teaching and interaction-discussion in the class.
- The existing conventional time table also did not give room for proper timing. The 40 minute timing system will not be okay for effectiveness of the strategy because to have a good and meaningful interaction-discussion class these must be more time.
- Averagely some of the students had problems in their communication skill and this hindered some students' ability to participate freely in the interaction-discussion class.

With all these challenges and through an informal study carried out by the researcher it was shown that teachers' possess varying disposition to the use of interaction-discussion, it was also revealed that teachers perception and disposition to the use of the strategy fall below expectation, though the

awareness was there most especially during the MDGS (2007-2012) training. It was also found that some made use of the strategy for some time and later dumped it. It is the intention of the present study to find out from the teachers why they used the strategy for some time and later dumped it and what they perceived as regards the strategy as predictors of their disposition to its use in their schools in Oyo State.

Interaction-Discussion strategy involves purposeful deliberations on the subject in which genuine contributions and interactions exist. The discussion may involve students coming together in small or large group on specified task or project with the guidance of the teacher. According to Graws and Cebulla (2000), through interaction-discussion, learners can comprehend how the different topics in Social Studies are interrelated.

Teachers' perception of effective strategies of teaching and learning will help them to adopt them to teach effectively. Many teaching strategies abound that reveal poor results because most times teachers are not completely aware of them or teachers have wrong perception of them (Herts, 2010). Most of these teachers are not making use of the diverse forms of teaching strategies that can help them handle some particular problems linked to the social studies teaching. In other words, this could mean that they understand the subject matter more than they do the pedagogical aspects, especially as it involves innovative strategies of teaching.

Statement of the Problem

Social Studies is taught in secondary schools as a means of realising the main aims of inculcating national consciousness and values in Nigerians. One of the effective strategies prescribed by the curriculum for teaching concepts in Social Studies, is interaction-discussion strategy which engages students with their colleagues to discuss concepts taught and interact with their peers in the cause of instruction. However, informal survey reports from Social Studies classroom reveal that in spite of the effectiveness of interaction-discussion in promoting students' learning outcomes, teachers do not adopt the strategy in teaching Social Studies concepts and they later dumped it. Previous studies largely focused on effectiveness of interaction-discussion strategy on knowledge, values and social skills in Civic Education, Social Studies, Moral Education and Environmental Education with little emphasis on Social Studies teachers' **perception and awareness of interaction discussion strategy in Oyo state**, Nigeria. Therefore, this study examined Social Studies teachers' **perception, and awareness of**

interaction discussion strategy in Oyo state, Nigeria

Research Questions

1. What is the teachers perception of the strength of Interaction-Discussion strategy?
2. What is Social studies teacher perception of the challenges of Interaction-Discussion strategy?

Significance of the Study

The study revealed the extent to which Social Studies teachers are aware of the effectiveness of interaction-discussion strategy and their pedagogical content knowledge, their commitment, their perception of its strength and challenges and how this could predict their disposition to its use, thereby identifying factors that influence adoption of innovative strategies in Social Studies classroom in Oyo State in particular at the junior secondary school level. The study had further revealed the need to engage teachers of social studies in capacity building programmes for improved productivity in Oyo State. Curriculum planners would find the study useful as it has identified some of the factors that could predispose teachers' use of interaction-discussion strategy. It is also opined that the findings of the study will serve as a reference point for other research in the field of Social Studies Education.

Methodology

The design adopted for the study was the survey design of correlational type which examines the relationship between the independent variables

(teachers perception of strength of Interaction - discussion strategy; teachers perception of challenges on the use of interaction - discussion strategy; teachers pedagogical content knowledge; teacher commitment to teaching and the actual use of interaction-discussion strategy and teachers implementation of interaction - discussion strategy) would predict teachers disposition to the use of interaction - discussion strategy and lesson delivery on the use of interaction-discussion strategy. The population of the study will comprise all the Social Studies teachers in junior secondary schools, in the three Senatorial Districts, of Oyo State. The rationale for selecting Social Studies teachers and the subject is that it is during the Junior Secondary School,(JSS) classes that most Social Studies concepts are taught and this would have improved their understanding of those concepts that will make them fit in the society, as good citizens. The participants in this research were 720 teachers of social studies from 360 schools(two per school). The instruments used were Teachers Perception of Strength of the use of Interaction-discussion Strategy Scale($r=0.81$) and Teachers Perception of the Challenges in the Use of Interaction-discussion Strategy Scale($r=0.80$). Data collected were subjected to descriptive statistics, Pearson's product moment correlation and Multiple regression at 0.05 level of significance.

RESULTS

Research Questions 1:What is the teachers perception of the strength of Interaction-Discussion strategy?

Table 1: Teachers Perception of the strength of Interaction-Discussion Strategy

S/N	ITEMS	SA	A	D	SD		St. D
1.	Interaction–discussion will determine learning objectives	49 (8.4%)	306 (52.2%)	200 (34.1%)	31 (5.3%)	2.63	.710
2.	Interaction–discussion makes planning of strategy easier for teachers	63 (10.8%)	338 (57.7%)	175 (29.9%)	10 (1.7%)	2.77	.651
3.	Interaction–discussion makes teachers and students ask good questions	63 (10.8%)	334 (57.0%)	169 (28.8%)	20 (3.4%)	2.75	.686
4.	Participants can evaluate the discussion in Interaction –discussion	78 (13.3%)	373 (63.7%)	119 (20.3%)	16 (2.7%)	2.87	.656
5.	Interaction–discussion enables participants to create ground rules	55 (9.4%)	341 (58.2%)	147 (25.1%)	43 (7.3%)	2.69	.739
6.	Interaction–discussion makes high-quality participation count	88 (15%)	376 (64.2%)	119 (20.3%)	3 (0.5%)	2.93	.608
7.	Teachers in Interaction–discussion monitors group dynamics	87 (14.8%)	337 (57.5%)	129 (22.0%)	33 (5.6%)	2.81	.748
8.	Participants in Interaction–discussion speak respectfully to one another, even when disagreeing	85 (14.6%)	338 (57.9%)	153 (26.2%)	8 (1.4%)	2.85	.665
9.	Interaction–discussion makes participants provide direction and maintain focus	57 (9.7%)	351 (59.9%)	155 (26.5%)	23 (3.9%)	2.75	.677

10.	Participants in Interaction–discussion taking sides and refusing to compromise	80 (13.7%)	370 (63.1%)	118 (20.1%)	18 (3.1%)	2.87	.667
11.	Interaction–discussion helps to create a discussion climate early	71 (12.1%)	337 (57.5%)	133 (22.7%)	45 (7.7%)	2.74	.767
12.	The participants demonstrate relevance in Interaction –discussion	105 (17.9%)	321 (54.8%)	129 (22%)	31 (5.3%)	2.85	.768
13.	Friendly participation that will not create unhealthy rivalry is encouraged in Interaction–discussion	89 (15.2%)	324 (55.4%)	133 (22.7%)	39 (6.7%)	2.79	.778
14.	Interaction–discussion creates in students the model exemplary discussion behavior	107 (18.3%)	329 (56.1%)	139 (23.7%)	11 (1.9%)	2.90	.698
15.	Interaction–discussion requires students to prepare for future discussion in moral values	73 (12.5%)	332 (56.7%)	141 (24.1%)	40 (6.8%)	2.74	.758
16.	The teacher in Interaction–discussion get to know their students	121 (20.6%)	321 (54.8%)	131 (22.4%)	13 (2.2%)	2.93	.718
17.	Interaction–discussion communicates learning objectives	56 (9.6%)	358 (61.1%)	124 (21.2%)	48 (8.2%)	2.72	.746
18.	Interaction–discussion questions help the students review the text through their relevant personal experiences	122 (20.9%)	339 (58.0%)	121 (20.7%)	2 (0.3%)	2.99	.656
19.	The use of Interaction–discussion conveys meaning and forms clarify of concept	57 (9.7%)	390 (66.6%)	110 (18.8%)	29 (4.9%)	2.81	.669
20.	Interaction–discussion makes the discussion on the concept serves to represent moral interest and challenge cultural misconduct	116 (19.8%)	310 (52.9%)	148 (25.3%)	12 (2.0%)	2.90	.724
Standard Mean = 2.50; Weighted Mean =2.81							

Table 1 shows the Social Studies teachers perception of the strength of Interaction-Discussion strategy. The table indicate a weighted mean of 2.81 against the standard mean of 2.50. This implies that teachers had positive perception of the strength of Interaction-Discussion strategy. Eleven of the twenty items contributed to this positive perception. In order of magnitude, the items are: item 18 - Interaction–discussion questions help the students review the text through their relevant personal experiences (= 2.99 > 2.81); item 6 - Interaction–discussion makes high-quality participation count (= 2.93 > 2.81); item 16 - The teacher in Interaction–discussion get to know their students (= 2.93 > 2.81); item 14 - Interaction–discussion creates in students the model exemplary discussion behavior; (= 2.90 > 2.81); item 20 - Interaction–discussion makes the discussion on the concept serves to represent moral interest and challenge cultural misconduct (= 2.90 > 2.81); item 4 - Participants can evaluate the discussion in Interaction –discussion (= 2.87 > 2.81); item 10 - Participants in Interaction–discussion taking sides and refusing to compromise (= 2.87 > 2.81); item 8 - Participants in Interaction–discussion speak respectfully to one another, even when disagreeing (= 2.85 > 2.81); item 12 - The participants demonstrate relevance in Interaction –discussion (= 2.85 > 2.81); item 7 - Teachers in Interaction–discussion monitors group dynamics (= 2.81 = 2.81); item 19 - The use of Interaction–discussion conveys meaning and forms clarify of concept(= 2.81 = 2.81). In conclusion, this result implies that the strength of Interaction–discussion strategy contained in these eleven items were the ones teachers mostly perceived to be the strength of the strategy.

Research Questions 2: What is the teachers perception of the challenges of Interaction-Discussion strategy?

Table 2: Teachers Perception of the Challenges of Interaction-Discussion strategy

S/N	ITEMS	SA	A	D	SD		St. D
1.	In interaction-discussion asking too Many questions at once may be encouraged.	88 (15.0%)	378 (64.5%)	79 (13.5%)	41 (7.0%)	2.87	.741
2.	Student may form the habit of asking a question and answering it by himself/herself in interaction-discussion.	110 (18.8%)	336 (57.3%)	126 (21.5%)	14 (2.4%)	2.92	.702
3.	Interaction-discussion may fail to probe the implications of answers.	44 (7.5%)	387 (66.2%)	118 (20.1%)	36 (6.2%)	2.75	.679
4.	In interaction-discussion teachers and student are likely to ask unconnected questions.	100 (17.1%)	362 (61.8%)	124 (21.2%)	-	2.95	.617
5.	Asking yes/no or leading questions.	58 (9.9%)	367 (62.6%)	125 (21.3%)	36 (6.1%)	2.76	.708
6.	In interaction-discussion students and teachers may form the habit of asking lead questions	114 (19.5%)	357 (60.9%)	108 (18.4%)	7 (1.2%)	2.98	.653
7.	In interaction-discussion students and teachers may to fail to build on answers	71 (12.1%)	365 (62.3%)	116 (19.8%)	34 (5.8%)	2.80	.717
8.	In interaction-discussion students and teachers may Ignore to build on answers	124 (21.4%)	317 (54.7%)	133 (23.0%)	5 (0.9%)	2.96	.691
9.	Excessive hair-splitting or nit-picking may be involved	64 (10.9%)	357 (60.9%)	131 (22.4%)	34 (5.8%)	2.76	.715
10.	Participants taking sides during interaction-discussion but refusing to give constructive evidence	126 (21.5%)	325 (55.5%)	114 (19.5%)	21 (3.6%)	2.94	.742
11.	Participants may refuse to compromise thereby creating unhealthy rivalry	91 (15.5%)	368 (62.8%)	91 (15.5%)	36 (6.1%)	2.87	.736
12.	Private conversations may be developed in interaction –discussion	112 (19.1%)	342 (58.4%)	102 (17.4%)	30 (5.1%)	2.91	.750
13.	Interaction-discussion may encourage apathetic participation	40 (6.8%)	376 (64.2%)	137 (23.4%)	33 (5.6%)	2.72	.671
14.	Repetition of points may be encouraged while the class is in progress	88 (15.0%)	373 (63.7%)	101 (17.2%)	24 (4.1%)	2.89	.690
15.	interaction-discussion may fail to explore the implications of answers	40 (6.8%)	374 (63.8%)	143 (24.4%)	29 (4.9%)	2.72	.659
16.	Teacher or student should always use their leisure to prepare ahead, for the content and topic	122 (20.8%)	357 (60.9%)	86 (14.7%)	21 (3.6%)	2.98	.706
17.	A discussion class requires interaction, summary and evaluation	80 (13.7%)	349 (59.6%)	124 (21.2%)	33 (5.6%)	2.81	.734
18.	Sessions of discussion should be timed.	109 (18.8%)	336 (58.0%)	109 (18.8%)	25 (4.3%)	2.91	.736
19.	Participatory discussion class could be enriched when teachers know each student by name.	62 (10.6%)	352 (60.1%)	132 (22.5%)	40 (6.8%)	2.74	.734
20.	There should be a final plenary session for summary in IDS	123 (21.0%)	325 (55.5%)	112 (19.1%)	26 (4.4%)	2.93	.758
	Standard Mean = 2.50;Weighted Mean = 2.85						

Table 2 shows the perception of the selected Social Studies teachers about the challenges of Interaction-Discussion strategy. The table indicates the weighted mean of 2.85 against the standard mean of 2.50. This implies that the majority of the teachers selected perceived that there were challenges confronting Interaction-Discussion strategy. Twelve out of the twenty items contributed to this perception. In order of magnitude, the items are: item 6 - In interaction-discussion students and teachers may form the habit of asking lead questions(= 2.98 > 2.85); item 16 - Teacher or student should always use their leisure to prepare ahead, for the content and topic (= 2.98 > 2.85); item 8 - In interaction-discussion students and

teachers may Ignore to build on answers ($\bar{x} = 2.96 > 2.85$); item 4 - In interaction-discussion teachers and student are likely to ask unconnected questions ($\bar{x} = 2.95 > 2.85$); item 10 - Participants taking sides during interaction-discussion but refusing to give constructive evidence ($\bar{x} = 2.94 > 2.85$); item 20 - Other ways of students' participation include an examination of teacher's subject content, in relation to students' contributions, and evaluation of comments which may not be possible because of the static nature of the curriculum ($\bar{x} = 2.93 > 2.85$); item 2 - Student may form the habit of asking a question and answering it by himself/herself in interaction-discussion ($\bar{x} = 2.92 > 2.85$); item 12 - Private conversations may be developed in interaction -discussion ($\bar{x} = 2.91 > 2.85$); item 18 - Time allotted to discussion class may not be eventually spread ($\bar{x} = 2.91 > 2.85$); item 14 - Repetition of points may be encouraged while the class is in progress ($\bar{x} = 2.89 > 2.85$); item 1 - In interaction-discussion asking too Many questions at once may be encouraged ($\bar{x} = 2.87 > 2.85$); item 11 - Participants may refuse to compromise thereby creating unhealthy rivalry ($\bar{x} = 2.87 > 2.85$). In conclusion, the result implies that the challenges contained in these twelve items are the most perceived by the teachers as challenges of Interaction-Discussion strategy.

Discussion of Findings

Teachers' perception strengths and challenges of interaction - discussion strategy

Teachers' perception of the strength and challenges of interaction-discussion strategy was positive. This implies that if teachers are have positive perception of the strength of this strategy in term of having understanding on how this strategy can enhance students learning outcomes in Social studies, this will enable them to be encouraged to develop positive attitude towards the use of interaction discussion strategy in their concepts teaching in social studies. It also implies that those teachers that do not have good disposition towards the use of interaction-discussion strategy do not have good perception of interaction-discussion strategy; therefore, they are not using it. The result of this study corroborates the findings with Afolabi, Abidoye and Afolabi (2013) who affirmed that the knowledge of teachers about active strategies such as interaction-discussion strategy will influence their disposition to the use of the interaction discussion strategy.

Conclusion

The study investigated Social Studies teachers' perception of strength and challenges of Interaction - discussion strategy in Oyo State, Nigeria. Findings showed that teachers perceived that the use of interaction discussion strategy could promote positive interaction among students and that the major challenge militating against its use is dearth of teaching resources needed for its implementation. It can be concluded that these factors play an important role in determining disposition to and actual use of interaction - discussion strategy.

Recommendations

Based on the findings, the following recommendations were made:

1. There should be regular training and retaining of social studies teachers on the use of active teaching strategy such as interaction-discussion strategy in order to encourage teachers to have good disposition to and also make use of interaction-discussion strategy in their lesson delivery.
2. Social studies teachers should attend regular conferences organized by Social Studies Association of Nigeria (SOSSAN) where they would be acquainted with features, benefit of implementing interaction-discussion strategy.
3. Regular in service training and workshop should be organized.
4. Adequate resources required for the implementation of interaction-discussion strategy should be made available to improve their disposition to its use.

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