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1. The Nigerian Journal of Social Studies will consider for publication articles that deal with:
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Examples of References

- (i) Journal
Ogunlare, S.F. (1991), How Social Studies educators see the essentiality of their discipline for social mobilization of youth in Nigeria. *Social Education* 55 (5): 375-378
- (ii) Book
Barr. R., Barth, J. and Sharmis, S. (1978). *The Nature of the Social Studies*. Palm Spring California: ETC Publication
- (iii) Chapter in book
Adaralegbe, A. (1980). The Nigerian Social Studies programme: retrospect and prospects. In Nigeria Educational Research Council (Ed.) *Social Studies Teaching Issues and Problems*. Benin City: Ethiope Publishing Corporation.

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UNDERGRADUATE SOCIAL BEHAVIOUR IN NIGERIA: A CORRELATIONAL ANALYSIS OF SELF-ESTEEM AND SOCIAL MEDIA

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Abstract

It has been observed that interest-in-schooling is an important factor associated with the learning process. However, it was observed that disinterest attitude towards schooling has resulted to indiscipline, low academic achievement, absenteeism and drop-out among secondary school students in Nigeria. This makes it imperative to examine influencing factor (social media, school climate and self-esteem) on interest-in-schooling among secondary school students. The study adopted a descriptive research design of the correlational type. A total of three hundred (300) secondary school students were used in which ten (10) schools in Badagry Local Government Area in Lagos State were selected using simple random sampling techniques. Three null hypotheses were formulated and tested at 0.05 level of significance. Reliable instruments (Interest-in-schooling Scale; $\alpha = 0.83$, Social Media Usage Scale; $\alpha = 0.87$, School Climate Scale; $\alpha = 0.85$, Self-esteem Scale; $\alpha = 0.72$) was used in collecting the data. Data collected was analyzed using Pearson Product Moment Correlation and Multiple Regression Statistical Tools. It was discovered that there is significant relationship between school climate ($r = 0.703$), social media usage ($r = -0.210$), self-esteem ($r = 0.453$) and interest-in-schooling. Regression analysis reveals that the three independent variables (school climate, social media usage and self-esteem) combined accounted for 54.5% (Adj. $R^2 = .545$) variation in the prediction of interest-in-schooling. The strongest predictor of interest-in-schooling is school climate and social media usage followed by self-esteem. It was recommended that parents, school counsellors and rehabilitation officers working with students

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who lack interest-in-schooling should take cognizance of the influence of Social media usage, school climate and self-esteem in helping them develop their interest-in-schooling.

Keywords: Social Media usage, School Climate, Self-esteem, Interest-in-schooling.

Introduction

Interest-in-schooling refers to learners' curiosity or passion for the acquisition of knowledge in a school setting. Interest in schooling is observed to contribute to learning and achievement, more so, it's a mental resource that enhances learning among students and could lead to better performance and achievement in school. There are various reasons why students decide to attend school which could be, to prepare themselves ahead to be employable and become a productive citizen. This and many other reasons make schools to be charged with the responsibility of preparing young people to become productive citizens that are capable of making a worthwhile contribution to the society. To achieve this goal, it is necessary for schools to engage their students in learning and personal development. Recently, it has been realized how crucial a role "interest" plays in the learning process. It was noted that the level of a person's interest has recurrently been found to be a powerful influence on learning and that interest influences an individual's attention, goals, as well as levels of learning. Some researchers are of the opinion that it determines in part what one chooses to learn, and how well one learns what one had chosen (Vickey, 2013; Hidi & Renninger 2006).

Interest is generally viewed as being of two types; personal and situational. The former is said to arise from an intrinsic desire to understand a particular topic, which it is claimed can persist for a long time and it has both a cognitive and an affective quality that individuals carry with them from place to place (Krapp, Hidi & Renninger, 2002). In contrast, situational interest is extrinsic. It is a kind of spontaneous interest that can fade as rapidly as it emerges, and is almost always place-specific. However, interest as a construct is not without its own contradictions. In the first place, despite incredible research, its origin remains an enigma. No research for

sure has established why some persons are interested in certain things, while others are not. The only explanation offered is that “each person is an individual, with his/her own set of psychological endowments and life experiences”, thereby suggesting that it could be either an innate or genetic characteristic or it could be the result of stimulation from the child's immediate environment. In some cases, it might well be a combination of both (Vickey, 2013).

However, in some schools in Nigeria, it was observed that some students did not display interest in schooling. For such students, the educational experience seems not to be an enjoyable or even worthwhile one, thereby leading them to become disinterested in school work. This might possibly be a problem being experienced globally. Students have become an unmotivated, apathetic individual with a lack of interest, goals, and determination to succeed in the academic curriculum (Benders, 2011). Disinterest in schooling also exists within all levels of the school system in United State of America and some African countries like Nigeria. It was observed that it usually begins in small degrees at the elementary level and manifested in middle school and becomes progressively worse in high school (Benders, 2011). Brewster and Fager, (2010) posited that by middle school, lack of interest in schooling becomes increasingly apparent in more and more students, and by high school, as dropout rates attest, too many students are not sufficiently motivated to succeed in school. University students are not exempt from this problem of disinterest in schooling. There is a suggestion that disinterest has been observed at the kindergarten level and there is no specific research that supports this claim (Benders, 2011). It was observed that such disinterest in schooling might not be as prevalent at the kindergarten level since children at that age are naturally curious and attracting their interest to school won't be difficult for knowledgeable and experienced teachers. Added to which, they do not fully understand what school is about. This is not the same with older students, who have been in the system for a number of years and are fully aware of its debilitating effect on them.

Interest as a person-object relation is characterised by the value commitment and positive emotional valences (Schiefele, 2001). These interest-driven activities are characterised by the experience of competence and personal control, feelings of

autonomy and self-determination, positive emotional states and under optimal circumstances, an experience of flow whereby the person and the object of interest coincide. Several studies (Csikszentmihalyi & Schiefele, 2001; High School Survey of Student Engagement, 2009) concerned with the effect of interest-in-schooling in the field of psychology have yielded positive result. Meanwhile, Adeyemo (2005) posited that the importance of interest in whatever a person does cannot be underestimated when it comes to making choice, this is because interest is of considerable importance factor that propel one towards what one choose to do. Individual interest was observed to be a relatively enduring predisposition to attend to certain objects and activities, and it's associated with positive affect, persistence and learning. Interest might substantially influence educational, interpersonal relations and the enjoyment one derives from leisure activities, and other major phases of daily living. Values are clearly related to life choices and are often discussed in conjunction with interests and preference. From the view point of the student and what he intends to achieve educationally, a consideration of his interest might be of practical significance. The interest must be there for him to devote time for his study. It was observed that interest leads to a mastery goal orientation when students are interested in what they are doing and most especially, when they are motivated by intrinsic reward having recognized that the knowledge will be useful to pursue an interest drawn to master the knowledge skills, not just to demonstrate them (Edelson & Diana, 2011). It was described that interest-in-schooling could influence cognitive performance and affective experience in academic learning, and could influence knowledge acquisition of students. This will greatly affect students' in the learning process and learning activity which are part of major purposes of schooling. The student, who is not interested in learning and learning activity, perhaps would have a tendency not to learn as well as possible; and this will eventually influence the quality of learning because when students have an interest, they will prepare themselves very well for learning (McWhaw & Abrami, 2001). There are lots of factors that are militating against interest in schooling which the researcher has identified such as social media, school climate and motivation.

Social media can be referred to as a map of specified ties,

such as friendship, between the nodes being studied. The nodes, to which an individual is thus connected, are the social contacts of that individual (Adeboye, 2013). Nowadays, most secondary school students possess at least one social media accounts. Social media is observed to be a social structure made up of individuals or organizations called “nodes”, which are connected by one or more specific types of interdependency, such as friendship, kinship, common interest, financial exchange, dislike, sexual relationships or relationships of beliefs, knowledge or prestige (Adeboye, 2013). The expansion in technology which has affected internet software results in chatting sites known as “social media”. Social media, one of the major channels that can be used to influence secondary school student's interest-in-schooling and the reason most of them perform badly in school might not be far-fetched. These days' students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, some students are always sending and receiving messages through social media while lectures are on. Times that ought to be channeled towards learning, academic discussion and innovating among secondary school students have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues which have a negative significant influence on their life. Most students' academics suffer a setback as a result of distraction from the social media and it was observed that many of the abnormal behavior exhibited by secondary school students are learned through social media.

Social media, most especially the networking sites has been recognized as an important resource for education today and secondary school students in Nigeria used social networking sites such as Facebook for fun, to kill time, to meet existing friends or to make new ones. it has been noted that students spend much time on participating in social networking activities, with many students blaming the various social networking sites for shifting their attention from academic work and steady decrease in grade point averages and only a few of these secondary school students are aware of the academic and professional networking opportunities the sites offered. Liccardi, Ounnas, Massey, Kinnunen, Midy and Sakar (2007) in their study reported that the students are socially connected with each other for sharing their daily learning experiences and do conversation on

several topics. Whereas on the other hand, Kuppuswamy and Shankar (2010) reported that social network websites grab the attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. This shows that social networks have advantage and disadvantage and now depend on the students to choose base on their perception and knowledge. The importance of social media cannot be underestimated. Studies have observed that the Internet is no doubt the evolution of technology but specifically social networks are extremely unsafe for teenagers. Social information processing theory as an interpersonal communication theory suggested that online interpersonal relationship development might require more time to develop than face-to-face relationships, but when developed, it has the same influence as face-to-face communication. This means the more students use social media, the more they influence their disposition to studies, given the fact that friends from social media will begin to exert influence on each other. However, the lack of regulation of the internet has led to its excessive use. Mc Quail (2008) avers that the internet penetrates more homes. It is a common sight to see a youth chatting in sensitive highly organised places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting.

Motivation can be defined as 'a psychological state of having an affective reaction to and focused attention for particular content and/or the relatively enduring predisposition to re-engage particular classes of objects, events, or ideas' (Renninger & Hidi, 2012). Educational psychologists have intensively studied the effect of motivation in influencing educational outcomes. Motivation in the field of education has been characterized in terms of the choices students make about whether or not to engage in an academic activity, the desire to persist and re-engage with an academic activity and the degree of effort/time expended on such activities. The point is that that motivation is “freighted with meanings that are difficult to defend”, and the term is seen in the “direction, intensity, persistence and quality” of an individual's actions which is said to characterize motivation. Motivation in the field of education is treated as a function of students' beliefs about their ability, their interest in and the value they place on academic activity. In this formulation, interest is

referred to as self-esteem, that is, “when individuals are intrinsically motivated, they engage in activities for their own sake and out of interest in the activity” while engaging in activities driven by their value or the incentives associated with engaging in such activities is termed as extrinsic motivation (Wigfield, 2012). At least three different self-reported survey-based approaches have been used to measure the motivation of students in the academic environment. The most straightforward is general single-dimension. A researcher argues that motivation among students drives task choice and the investment of intellectual resources which in turn should translate into higher educational achievement and if the motivation can be secured in a given set of facts or ideas, it may be perfectly sure that the students will direct their energies towards mastering them (Eccles, 2003). Eccles further claimed that a strong motivation will sustain an individual's attention and lead to sustained effort in accomplishing an academic goal.

School climate is defined as the relatively enduring quality of the internal environment of the school that is experienced by its members, can be described in terms of the values of a particular set of characteristics of the school, and influences their behavior (Tagiuri, 2006). Despite a large number of school climate definitions available, Tagiuri's was chosen in this study for the following reasons. First, it asserts that climate should be framed through the perceptions of those who experience it. Although a number of environmental characteristics influence school climate, it is fundamentally grounded in how the members of said environment experience those characteristics. This assumption places an emphasis on the importance of psychosocial climate, as opposed to the more easily observed physical aspects of the environment, or the organizational climate (Joyce & Slocum, 2008). Findings from a number of recent studies support a focus on students' perceptions of the environment as opposed to more objective aspects, finding them to be most relevant for understanding students' adjustment and wellbeing (Way, Reddy & Rhodes, 2007). Additionally, Tagiuri stated that despite the complex nature of the climate, “it can be described in terms of the values of a particular set of characteristics.” In other words, the psychosocial climate is more complex than observing social interactions or quantifying physical aspects of the environment. From this

perspective, all members of the school, including students and staff, will experience a similar climate through their shared contact with the same environment.

Researchers and educators have increasingly recognized the importance of climate around the world (Dynarski 2008, Ruus, 2007). There is a growing interest in school climate as a factor that can promote safer, more supportive, and more civil schools. The Centers for Disease Control and Prevention (2009) recommends school climate reform as a data-driven strategy that promotes healthy relationships, school connectedness, and dropout prevention. The National School Climate Council (2007) recommends that school climate and a positive and sustained school climate be defined in the following ways: School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support students, teachers and administrators feeling socially, emotionally and physically safe, and there is extensive research that shows that school climate has a profound impact on students' mental and physical health (Regina, 2015). School climate has been shown to mitigate the negative effects of self-criticism, affect middle school students' self-esteem and a wide range of emotional and mental health outcomes (Shochet, Dadds, Ham & Montague, 2006).

Additionally, there is a substantial body of literature on interest in schooling determinant of academic achievement (Koller, Baumert & Schnabel, 2001, Schiefele, 2001). Several researchers have proposed that academic achievement also affect interest in schooling. Krapp (2000) suggested that the effect of academic achievement on interest in schooling might be mediated through academic self-concept. Interest in schooling together with other socio-psychological factors was found to be good predictors of students' learning outcome in English language and attitude to English language respectively (Odinko and Adeyemo, 1999). Similarly, Tella (2003) and Adeyemo (2005) reported significant prediction of academic achievement by interest in schooling. Despite

all the laudable contribution of different scholars in the field of education to assess, examine and determine the student's interest in schooling, little studies is being carried out to examine factors influencing secondary school student's interest-in-schooling in Nigeria and this attracted the attention of this study.

Purpose of the Study

The main purpose of this study is to examine the influence of social media, school climate and self-esteem on interest-in-schooling among secondary school students in Badagry Local Government Area of Lagos state, Nigeria. Specific objectives include:

1. To investigate the relationship between social media, school climate, self-esteem and interest-in-schooling among secondary school students in Badagry Local Government Area of Lagos State, Nigeria.
2. To determine the joint contribution of social media, school climate, self-esteem on interest-in-schooling among secondary school students in Badagry Local Government Area of Lagos State, Nigeria.
3. To examine relative contribution of social media, school climate, self-esteem on interest-in-schooling among secondary school students in Badagry Local Government Area of Lagos State, Nigeria.

Hypotheses

The following hypotheses were tested at 0.05 alpha level :

H₀ 1 : There is no significant relationship between the independent variables (social media, school climate, self-esteem) and dependent variable (interest-in-schooling) among secondary school students in Badagry Local Government Area of Lagos State, Nigeria.

H₀ 2 : There is no significant joint contribution of the independent variables (social media, school climate and self-esteem) on the dependent variable (interest-in-schooling) among secondary school students in Badagry Local Government Area of Lagos State, Nigeria.

H₀ 3 : There is no significant relative contribution of the

independent variables (social media, school climate and self-esteem) on the dependent variable (interest-in-schooling) among secondary school students in Badagry Local Government Area of Lagos State, Nigeria.

Methodology

This study adopted a correlational design to establish the relationship between study variables and the predictive weights of the independent variables on the variation of the dependent variable. Two-stage sampling procedure was used in selecting the sample for the population. The first stage involved a random selection of ten (10) secondary schools in Badagry Local Government Area of Lagos State, Nigeria from the population of the study. The second stage involved the use of simple random sample technique to select thirty (30) students from each school having a total number of three hundred (300) students that participated in the study.

Research Instrument used to collect information from the participants of the study was divided into five segments based on the identified variables of interests which include : *Section A: Socio-Demographic Variables* that captured variables such as age, religion, family background and class. *Section B: Interest-in-Schooling Scale* which captured a 10 –item interest-in-schooling scale adapted from the developed and standardized interest scale by Anley (1998). *Section C: School Climate Scale* which was anchored on 5-point likert format response options ranging from strongly agree to strongly disagree on school climate. *Section D: Self-esteem Scale* which assessed the academic self-esteem and *Section E: Social Media Usage Scale*, it has a scale with 11 items anchored on 5-point likert format response options ranging from strong agree to strongly disagree, it assessed media usage of the participants. Data collected were subjected to inferential statistics which was used to test the hypotheses stated in the study. Pearson product moment correlation was used to test hypothesis one while hypothesis two and three were tested using multiple regression statistical tool at 0.05 level of significance.

Result

Hypothesis 1 (H₀1): There is no significant relationship between

the independent variables (social media, school climate and self-esteem) and dependent variable (interest-in-schooling) among secondary school students in Badagry Local Government Area of Lagos State, Nigeria.

This was analysed using Pearson Product Moment Correlation and the result is presented in the Table 1 below:

Table 1: Correlation matrix showing the relationship between the variables of the study

Variables	Mean	SD	1	2	3	4
Interest-in-schooling	43.91	4.251	1.00			
School climate	38.29	7.308	.703**	1.00		
Self-esteem	44.31	3.557	.453**	.595**	1.00	
Social media usage	26.55	8.516	-.210**	.019	.119*	1.00

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 1 reveals the inter-correlational matrix between the independent variables (social media, school climate, self-esteem) and dependent variable (interest-in-schooling) among secondary school students in Badagry Local Government Area of Lagos State, Nigeria. School climate ($r = .703, p < 0.01$) and self-esteem ($r = .453, p < 0.01$) positively and significantly correlated with interest-in-schooling: while social media usage was negatively and significantly correlated with interest-in-schooling ($r = -.210, p < 0.01$) among secondary school students in Badagry Local Government Area of Lagos State, Nigeria. This implies that interest-in-schooling among secondary school students in Badagry Local Government Area of Lagos State, Nigeria can be developed if the school climate can be made favourable so that the students can be intrinsically motivated, while the use of social media is lessened.

Hypothesis 2 (H_0 2): There is no significant joint contribution of the independent variables (social media, school climate and self-esteem) on the dependent variable (interest-in-schooling) among secondary school students in Badagry Local Government Area of Lagos State, Nigeria. This was tested using multiple regression statistical tool and the result is presented in the table 2 below:

Table 2: Multiple regression analysis on social media, school climate, and self-esteem on interest-in-schooling

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2971.010	3	990.337	120.498	.000 ^b
	Residual	2432.736	296	8.219		
	Total	5403.747	299			

R = .741

R (adjusted) = .550

R² (adjusted) = .545

Standard error of estimate = 2.867

Table 2 shows the joint contribution of the independent variable (social media usage, school climate, and self-esteem) on the dependent variable (interest-in-schooling) among secondary school students in Badagry Local Government Area of Lagos State, Nigeria. The result shows that social media, school climate, and self-esteem yielded a coefficient of multiple correlations $R = 0.741$, multiple correlations $R^2 = 0.550$ and the Adjusted $R^2 = 54.5\%$. This shows that about 55.0% of the total variance of interest-in-schooling among secondary school students in Badagry Local Government Area of Lagos State was accounted for by the linear combination of the social media usage, school climate, and self-esteem while the remaining 44.5% could be assigned to other estranged factors not considered in this study. The result in the Table 2 also indicated that social media usage, school climate, and self-esteem had significant joint influence on interest-in-schooling among secondary school students in Badagry Local Government Area of Lagos State, Nigeria ($F_{3,296} = 120.498; p < 0.05$).

Hypothesis 3 (H_0 3): There is no significant relative contribution of the independent variables (social media usage, school climate and self-esteem) on the dependent variable (interest-in-schooling) among secondary school students in Badagry Local Government Area of Lagos State, Nigeria. This was analyzed using multiple regression statistical tool and the result is presented in the table 3 below:

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Table 3: Multiple regression analysis on social media, school climate, and self-esteem on interest-in-schooling

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	27.553	2.133		12.915	.000
School climate	.379	.028	.652	13.409	.000
Self-esteem	.111	.059	.093	1.904	.048
Social media usage	-.117	.020	-.234	-5.942	.000

Table 3 revealed the relative contribution of social media usage, school climate, and self-esteem on interest-in-school among secondary school students in Badagry Local Government Area of Lagos State, Nigeria. The table also shows that social media usage ($= -0.234$; $t = -5.942$; $p < 0.05$), school climate ($= 0.652$; $t = 13.409$; $p < 0.05$), and self-esteem ($= 0.093$; $t = 1.904$; $p < 0.05$) made significant independent contribution to interest-in-schooling among secondary school students in Badagry Local Government Area of Lagos State, Nigeria. Therefore, the null hypothesis was rejected. This implies social media usage, school climate, and self-esteem are potent predictors of interest-in-schooling among secondary school students in Badagry Local Government Area of Lagos State, Nigeria.

Discussion of Findings

Research hypothesis one ($H_0 1$) predicted that there is no significant relationship between the independent variables (social media, school climate and self-esteem) and the dependent variable (interest-in-schooling). The result revealed that school climate and self-esteem positively and significantly correlated with interest-in-schooling while social media usage was negative and significantly correlated with interest-in-schooling among secondary school students in Badagry Local Government Area of Lagos State, Nigeria. This implies that interest-in-schooling among secondary school students in Badagry Local Government Area of Lagos State, Nigeria can be developed if their school climate can be modified to be favourable and they are intrinsically motivated, and the level of their social media usage can be lessened. This result is in congruence with findings of Klein, Cornell, and Konold (2012) who completed the School Climate Bullying Survey and questions about risk behavior from the Youth Risk Behavior Surveillance Survey among high school students found that school climate was positively associated

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with interest in schooling and lower student risk behaviour. This suggests that it is when the school climate is conducive and safe for learning that interest-in-schooling among the students can be fully developed. Similarly, found that positive school climate is correlated with decreased student absenteeism in middle school and high school and lower the rates of student suspension in high school. This however justifies that conducive and school climate that seems safe by students can enhance interest-in-schooling.

On the account of self-esteem, this study suggests that self-esteem is needed among secondary schools students to enhance their interest-in-schooling. It can be deduced from the findings of the study that if the secondary school students are intrinsically motivated, their interest-in-schooling will naturally increase. Although, previous studies have not delineated the direction of relation that exist between self-esteem and interest-in-schooling but the finding of this study revealed positive and significant relationship between both variables among secondary school students.

In this study, it was discovered that social media usage is negative and significantly correlated with interest-in-schooling. Therefore, the increase in social media usage will lead to a reduction in interest-in-schooling likewise reducing social media usage among the secondary school students will enhance the interest-in-schooling among the students. This informs that the students' interest-in-schooling is a function of the level of social media usage and it is advisable that their level of social media usage should be lessened so as to develop full interest-in-schooling as interest is an essential and fundamental factor for learning to take place. Although, previous studies have not delineated the direction of relation that exist between social media usage and interest-in-schooling but the finding of this study has proven that positive and significant relationship exist between both variables among secondary school students.

Research hypothesis two ($H_0 2$) predicted that there is no significant joint contribution of the independent variables (social media, school climate and self-esteem) on the dependent variable (interest-in-schooling) and the result revealed that social media, school climate, and self-esteem yielded a coefficient of multiple correlations (R) of 0.741 and multiple correlations square of 0.550 which showed that about 55.0% of the total variance of interest-in-

schooling was accounted for by the linear combination of the social media usage, school climate, and self-esteem while the remaining 45.0% could be assigned to other estranged factors not considered in this study. The result also indicated that the independent variables (social media usage, school climate and self-esteem) had significant joint influence on the dependent variable (interest-in-schooling). This is an indication that students who are intrinsically motivated, adequately trained on how to use social media for academic purpose and able to sieve away negative influence of social media on academic pursuit, and able to enjoy positive school climate will develop positive interest-in-school. This result is partially consistent with the finding of Maharaj (2009) who found in his study that students understood the importance of schooling but the method of teaching makes school difficult as well as uninteresting to them. On the account of joint influence of social media usage, school climate, and self-esteem on interest-in-schooling among the secondary school students, previous studies have not delineated the direction of joint influence of the variable on interest in school.

Research hypothesis three ($H_0, 3$) predicted that there is no significant relative contribution of the independent variables (social media usage, school climate, and self-esteem) on the dependent variable (interest-in-schooling). The result revealed that social media usage, school climate, and self-esteem had significant independent contribution to interest-in-schooling among secondary school students. Therefore, the hypothesis was rejected. This implies that social media usage, school climate, and self-esteem are potent predictors of interest-in-school among secondary school students. The result is incongruence with Astor, Guerra, and Van Acker, (2010) who found that many students do not feel physically and emotionally safe in schools, largely as a result of breakdowns in the interpersonal and contextual variables that define a school climate and this influence their interest in schooling. They further stated that schools without supportive norms, structures, and relationships, students are more likely to experience violence, peer victimization, and punitive disciplinary actions, often accompanied by high level of absenteeism and reduced academic achievement.

The result of this study revealed that social media usage had independent significant influence on interest-in-schooling. Previous

studies have not addressed the issue of social media usage in relation to interest-in-school but concentrate more on its influence on academic performance whereas interest is fundamental to learning. It was observed that many students used social media for many purposes which are not academically related. Secondary school students see social media as a way for them to communicate in society and build relationships with others, and this become a way of life to them. An activity that is done primarily is chatting using internet sites like MySpace, Facebook, Twitter, 2go, Africhat, Snapchat, Tango, Viber Bebo, Whatsapp, Mozat, Friendster, Helpmate, Soulmate, and Xanga. The tendency of a student to join a social media community is influenced by both the number of friends he or she has within the community, and more crucially how those friends are connected to one another. Members of a smaller, private group usually have higher engagement than members of a large, public one. The more groups a student belongs to, the less they likely would be heavily involved in all of them. Students want to express themselves, are socially highly interactive and mobilize around issues very quickly like environmental and social issues such as the Tsunami, Arab's revolutions, Big Brother Africa, Sports world, World economy recess, technology and so forth. And those things that they are exposed to have tendency to make or mar their interest-in-school.

On the account of the influence of self-esteem on interest-in-schooling, the result also revealed that self-esteem had significant influence on interest-in-schooling among secondary school students. Previous studies have not delineated the direction of influence of self-esteem on interest-in-schooling but it observed that self-esteem is an important causal factor of learning that mediates and enhances the quality of learning. And it plays a good role in the different stages of the learning process.

Conclusion

Interest-in-schooling is a desirable outcome expected in students especially in the academic environment and the society at large. But several factors can precipitate it. This research work has established that, social media usage, school climate and self-esteem relatively predicts interest-in-schooling. The finding of the study also revealed

that social media usage, school climate, and self-esteem jointly predicted interest-in-schooling among secondary school students. It was also reported from Pearson's correlation that school climate and self-esteem positively and significantly correlated with interest-in-schooling while social media usage was inversely and significantly correlated with interest-in-schooling among secondary school students in Badagry Local Government Area of Lagos State, Nigeria. This implies that interest-in-schooling among secondary school students in Badagry Local Government Area of Lagos State, Nigeria can be developed if their school climate can be modified to be favourable and they are intrinsically motivated, and the level of their social media usage is be lessened.

Nonetheless, there is the need for replication and refinement of this work in the future. The outcome of this study is a challenge to stakeholders in the academic sector especially students. Intensive efforts must be made in making sure interest-in-schooling is encouraged in students.

Recommendations

Based on the findings of the study, the following are recommendations;

- Students are enjoined to reduce their level of social media usage because this has a way of negatively influencing interest-in-schooling.
- Parents and school counselors should endeavor to develop strategies to curb excess use of social media and help the students channel the use of social media towards their academic development.
- Government, educational stakeholders and school counsellors need to work together to restructure some schools create a school climate that is positive and favourable for student's learning.
- The parents should help their children to be intrinsically motivated by providing necessary materials that foster learning as this will invariably influence their interest-in-schooling

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ASSESSING THE GOALS OF THE NIGERIAN SOCIAL STUDIES: IMPLICATIONS FOR IMPROVEMENT

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Abstract

This study examined the expected social goals of Social Studies with special reference to the level of achievement of Social Studies goals and difference in stakeholders' assessment of Social Studies goals. It also examined the factors combating the achievement of the set goals and stakeholders recommended ways towards making Social Studies regain its relevance in the Nigerian society. Four research questions were raised and one hypothesis was generated. The study adopted a survey research design of a sample of 400 which included 360 senior secondary school students, 15 Social Studies lecturers in Colleges of Education, 15 Social Studies lecturers in universities and 10 ministry of education personnel. Descriptive analysis using frequency and percentages were used to analyse research questions and One-way analysis of variance (ANOVA) was used for the hypothesis generated. The results of the analysis among others revealed that the level of achievement of Social Studies goals was moderate at 50.5% of the 202 respondents used against 49.6% agreeing on its average. The study concluded that Social Studies has not fully achieved its objectives in Nigerian school system as a result of the fact that expected social goals embedded in the Social Studies curricula have not been achieved. It was recommended among others the need to address factors militating against the achievement of the Social Studies goals.

Keywords: Social Studies, Education, Social goals, Citizen, Stakeholders, Society,

Introduction

The motive for adopting any innovative educational programme is change. Consequently, the national philosophy of education in Nigeria recognizes the need for Social Studies Education in fostering the desired social orientation needed after independence in mobilizing the citizens for growth and national development. The subject was adopted in Nigeria about 50 years ago as a result of the quest for relevance in the Nigerian education. The traditional subjects like Geography, History and Civics inherited from the colonial education system according to Mbaba and Omabe (2012) were condemned for not being pertinent both in purpose and content to the immediate needs of the Nigerian child and the society at large. The traditional subjects also encouraged learners to be conversant with the colonial master's countries than about their own environment and problems in their societies (Ikem & Reuben 2012).

Social Studies in several nations of the world is essentially introduced 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 cure for social problems (Edinyang & Ubi 2013). This however, partly explains why Social Studies has been given reverence at all levels of Nigerian education system. The corruption free, civilized, peaceful and integrated society which Nigeria is yearning for cannot be achieved without a firm foundation as well as successful implementation of Social Studies curricula at all educational levels. Social Studies as a discipline is saddled with the responsibility of transmitting and instilling positive values into the citizens of this nation. In the opinion of Awhen, Edinyang and Ipuole (2014), it has been accepted as a school subject that should help students to attain the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. National development remains a challenge that beset all nations of the world that aspire for greatness.

In the Nigerian context, the goals of Social Studies is tailored towards building a sound and balanced mind as a basis for functional social education directed towards the development of intelligent, responsible and self-reliant citizen. Integrating and dispensing social knowledge through successful implementation of Social Studies

curricula in Nigerian schools is directed towards the following objectives:

- 1) Self-confidence and initiatives;
- 2) Power of imagination and resourcefulness;
- 3) Desire for knowledge and continued learning;
- 4) Sense of compassion for the less fortunate;
- 5) Sense of respect for and tolerance of the opinion of others;
- 6) Social values and attitudes such as: cooperation; participation; interdependence; honesty; integrity; trustworthiness; diligence and obedience.
- 7) A spirit of national consciousness and patriotism (Garb, Singh, Yusuf & Saad, 2012). These are considered necessary for sound Social Studies education and functional citizenship education.

The aforementioned objectives are laudable but with the rate at which societal vices have affected the growth and development of the Nigerian society, one may be forced to ask, What is needed to be done that has not been done? Are the expected social goals of Social Studies among citizens not laudable enough? What has gone wrong?

Social goals of Social Studies are those goals which enable citizens to participate in social and/or civic activities in their environment. These goals foster the contribution of citizens towards the growth and development of their society. Also, these goals are embedded in the objectives of Social Studies. They empower citizens to utilize civic competence skills such as social understanding (interrelationships among people, as well as the relationship between them and their environment; political empathy; demonstration of moral and civic virtues in community development among others.

Discussing the expected goals of Social Studies among Nigerian citizens, Adesina and Odejobi (2011) and Adewuya (2013) opined that the instilling of social value and skills for active social life into individuals; creation of awareness and understanding of the environment to citizens; enabling citizens to acquire skills necessary for solving societal and environmental problems; encouragement of voluntary participation in social and civic duties among others are expected social goals of Nigerian citizens. All the aforementioned social goals will empower citizens to be responsible to themselves and their society at large. Though these goals are laudable, it is

evident that the subject has not really achieved its objectives in Nigeria (Mezieobi, Fubara & Mezieobi, 2013; Awhen, Edinyang & Ipuole 2014) due to factors such as over population of students in classrooms, poor remuneration for teachers, poor teaching methods, dearth of teaching aids, non-involvement of teachers in curriculum planning and irregularities of government policies with regard to education (Ikumelu & Oyibe, 2011; Nnamani & Oyibe, 2016).

Statement of the Problem

The aforementioned objectives of Social Studies are laudable but the rate at which societal vices have affected the growth and development of the Nigerian society, one may be forced to ask, What is needed to be done that has not been done? Are the expected social goals of Social Studies among citizens not laudable enough? What has gone wrong? The Nigerian Social Studies is to emphasize the social relevance of Social Studies in which case it addresses the social goals with emphases on social needs, social realities and social aspiration of Nigerians. Based on this premise, several scholars have diagnosed the status of Social Studies in Nigeria to examine its stand but it is also pertinent to take into cognisance the expected social goals of Social Studies among citizenry; the level of achievement of the set goals; the difference in stakeholders (Students, Lecturers and Ministry of education personnel) assessment of achievement of the set goals; the factors confronting the achievement of the set goals and the views of stakeholders on ways forward, towards achieving the social goals of Social Studies among citizens.

Objectives of the Study

Specifically this study is set to:

1. determine the expected social goals of Social Studies among citizenry;
2. assess the level of achievement of the set goals;
3. determine the differences in stakeholders (Students, Lecturers and Ministry of education personnel) assessment of achievement of the set goals;
4. examine the factors confronting the achievement of the set goals; and
5. Investigate stakeholders recommended ways towards

making of Social Studies regain its relevance in the Nigerian society.

Research Questions

1. What are the expected social goals of Social Studies among the citizenry?
2. What is the level of achievement of the set goals?
3. What are the factors confronting the achievement of the set goals?
4. What are the stakeholders recommended ways towards making Social Studies regain its relevance in the Nigeria society?

Hypothesis

H₀₁. There is no significant difference in the stakeholders (Students, Lecturers and Ministry of education personnel) assessment of achievement of the Social Studies set goals.

Methodology

The study employed the survey research design. The population consisted of senior secondary school students, Social Studies lecturers in Colleges of Education and Universities and ministry of education personnel in Osun State. The sample comprised three hundred and sixty (360) Senior Secondary School students, fifteen (15) Social Studies lecturers in Colleges of Education, fifteen (15) Social Studies lecturers in universities and ten (10) ministry of education personnel making a total of four hundred (400) subjects. They were selected using Multi-Stage sampling technique. From the three (3) Senatorial Districts in Osun State, two (2) Local Government Areas (LGAs) each were selected with the use of simple random sampling technique making a total of six (6) LGAs. From the selected LGAs, one public and one private senior secondary school one were selected using simple random sampling technique making a total of twelve (12) senior secondary schools. From the selected schools, thirty (30) senior secondary schools students each (SS1) were purposively because of their past learning experiences in Social Studies at junior secondary school level. From the four (4) Colleges of Education in Osun State, three (3) Colleges of Education

were selected with the use of simple random sampling technique. Five (5) Social Studies lecturers each were selected from the three (3) selected Colleges of Education using purposive sampling technique. From the eight (8) Universities in Osun State, three (3) universities were selected with the use of simple random sampling technique. Five Social Studies lecturers each were selected from the selected universities using purposive sample technique. Also, ten (10) ministry of education personnel were purposively selected.

Research Instrument

The research instrument used for this investigation is **Social Studies Assessment Scale (SSAS)**.

The SSAS was divided into four sections viz: Sections A, B, C and D. Items in Section A were used to elicit information on the expected social goals of Social Studies among citizenry while items in section B were used to gather information on the level of achievement of Social Studies set goals. Items in Section C were used to deduce information on factors confronting the achievement of Social Studies goals and items in Section D were used to gather information on recommended way towards making Social Studies regain its relevance in the society. There were 10 items in Section A; 10 items in Section B; 5 items in Section C and open-ended questions in Section D. The SSAS was subjected to expert judgment to ensure that the language, the content and the structure of the instrument were appropriate. This parameter used was to ensure the content, construct and face validity of the instrument. The Content Validity Ratio (CVR) was used to determine the validity of SSAS thus the CVR (0.8) is very high. This implies that the instrument is valid and suitable for the study. Data collected were coded, scored and graded as appropriate using descriptive and inferential statistics, percentages and frequencies were used to analyse research questions while One-way analysis of variance (ANOVA) was used to test hypothesis

Results

Research Question One: What are the expected social goals of Social Studies among the citizenry?

In order to answer this research question, data collected on the expected social goals of Social Studies in the study were subjected to

descriptive analysis and the results are presented in Table 1.

Table 1: Descriptive Analysis of Expected Social Goals of Social Studies among Citizenry

S/N	Expected social goals and Social Studies	Frequency (f)	Percentage (%)
1.	Inculcation of social value and skills for active social life into citizenry.	309	77.3
2.	Create awareness of sensitivity to man's environment.	297	74.3
3.	Influence man's attitudes positively to social, cultural, political values and total environment.	297	74.3
4.	Enable men to acquire skills for solving societal and environmental problems.	303	75.8
5.	Equip men with the basic understanding of the knowledge of the total environment.	267	66.8
6.	Encourage voluntary participation in social and civic duties while developing the sense of responsibility.	288	72.0
7.	Influence individual attitudes positively to social, cultural political values and total environment.	255	63.8
8.	The development of National consciousness and commitment as necessary ingredients for nation building.	310	77.5
9.	The development of intellectual skills, knowledge and abilities for better understanding of the immediate and remote environment.	303	75.8
10.	Encouragement of voluntary participation in social and civic duties while developing the sense of responsibility.	288	72.0

Results in Table 1 showed the descriptive analysis of the expected social goals of Social Studies among the citizenry in the study area. It can be observed from the table that 309(77.3%) pointed out that inculcation of social value and skills for active social life into citizens even as 297(74.3%) each said that creation of awareness and sensitivity to man's environment and its positive attitude influence on social, cultural, political values and total environment. In the same vein, 303(75.8%) each underlined that enhancement of men to acquire skills for solving societal and environmental problem and the development of intellectual skills, knowledge and abilities for better understanding of the immediate and remote environment. Also, 267(66.8%) were of the opinion that it equip men with the basic understanding of the knowledge of the total environment even as 288(72.0%) said that encouragement of voluntary participation in social and civic duties while developing the sense of responsibility. Moreover, 310(77.5%) said about the development of national consciousness and commitment as necessary ingredients for nation building.

Research Question Two: What is the level of achievement of the set goals?

In order to answer this research question, data collected on the level of achievement of Social Studies goals were subjected to descriptive analysis and the result is presented in Table 2.

Table 2: Descriptive analysis of the level of achievement of Social Studies goals

S/N	Level of achievement of Social Studies goals	Frequency (f)	Percentage (%)
1.	Low	117	29.3
2.	Moderate	202	50.5
3.	High	81	20.3
Total		400	100.0

Result in Table 2 showed the descriptive analysis of the level of achievement of Social Studies goals in the study area. It can be deduced from the table that the level of achievement of Social Studies goals is moderate at 202 (50.5%).

Research Question Three: What are the factors confronting the achievement of the set goals?

In order to answer this research question, data collected on the factors confronting the achievement of the set goals were subjected to descriptive analysis and the result is presented in Table 3.

Table 3: Descriptive analysis of the factors militating against the achievement of the set goals

S/N	Factors confronting the achievement of the set goals	Frequency (f)	Percentage (%)
1.	Poor teaching methods	310	77.5
2.	Over population of students in classrooms	249	62.3
3.	Poor motivation in terms of remuneration for teachers	319	79.8
4.	Lack of teaching aids	251	62.8
5.	Non-involvement of teachers in curriculum planning and decision-making	275	68.8

Results in Table 3 showed the descriptive analysis of the factors militating against the achievement of the set goals in the study area. It can be drawn out from the table that 310(77.5%) said that poor teaching methods and 249(62.3%) pointed out over population of students in classroom as problems militating against the achievement of social studies set goals. Also, 319(79.8%) were of the opinion that poor motivation in terms of remuneration for teachers even as 251(62.8%) said that lack of teaching aids are problems facing the achievement of the set goals. In the same vein, 275(68.8%) termed with the fact that non-involvement of teachers in curriculum planning and decision-making confront the achievement of the set goals in the subject.

Research Question Four: What are the stakeholders' recommended ways towards making Social Studies regain its relevance in the Nigeria society?

In order to answer this research question, data collected on recommended ways forward were subjected to descriptive analysis and the result is presented in Table 4.

Table 4: Descriptive analysis of stakeholders' recommended ways forward towards making Social Studies gaining relevance in Nigeria

S/N	Recommended ways forward	Frequency (f)	Percentage (%)
1.	Government should provide conducive environment for academic activities.	320	80.0
2.	Teachers should be familiar with and internalize the contents of Social Studies.	277	69.3
3.	Social Studies contents should be designed to include social values and skills for data collection and analysis, decision-making process and problems solving.	289	72.3
4.	Students should be encouraged to participate in national economic and democratic activities.	277	69.3
5.	Social Studies education should be made to address emergent issues confronting the nation.	299	74.8
6.	Strengthening the pedagogical approaches for Social Studies teaching to actualize national development.	289	72.3
7.	Social Studies should be given a full scale implementation in secondary schools in Nigeria.	269	67.3

Results in Table 4 showed the descriptive analysis of stakeholders' recommended ways forward towards making Social Studies gain its relevance in the Nigerian society in the study area. It can be deduced from the table that 320(80.0%) said that government should provide conducive environment for academic activities even as 299(74.8%) affirmed that Social Studies education should be made to address emergent issues confronting the nation. Also, 277(69.3%) each were of the opinions that teachers should be familiar with and internalize the contents of Social Studies and Students should be encouraged to participate in national economic and democratic activities.

In the same light, 289(72.3%) opined that Social studies contents should be designed to include social values and skills for data collection and analysis, decision-making process and problems solving and strengthening the pedagogical approaches for Social Studies teaching to actualize national development even as 269(67.3%) pointed out that Social Studies should be given a full scale implementation in secondary schools in Nigeria.

Hypothesis: There is no significant difference in the Social Studies stakeholders' (students, teachers and ministry of education personnel) assessment of achievement of the set goals.

In order to test this hypothesis, data collected on Social Studies stakeholders' (students, lecturer and ministry of education personnel) assessment of achievement of the set goals were subjected to Analysis of variance (ANOVA) and the result is presented in Table 5.

Table 5: One-way analysis of variance (ANOVA) of the difference in the stakeholders' (students, teachers and ministry of education of personnel) assessment of achievement of the Social Studies set goals

Source	Sum of Squares	df	Mean Square	F	Sig.(2-tailed)
Between Groups	1.674	9	0.186	1.168	0.314
Within Groups	62.076	390	0.159		
Total	63.750	399			

(F=1.168, p>0.05)

Result in Table 5 showed that there is no significant difference in the Social Studies stakeholders' assessment of achievement of the set goals at (F=1.168, p>0.05). Therefore, the null hypothesis that states that there is no significant difference in the Social studies stakeholders' assessment of achievement of the set goals is accepted.

Discussion of Findings

Based on the results obtained for research question one on the expected social goals of Social Studies among the citizenry, findings revealed that the expected goals of Social Studies among citizens encompasses the inculcation of social value and skills for active social life into individuals and creation of awareness and understanding of the environment to citizens among others. This is in consonance with the findings of Adesina and Odejobi (2011); and Adewuya (2013). They purported that expected social goals entails enabling citizens to acquire skills necessary for solving societal and environmental problems. This indicates that expected social goals of Social Studies include political participation, demonstration of moral and civic virtues and voluntary participation in community development.

Moreover, based on the results obtained for research question two on the level of achievement of the set goals, results revealed that the level of achievement of social goals of Social Studies goals is moderate. This is in partial agreement with the view of Mezieobi, Fubara and Mezieobi, (2013). They affirmed that Social Studies education in Nigerian schools and colleges “has failed in its educational mission in Nigeria or rather is falling in this enterprise” (p.210). The findings of Awhen, Edinyang and Ipuole (2014) corroborated that of Mezieobi, Fubara and Mezieobi, (2013). They eloquently asserted that “Social Studies education in Nigerian school system has fallen short of its intended mission by the founding fathers, even after five decades of its full scale implementation in the shore of Nigeria” (p. 149) This connote that as laudable as the social goals of Social Studies are, the subject has not really achieved its objectives in Nigeria.

Furthermore, based on the results obtained for research question three on the factors confronting the achievement of the set goals, it was gathered that factors such as over population of students in classrooms, poor remuneration for teachers, poor teaching methods, dearth of teaching aids, non-involvement of teachers in curriculum planning and irregularities of government policies with regard to education constitute factors hindering the achievement of social goals of Social Studies. This is in agreement with findings of Ikwumelu and Oyibe (2011); Nnamani and Oyibe, (2016). They

claimed that aforementioned factors among others are militating against the achievement of Social Studies goals.

In addition, results obtained for research question four on stakeholders' recommended ways forward towards making Social Studies gaining its relevance in the Nigerian society. Results revealed among others that government should provide conducive environment for academic activities; Social Studies education should be made to address emergent issues confronting the nation; and the subject should be given a full scale implementation in secondary schools in Nigeria. This supported the findings of Onyeachu (2008) and Osakwe (2012). These similar studies asserted that the aforementioned recommendations should be taken into cognisance so as to combat problems challenging the achievement of social goals of Social Studies in the Nigerian society. Also, the null hypothesis that stated that there is no significant difference in the Social Studies stakeholders' (students, lecturers and ministry of education personnel) assessment of achievement of the set goals is accepted.

Conclusion

The introduction of Social Studies in Nigerian school system has fallen short of its intended mission, even after five decades of its complete implementation; the subject has not fully achieved its objectives. This is as a result of the fact that expected social goals embedded in the Social Studies curricula have not been achieved. This is evident in incessant social ills such as moral decadence, religious intolerance, corruption, terrorism, child trafficking, child abuse, armed robbery, suicide bombing amongst others. In order to achieve the objectives of Social Studies in Nigerian school system, problems combating the achievement of Social Studies objectives in the Nigerian society must be addressed.

Recommendations

In order to foster the achievement of social goals of Social Studies among citizens in Nigeria, the following recommendations are made.

1. Social Studies at all educational level should reinforce work ethics, dedication, honesty, national ideals and values and

- democratic principles so as to foster the realization of social goals among Nigerian citizens.
2. Problems besetting the achievement of Social Studies objectives in Nigeria should be addressed.
 3. Social Studies should be implemented at the secondary school level so as to balance the link between junior secondary school Social Studies and subsequent learning experiences.
 4. Social Studies curriculum contents should be designed to include social values and skills for data collection and analysis, decision-making process and problems solving techniques.
 5. Citizens should be encouraged to participate in national economic and democratic activities.
 6. Government should provide conducive environment for the learning and teaching of Social Studies.
 7. Teachers should be creative in the use of teaching methods.
 8. Citizens should be encouraged to participate in national activities and the Social Studies should be given a full scale implementation in secondary schools in Nigeria.

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**CONTEXTUAL VARIABLES PREDICTING IN-SCHOOL
ADOLESCENTS' COMMITMENT TO CIVIC
PARTICIPATION IN SOUTHWEST, NIGERIA**

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Abstract

The study examined the contextual variables predicting in-school adolescents' commitment to civic participation in Southwest, Nigeria. The study adopted the descriptive research design of the survey type with the population comprising all senior secondary school students in both private and public secondary schools in Southwest, Nigeria. The sample for the study consisted of 1463 respondents selected using a multistage sampling procedure. The instrument used for the study was a self-constructed questionnaire titled Civic Commitment Scale (CCS). The validity of the instrument was determined through face and content validity while the reliability of the instrument was determined using test-retest method and a reliability co-efficient of 0.76 was obtained. Data collected were analysed using inferential statistics of Regression analysis and Pearson's Product Moment Correlation. All hypotheses were tested at 0.05 level of significance. The study revealed that all the contextual variables relatively and jointly predict in-school adolescents' commitment to civic participation, the findings also revealed that media context is the best predictor of in-school adolescents' commitment to civic participation in Southwest, Nigeria. It was therefore recommended that Parents should guide, monitor and control the kind of media gadget been operated by their children. This will limit the students' access to any kind of unpalatable programmes being showcased by the media houses. Media houses should present good programmes that are capable of stimulating a worthwhile way of living

Keywords: Family, School, Peer-Influence, Media, Civic Participation, Civic Commitment.

Introduction

There is a growing concern on the apathy of adolescents towards civic responsibilities. This has reflected on the social problems which Nigeria is experiencing in recent times. Constitutional democracy according to Vontz, Metcalf and Patrick, (2000) requires informed, effective, and responsible citizens for its maintenance and improvement. If the society is to survive and thrive, citizens must have adequate knowledge of its principles and institutions, skills in applying this knowledge to civic life, and dispositions that incline them to protect individual rights and to promote the common good of the society.

Citizens' robust participation in community issues, working on community problems, collective engagement with government agencies are fundamentally important components of life in a democratic society (Flanagan, Syvertsen & Gally, 2007). However, Nigerian citizens most times complain that their rights and entitlements as provided in the 1999 Constitution of the Federal Republic of Nigeria are being denied by government neglecting the fact that rights and duties are two sides of the same coin. A lot of Nigerians have been making demands on the state without fulfilling their basic civic and ethical obligations. For example, citizens expect good infrastructural facilities and social amenities such as good road networks, health services, pipe-borne water and so on from the government while boycotting the payment of taxes.

It has however been observed that commitment of citizens to civic participation is low especially among the adolescents in Nigerian society. Adolescence is a period of development that corresponds roughly to the period between the ages of 10 and 19 years, which is consistent with the World Health Organization's definition, acknowledging that characteristics of this stage may extend up to age 24, and that adolescent well-being determined by early child development before age 10 is an important time for identity formation. The identity development process involves discerning one's roles and responsibilities in society and deciding which values, beliefs and

goals are most essential to one's core self (Erikson cited in Tenelle, 2013). Attention tends to increase when there are concerns about generational replacement, specifically about whether the adolescents are motivated and skilled in the civic domain such that they will replace their elders as engaged citizens and institutions such as family, religious, schools, media and community-based organizations where civic dispositions and skills for action can be nurtured are up to these tasks.

Studies on civic participation among adolescents focus on the development of civic dispositions and commitments. Civic commitments are typically measured on scales that tap the extent to which citizens feel dedicated to certain goals such as serving their country and community (patriotism), improving inter-group relations and understanding (tolerance), promoting equality or social justice, working diligently in harmony for the betterment of the community (hard work and cooperation), etc. Commitment to civic participation has been observed according to Flanagan (2009), to be positively associated with endorsing these goals.

Existing researches provided a basis for understanding many characteristics, contexts, and conditions that lead to or prevent adolescents' commitment to civic participation. Some scholars addressing precursors to civic participation suggested that demographic characteristics such as age, race, Socio-economic status, citizenship status, and gender are important in predicting commitment to civic participation for example, (Cemalcilar, 2009; Foster-Bey, 2008). Other shows how social attitudes or dispositions are predictors of commitment to civic participation for example (Matsuba, Hart, & Atkins, 2007). Some researchers emphasize the importance of political and civic knowledge and skills as a necessary precursor to civic participation (Carpini & Keeter, 1996; Galston, 2001) although such knowledge is not sufficient to predict commitment to civic participation and certainly doesn't guarantee or explain involvement.

In studies evaluating the relationship between life contexts and civic engagement, the characteristics of these contexts are generally measured through individual perceptions, instead of aggregating them in order to obtain the average perception of individuals living in a particular context. Recent methodological

developments in the study of life contexts show the importance of measuring them both at the individual and at the contextual level. Contexts such as family, peer group, school religion and media have been observed to be important in predicting adolescents' civic participation and level of their commitment. Within these contexts, certain conditions facilitate or constrain commitment to civic participation.

For instance, the preparation of citizens is a stated goal of many schools' mission statements and a primary concern of many citizens, however, it has been observed that the knowledge of whether and how schools actually fulfill the democratic aims of education remains quite limited (Galston 2001). The guiding principle of education in Nigeria is equipping every citizen with such knowledge, skills attitudes and values to enable him /her to derive maximum benefits from his/her membership in the society. Also to lead a fulfilling life and contribute to the development and welfare of the community.

Education appears to be an instrument for achieving a specific objective such as socialization and means of social mobility as well as means of inculcating a particular ideology. For example, civics education may have a role in helping prepare future engaged citizens and Social Studies education can provide applied civic experiences and opportunities for students to engage with their communities (Kinloch, 2009), which appear to lead to improved academic performance and increased participation in their school and community.

As the earliest formal public institution children encounter, schools appear to be like mini policies where children can explore what it means to be a member of a community beyond their families, where they learn that they are the equal of citizen and where they can learn how to negotiate their differences in a civil fashion. In these public settings, students can disagree with or even dislike one another, yet they have to learn to work together. For these reasons, schools are settings where children develop ideas about the rights and obligations of citizenship, it is also a place where students can develop an understanding of what it means to live in civil society and how members of such a society treat one another. (Flanagan, Bowes & Jonsson, 1998).

Another variable examined in this study is the family context. In families with more economic resources, students appear to have easier access to organized activities because they can afford the costs of participation, for example, membership dues, transportation and so on. Parent characteristics such as socio-economic status, academic qualification and practices may influence students' civic participation and commitment through the modeling of civic behaviors and discussion of current events, social issues, and political topics. Also, students with parents who volunteer are more likely to volunteer themselves as well as be active in a group, vote, follow politics, boycott products, and sign a petition (Andolina, Jenkins, Zukin & Keeter, 2003). Young people from homes with frequent political discussion appear to have higher levels of civic involvement and civic knowledge. Not only does more frequent youth-parent discourse relate to increases in youth civic knowledge, but the relationship may be enhanced if parents have higher civic knowledge. Knowledge seems to be conveyed from parent to child, with higher parental knowledge predicting higher adolescent knowledge (McIntosh, Hart & Youniss, 2007).

The success of the media in Nigeria dates back to the colonial era where the media institution fought colonialism and imperialism and won national independence and political freedom for the country. The media in the same vein also have been instrumental in ensuring good governance in the country, and their watchdog role has been regarded as being effective against the abuse of official/state power, political and economic corruption, nepotism and primitive accumulation of state wealth.

The dissemination of socio-cultural norms and values in society is one of the major functions of the mass media, the teaching of various Nigerian languages has been enhanced through the use of the media, so also are the traditional festivals taking place in various parts of the country as well as morality and value system of the society, for instance, fight against child trafficking, armed robbery, drug addiction, early sex among youths, and thimenance of kidnapping and ritual killings for pecuniary reasons. A responsible, socially sensitive media will frown at and kick against any group, act, trend, programme or issue that attacks the moral sanity and value system of society. Pornography, lesbianism, gay fad, corruption,

celebration and honour of questionable characters in society will be denied unreservedly and without fear or favour by a media institution that is socially responsible and interested in the healthy continuity of society (Imhonopi, 2009).

These technologies electronically enable broadcast for such things as news, music, pre-recorded speech, and video (moral or immoral) on mobile phones. However, as the morality and value system of a society can be preserved by the media, it can also be abandoned if its activities are not adequately controlled.

Peer context is another factor that has been observed to have an influence on students' civic participation. Social practices within peer groups and specific social interactions with friends predict many aspects of students' development including civic participation and commitment. Having friends who participate in volunteer or political activities is related to higher intentions to participate in community-related and politically-related activities. Peer encouragement to participate in such activities appears to be a strong predictor of students' behavioral intentions (Da Silva, Sanson, Smart & Toumbourou, 2004). Having peers that are supportive and communicative is observed to be related to civic activism and volunteering and more frequent discussion of politics or public issues with friends appear to predict higher participation in civic activities (Harell, Stolle & Quintelier, 2008).

The male students often times spend most of his time with members of their peer group which has been observed to have a great influence on the attitude, interest, values and behaviours of such students than family. When in the company of friends, male students sometimes experience a great deal of psychological trauma because some decisions may be contrary to parental counselling; hence, the drive for independence away from home (Oyerinde, Dominic, Olaitan & Omoyayi, 2014).

Purpose of the Study

This study examined the predictive capacity of each of the contextual variables (family context, school context, peer context and media context) on the commitment of in-school adolescents to civic participation.

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

- H₀₁: There is no combined prediction of the contextual variables on in-school adolescents' commitment to civic participation
- H_{2,0}: None of the contextual variables will best predict in-school adolescents' commitment to civic participation
- H_{3,0}: There is no significant relationship between contextual variables and in-school adolescents' commitment to civic participation

Methodology

This study adopted the descriptive design of the survey type with the population consisting of all Senior Secondary School (both public and private) students in southwest, Nigeria. The sample for this study comprised 1463 respondents comprising 817 male and 646 female senior secondary school students. A multistage sampling technique was employed to select the respondents for this study and is described as follows; in the first stage, three states of the six states in southwest, Nigeria were selected using purposive sampling technique. These states include Lagos, Oyo and Ekiti states. Lagos State was selected owing to the fact that it is a cosmopolitan state, highly civilized and industrialized as well as the first point of contact with foreigner due to Atlantic Ocean and presence of International Airport. By virtue of its earlier adoption of western education, Oyo state and Ibadan in particular occupies a central position in the link with other nations of the world. Oyo state is also believed to be the epicenter of Yoruba politics, hence its selection while Ekiti state was selected due to the fact that it is the newest state of all the six states in southwest geo-political zone of Nigeria, it was founded in 1996. Ekiti state is well known for its homogeneity in cultural diversity, also known for its academic prowess as it is said that there is virtually no home in Ekiti state without a graduate but it is less developed compared to the other states in the region.

At the second stage, three public and three private senior secondary schools were randomly selected across each senatorial district in the selected states using simple random sampling techniques (6 schools × 9 senatorial districts = 54 senior secondary schools, i.e 27 public and 27 private secondary schools). At the third

stage, in each selected school, stratified random sampling technique was employed in selecting 30 senior secondary school students with even number across the three arms (i.e SS I, SS II and SS III). However, out of the 1620 copies of the questionnaire administered, only 1463 were properly filled and retrieved and these were used for the study.

A self-designed research instrument titled Civic Commitment Scale (CCS) was used for the study. Face and content validity of the instrument was ensured by experts. Test-retest method of reliability was adopted and yielded reliability coefficient of 0.76. Data generated was analysed using Regression analysis and Pearson's

Table 1: Multiple Regression Analysis showing the Combined Prediction of the Contextual Variables on In-school Adolescents' Commitment to Civic Participation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	15.669	1.625	Beta	9.645	.000
Family Context	.193	.033	.151*	5.919	.000
School Context	.261	.025	.239*	8.573	.000
Peer Context	.150	.031	.123*	-4.842	.000
Media Context	.359	.028	.357*	12.883	.000

Dependent Variable: Commitment to Civic Participation * $p < 0.05$

Multiple R = .559; Adjusted R² = .310; F = 132.656; P = .000 < 0.05

Table 1 revealed that there is a positive multiple correlation between the predictor variables and commitment of senior secondary school students to civic participation ($R = .559$). This implied that all the predictor variables are factors that can predict commitment of in-school adolescents to civic participation. The value of the coefficient of the determinant ($R^2 = .310$) indicates that all the predictor variables jointly accounted for 31% of the total variance in the commitment of senior secondary school students to civic participation while the remaining 69% unexplained variation could largely be due to other variables not examined in this study. This implies that there are other variables that account for the commitment of senior secondary school students to civic participation. The F-ratio (132.656) was significant at 0.05 level of significance. This implies that the predictor variables jointly provide a significant explanation for the variation in the commitment of senior secondary students to civic participation. Thus, the hypothesis that there is no combine prediction of the contextual variables on in-school adolescent'

commitment to civic participation was rejected.

Hypothesis 2: None of the contextual variables will best predict in-school adolescents' commitment to civic participation

The result from table 1 further revealed the relative prediction of each of the contextual variables on in-school adolescents' commitment to civic participation. The table revealed that the most contextual variable that contributed to the total variance in the commitment of senior secondary school students to civic participation is media context ($\beta = 0.357$), this was closely followed by school context ($\beta = 0.239$), family context ($\beta = 0.151$), peer context the variable with the least predictive strength is ($\beta = -0.123$). Thus, the hypothesis that none of the contextual variables will predict in-school adolescents' commitment to civic participation was rejected.

Hypothesis 3: There is no significant relationship between contextual variables and in-school adolescents' commitment to civic participation

Table 2: Pearson's Product Moment Correlation of Contextual Variables and Commitment of In-School Adolescents to Civic Participation

	Family Context	School Context	Media Context	Peer Context	Commitment to Civic Participation
Family Context	1				
School Context	.452*	1			
Media Context	.337*	.555*	1		
Peer Context	.371*	.352*	.451*	1	
Commitment to Civic Participation	.335*	.463*	.486*	.179*	1

* $p < 0.05$

Table 2 revealed that there is significant relationship between family context and commitment of in-school adolescents to civic participation ($r_{cal} = 0.335$; $p = 0.00 < 0.05$). Also in the table is the relationship between school context and commitment of in-school adolescents to civic participation, it showed that there is a significant relationship between school context and commitment of in-school adolescents to civic participation ($r_{cal} = 0.463$; $p = 0.00 < 0.05$). Also revealed in the table is the relationship between media context and commitment of in-school adolescents to civic participation. The table showed that there is significant relationship between media context

and commitment of in-school adolescents to civic participation, ($r_{cal} = 0.486$; $p = 0.00 < 0.05$). The table revealed that there is significant relationship between peer context and commitment of in-school adolescents to civic participation, ($r_{cal} = 0.179$; $p = 0.00 < 0.05$). Thus, the hypothesis that there is no significant relationship between contextual variables and in-school adolescents' commitment to civic participation was rejected.

Discussion

The findings revealed that all the contextual variables (Family context, School context, Peer context and Media context) examined in this study jointly predict in-school adolescents' commitment to civic participation. The result of the analysis also revealed that family is a good predictor of senior secondary school students' commitment to civic participation. It is expected that a child's first point of contact in the society is family, thus tend to behave in line with those values cherished in the family. Children most times imitate either of the parents, this perhaps accounted for the reason why family is a good predictor of in-school adolescents' commitment to civic participation. This finding was consistent with Jennings, Stoker, & Bowers, (2001), they opined that family context plays significant roles in the development of civic orientations. Young people growing up in families and communities that are civically active and financially better off tend to end up more active themselves, the finding was also in line with Andolina, Jenkins, Zukin & Keeter, (2003) who reported that discussion between parents and youths revolving around civic and political issues relates to a wide range of civic outcomes.

The result also revealed that school is a predictor of in-school adolescents' commitment to civic participation. Perhaps, as a result of the introduction of civic education into the secondary school curriculum, it seems most students are now aware of their responsibilities in society. The result was in support of Niemi and Junn's (1998) analysis of data from the National Assessment of Educational Progress which revealed that some educational practices can increase students' civic and political knowledge while Carpini and Keeter, (1996) have shown that such knowledge improves the quantity and quality of civic participation.

The result of this study revealed that peer context was a

significant predictor of in-school adolescents' commitment to civic participation. This finding corroborated Barber, (2007); Wentzel, McNamara & Caldwell, (2004), they were of the opinion that associating with different kinds of peers are responsible for the transmission of attitudes, values, and behavior; therefore, peers can have both positive and negative influences on each other. Having friends can be positively related to pro-social behavior and academic performance, but peers also are directly related to the development of delinquency and violent behaviour. Social practices within peer groups and specific social interactions with friends influence many aspects of adolescent development.

It was discovered in the study that media context was a significant predictor of in-school adolescents' commitment to civic participation. The fact that there are many more computer-literate adolescents than adults implies the younger generations' greater interest in technological advancement and they are increasingly turning to the internet as a source of communication, entertainment, socializing and information. This finding support that of Suzuki & Calzo, (2004) whose findings revealed that the internet provides powerful resources for information about socially receptive topics such as interpersonal relations as well as a community-building tool providing information on civic and political contribution.

Conclusion

Based on the findings of the study, it was also concluded that media context is the single best contextual predictor of in-school adolescents' commitment to civic participation, this is perhaps due to the advancement in technology. It was concluded as well that all the contextual variables-media context, school context, family context and peer context jointly and relatively predicted in-school adolescents' commitment to civic participation.

Recommendations

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

1. Parents should guide, monitor and control the kind of media gadget been operated by their children. This will limit the students' access to any kind of unpalatable programmes being

- showcased by the media houses
2. Parents should monitor and control the type of friends their children are playing with
 3. Family members have great roles in the upbringing of children in the society, thus, the socialization of a child should not be limited to the parents alone.
 4. Media houses should present good programmes that are capable of stimulating a worthwhile way of living
 5. Schools should intensify efforts in ensuring students' participation not only in academic activities but also in extra-curricular activities. This could enhance the sense of responsibility in the students.

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EFFECT OF DRAMA INSTRUCTIONAL STRATEGY ON PRIMARY SCHOOL PUPILS' ACHIEVEMENT IN SOCIAL STUDIES IN IBADAN, NIGERIA

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Abstract

Primary school Social Studies is to equip pupils with knowledge and attitude. However, such knowledge has not been effectively reflected in the pupils' performance. This has been attributed to ineffective strategy of teaching. Earlier studies focused largely on strategies such as co-operative, problem solving, lecture and so on but all had slight deliberation for intervention studies. This study therefore determined the effects of Drama (because of its child centeredness) on pupils' learning outcome in Ibadan, Nigeria. The moderating effect of school location was also examined. The study adopted the pretest-posttest control quasi-experimental design using a 2x2 factorial matrix. Random sampling technique was used to select two Local Government Araes (LGA's) due to the clustered nature of Ibadan. Urban and rural schools were assigned to experimental and control groups. An intact class of primary four pupils was selected from the four schools. 167 pupils participated in the study. The participants were randomised into DIS (80), CS (87) groups. Achievement Test ($r=0.77$), Pupil's Attitude Scale ($r=0.72$). Treatment lasted for 12 weeks. Data were analysed using ANCOVA, Bonferroni Post-hoc test at 0.05 level of significance. Treatment had significant main effect on pupils' achievement ($F(3,237) = 15.36$; partial $\eta^2 = 0.16$) Pupils in DIS had the highest post-achievement mean score (17.35), Control Group (14.71). School location had main significant effect on pupils' achievement ($F(3,237) = 3.589$; partial $\eta^2 = 0.043$). Pupils' in rural school in DIS had better achievement mean score DIS (18.48), urban CS (14.55). The 2-way interaction effects of treatment and school location was significant

on achievement. Rural pupils in DIS had better achievement mean score (21.17), CS (12.85). Drama was effective in enhancing pupils' achievement. Hence, teachers should adopt this strategy positively to improve pupils' performance.

Keywords: Drama Instructional Strategy, Achievement, Social Studies, Ibadan, Nigeria.

Word Count: 285

Introduction

Primary education is the first level of formal education in Nigeria. It is referred to as the formal education which children receive from the age of 6 years to 12 years. Apart from home as the first agent of socialisation, primary school is the place where children get introduced to literacy; it is a foundation upon which all other levels of education are built upon. Primary education is likened to the key that opens to success of the whole educational system or its failure in the National Policy on Education (FRN, 2013).

Primary schools are at the concrete operational stage, it spans from age 6 to 12 years which is a delicate stage in a child's process of cognitive development, and during this period, thought is more logical, flexible, and organised than it was during early childhood (Piaget and Inhelder, 1969). Concrete Operational Stage is the third stage of Piaget's Theory of Cognitive Development. The concrete operational is evidenced by the ability of a child to logically demonstrate integrated thought. At this development point, the child can interact with the environment to a relatively high degree through the child's integration of and exposure to knowledge which has matured through all the three types of knowledge (physical, logical-mathematical and social) (Erum, 2013). It is suffice to say that any Social Studies learning that takes place during this period can impact and shapes the learners if appropriate strategy is employed to convey it.

A child is exposed to various disciplines at the primary school level of education. These disciplines are expected to prepare the child for future life and development – educationally, socially and economically. Jekayinfa (2011) and Ariya (2012) succinctly stated Social Studies to be a subject that promotes moral and intellectual

development of the citizens, and the acquisition of the necessary skills for building the nation and social reorientation of citizens in achieving the national goals. Osakwe (2012), Akinlaye, Mansaray and Ajiboye (1996) submit that Social Studies in Nigeria should begin to focus on how to restructure and reconceptualise to make it more relevant to the present events and developments.

Nigeria, just like many other countries of the world, is a country bedevilled with vices and indiscipline which seems to be an infection that has affected every aspect of the society. This is signalled according to Omosehin (2010) by moral decadence, intolerable religious crisis and violence, man-made woes, vandalization, corruption, call for confederacy, ethnicity and terrorism such as that of Boko Haram and Fulani herdsmen crises. Also, in the list of these woes are kidnapping and robbery, chain of bomb blasts, looting among the ruling class (Alutu & Ifedili, 2012; Ajiboye, 2009).

The existence of these vices make the people begin to wonder if subjects like Social Studies and Civic education that are essentially meant to produce young ones with 'decent' minds and well behaved citizens exist in the Nigerian school curricula (Adesina, 2013); because Social Studies is expected to have addressed all of the above (Opoh, Edinyang and Ogbaji, 2014).

Social Studies education has been identified as an effective weapon that can facilitate the attainment of national development by producing responsible citizens that are contributing maximally to the growth of the society (Edinyang & Ubi, 2013). These social ills have permeated all sectors of the society that they constitute the critical problems which Nigerians have to contend with till date (Olibie & Akudolu, 2013). This by implication means that the goals of Social Studies are yet to be actualised (*Odogbor, 2011*). Studies by Ezegbe (2008), Eze (2009), Russell (2010) and Okobiah (2012) attest to the pupil's poor performance in Social Studies and have shown that on the average, Nigerian pupils' achievement in the subject school-based examinations and the Basic School Certificate Examination has not been as encouraging as envisaged in the curriculum. This expectation achievement applies to high and low ability pupils in urban and rural schools in Nigeria (Edinyang & Ubi, 2012). Reports by Ali (2012) also indicated that the inefficiency invariably leads to

poor academic performance and the inability to transform what has been learnt into practice.

Many factors have been discussed as being responsible for pupils' poor academic performance in Social Studies. Ayodeji (2009) and Okobiah (2012) identified poor teaching methods and techniques adopted by teachers, Chukwu (2009) and Okwilagwe (2002) attributed it to poor teachers' qualification and content presentation. Odinko (2002) observed learners' variables such as gender and home background among other factors; wrong selection and poor uses of instructional methods and materials. Jekayinfa (2011) and Ariya (2012) also observed overcrowded classroom. Poor instructional methods have been associated with poor performance in school subjects (Kang'ahi, 2012; Muraya & Kimano, 2011). This implies that the pupils' ability to understand social concepts and phenomenon may largely determine their learning outcomes in Social Studies depending on the method of instructional delivery. The teaching approaches and strategies employed by teachers during Social Studies lessons are mostly traditional or passive types; instruction (Adediran, 2014).

Studies abound on the use of different strategies that can be employed at improving Social Studies teaching in the primary schools such as two puzzle-based instructional strategies effects (Adedoja, Abidoje & Afolabi, 2013), two instructional sequencing modes (Dania and Eboh, 2013), cooperative learning and problem solving (Esan, 2015; Adeyemi, 2008), computer assisted (Fagbemi, Gambari, Oyedun & Gbodi, 2013) and Lecture and demonstration (Rakum, 2014; Braimoh, Owolabi & Braimoh, (2012). All the Strategies mentioned are not without their demerits, it thus became imperative to carry out further studies to experiment and incorporate other instructional strategies to improve achievement in Social Studies at the primary school level.

There is, therefore, need for a strategy that will increase the pupils' interest in the study of and also improve their attitude towards Social Studies, empower them, enhance their active participation in the subject and improve also their learning outcomes. A search therefore, arises for an instructional strategy like drama instructional strategy that is likely to improve Social Studies learning outcomes in primary school.

Drama is described as an art-form, in which a series of events, usually a written play is acted out by performers who impersonate characters (Olaniyan 2015). Drama engages the brain and physical body in realistic simulation exercises which is said to be a powerful way of teaching because of the pupils' biological and psychological differences. Drama also provides pupils with fun during the lesson, it also brings out the best in children, aids their cognitive development as well as their self-expression. Drama is inevitably learner-centered and it can operate through active cooperation (Maley, 2005; Fleming, 2006). The effectiveness of drama playing a vital role in learning cannot be underestimated. Research has confirmed that children learn self control and other social and emotional skills not only from directly watching parents, teachers, and their peers, but by observing characters in books/stories and other media, as well as developing their potentials for creativity and imagination (Murphy, 2013). Drama strategy can be integrated in multiple ways to provide robust and flexible lesson. However, certain intervening variables such school location, gender, mental ability, amongst others have been identified to influence pupils' performance.

School locations have generally been identified as influencing academic performance and achievement levels of pupils. Several studies have suggested the importance of school location as the social environment of learning be it urban-rural setting (Asikhia, 2010, Owoeye, 2010). The location of a school determines the patronage such a school will enjoy to a very large extent. Arbaugh (2000), Ndukwu and Odinko (2002), Ahmad (2009), Endreny (2010) and Oginni, Awobodu, Alaka and Saibu (2013) recommended in their studies separately on school location that pupils could perform better with an enriched environment. These assertions have also been confirmed in the studies of Adedoja, Abidoje and Afolabi (2013). Location effect therefore, might not be absolute. In view of the various studies on location, academic influence is not the same. While some insist that urban pupils perform better in examination than their rural counterparts, others have found that pupils from rural areas perform better. Some have considered in their findings and submitted that none of the set up (rural or urban) can claim that they are superior over the other

because they have the same performance.

It is on these bases that this study postulates that primary school pupils' might stand the chance of benefitting from the strategy if adequate drama is employed on the primary four school pupils, it might develop positive attitude while improved achievement in Social Studies might result. The Social Studies topics treated include family, marriage, religion, culture, tolerating other people beliefs.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance;

Ho1: There is no significant main effect of treatment on pupils' achievement in Social Studies

Ho2: There is no significant main effect of school location on pupils' achievement in Social Studies

Ho3: There is no significant interaction effect of treatment and school location on pupils' achievement in Social Studies

Methodology

The study adopted a pretest-posttest control quasi-experimental design using a 2x2 factorial matrix. Random sampling technique was used to select two Local Government Areas (LGAs) due to the clustered nature of Ibadan. Urban and rural schools were randomly assigned to experimental and control groups. An intact class of primary 4 pupils was selected from the four schools. 167 pupils participated in the study. The participants were randomised into Drama Instructional Strategy (DIS) (80), Control Group (87) groups. Treatment lasted for 12 weeks.

The research instrument that was used for this study was a drama book titled Aduke Agbaje and other Plays written by the researcher and a self designed achievement test of 25 multiple choice items with four options A to D. The item was guided and constructed based on the New curriculum Modules for Primary schools, primary 4 (Social studies) by Nigerian Educational Research and Development

Council (NERDC), Lagos (2012). The test items measured the pupils' knowledge on some basic concepts of Social studies Education such as (family, marriage, religion /culture, tolerating other people's beliefs). The average item difficulty level of the test was determined using KR-20 formula, the instrument yielded a reliability coefficient of 0.77

Results

Testing the Hypotheses

Ho1: There is no significant main effect of treatment on pupils' achievement

Table 1: Analysis of Covariance (ANCOVA) of Post -Achievement by Treatment and Location

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5701.226 ^a	4	1425.306	179.044	.000	.816
Intercept	91.904	1	91.904	11.545	.001	.067
PostAchievement	1690.308	1	1690.308	212.333	.000	.567
Treatment	45.209	1	45.209	5.679	.018*	.034
Location	285.114	1	285.114	35.815	.000*	.181
Treatment * Location	95.062	1	95.062	11.942	.001*	.069
Error	1289.625	162	7.961			
Total	44716.000	167				
Corrected Total	6990.850	166				

R Squared = .816 (Adjusted R Squared = .811)

Table 1 showed that there is a significant main effect of treatment on pupils' achievement ($F_{(1,162)} = 5.679$; $p < 0.05$, partial $\eta^2 = 0.034$). The effect size is 3.4%. This indicated 3.4% variation in pupils' achievement was accounted for by the treatment. Thus, hypothesis 1 was rejected. In order to determine the magnitude of the significant main effect across treatment groups, the estimated marginal means of the treatment groups was carried out and the result is presented in Table 2

Table 2 : Estimated Marginal Means for Post -Achievement by Treatment and Control group

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Drama Instructional Strategy (DIS)	15.28	.330	14.626	15.928
Conventional Strategy (CS)	14.13	.327	13.487	14.780

Table 2 revealed that pupils in Drama Instructional Strategy (DIS) treatment Group had the higher adjusted post-achievement mean score (15.28) while the Conventional Strategy (CS) control Group had the least adjusted post-achievement mean score (14.13). This order can be represented as $SIS > CS$.

Ho2: There is no significant main effect of school location on pupils' achievement

Table 1 showed that there was a significant main effect of school location on pupils' achievement ($F_{(1,162)} = 35.815$; $p < 0.05$, partial $\eta^2 = 0.181$). Thus, hypothesis 2 was rejected. The effect is 18.1%. This indicated 18.1% variation in pupils' achievement was accounted for by school location. In order to determine the magnitude of the significant main effect across school location, the estimated marginal means of the treatment groups was carried out, and the result is presented in Table 3.

Table 3: Estimated Marginal Means Post-Achievement by School location

Location	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Rural	16.52	.334	15.857	17.176
Urban	12.89	.415	12.074	13.714

Table 3 revealed that pupils from rural located schools had the higher adjusted post-achievement mean score (16.52), while their counterparts from urban schools had the lower adjusted post-achievement mean score (12.89).

Ho3: There is no significant interaction effect of treatment and school location on pupils' achievement

Table 1 showed that there was a significant interaction effect of treatment and school location on pupils' achievement ($F_{(2,162)} = 11.942$; $p < 0.05$, partial $\eta^2 = 0.69$). Thus, hypothesis 3 was rejected. The effect size is 6.9%. This means that 6.9% variation in pupils' achievement was accounted for by the treatment and school location. In order to explore the interaction effect, Figure 1 presents the interaction in line graph.

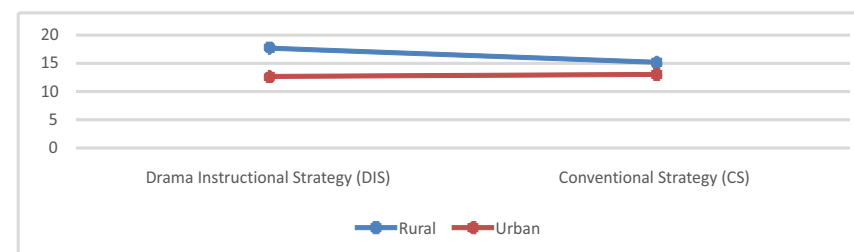


Fig. 2:

Treatment and School Location on Pupils' Achievement

Figure 2 showed that rural located pupils in drama instructional strategy group had better achievement mean score (17.86), followed by rural pupils in conventional strategy group (15.18), urban pupils in conventional strategy group (13.09), while urban pupils in the drama instructional strategy had the least achievement mean score (12.70). The interaction is ordinal. This means that is the same group of pupils by school location (rural) that performed better in both treatment and control groups.

Discussion

Main Effect of Treatment on Pupils' Achievement in Social Studies

The findings of the study revealed a significant main effect of treatment on pupils' achievement in Social Studies. The results

showed that pupils in Drama Instructional Strategy (DIS) was more effective in improving pupils' achievement in Social Studies than the pupils in the Control Group who were lesser effective.

Drama instructional strategy was significantly different from those taught using the Conventional Strategy. It can be inferred that the main strategy (DIS) enhanced pupils' achievement in learning Social Studies. This result findings corroborates with Lawani (2014), Zyoud (2012), Fuetez (2010) and Philips (2003) who found out that pupils' taught in learners' centred and active strategies did better than the control group with conventional strategy. The findings also agreed with Omoegun (2009) and Ewa, Olayi, Ashi and Agba (2015) who found out that the children who engage in drama improved better in their post test scores than those who were not engaged.

In the same vein, Richter and Koppet (2000) noted that drama has many of the benefits of experiential learning because of the level of engagement actively, created the vivid images promotes active learning process and reveals improved understanding. The findings reveal that, DIS was more effective than CS; the reason might be because children get encouraged when they are involved in activities and also help to assume the roles as which makes learning much easier in the classroom.

Two-Way Interaction Effect of Treatment and School Location on Pupils Achievement in Social Studies

There was a significant interaction effect of treatment and school location on pupils' achievement. This indicates that the location of a school has an influence on the treatment and pupils' achievement. Pupils' in rural schools had better achievement in Drama, than the urban schools pupils'.

The findings is in conformity with the study of Ogini, Awobodu, Alaka and Saibu (2013) who submits that school location has a significant contributions on the achievement of learners. This is further confirmed by Okonkwo (2002), Dania and Eboh (2013) who in their studies were in favour of rural located schools being advantaged than its counter parts. This result was not in agreement with Odinko (2002) Endereny (2010), Ahmad (2009) and Arabaugh (2000) who observed in their different studies that schools located in the urban settings performed better in academic achievement.

It's also contrary to the opinions of Adane (2013) and Adedoja, Abidoeye and Afolabi, (2013) who respectively observed that schools in urban settings performed better in academic achievement than their rural counterpart. This finding is in support of Okonkoro (2002) and Dania and Eboh (2013) who in their studies was in favour of rural area. This also does not agree with the studies of Odinko (2007), Hanson (2010) and Ayodeji (2009) who reported significant difference without any direction.

Going by this result, it is pertinent to conclude that children should be given the effective instructions and practices regardless of their location whether they reside in the rural or urban settings. Experience has shown that rural children strive hard all in improving and excelling. Also, it reflected when the instruments were introduced to the pupils; the rural located pupils were much excited and appreciated the treatment through their response.

Conclusion

The study found drama instructional strategy to be effective at improving pupils' achievement in Social Studies. It can be concluded from the study that when pupils are made to engage in activities and are given the opportunity to learn by doing and acting out roles of characters in stories and play with their peers. Social Studies is enriched and their achievement in Social Studies could improve. The findings also acclaim drama instructional strategy potency in pupils from different location as the result reveals there is significant interaction effect of treatment and school location.

Recommendations

1. Teachers should adopt drama instructional strategy in their teaching of Social Studies in order to improve pupils' achievement in Social Studies.
2. Primary school Social Studies teachers should de-emphasize sole reliance on lecture strategy and adopt pupils centered strategy like drama involving pupils' active participation. This strategy should be encouraged because it increases the interest and participation of pupils during the teaching-learning process thereby aiding learning since children learn best by doing.

3. The effect of the strategy on pupils from both different locations (rural and urban) indicates that this strategy can be adopted to take care of pupils from different location and bring about effectiveness in their teaching and learning.
4. Workshops and in-service training programmes should be organized by the government and other professional bodies on a regular basis to update the primary school teachers on innovative ways of teaching.
5. Regular inspection should be done to schools to ensure active use of the training and the implementation of the strategy on the pupils.
6. Authors and publishers should be encouraged to write short playlets on the themes of Social Studies.

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EXPANDING NIGERIAN CIVIL IDEAS FOR POSITIVE POLITICAL PARTICIPATION THROUGH CITIZENSHIP EDUCATION

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Abstract

This research situates civility and ideal civic practices as factors that can generate economic freedom and development in Nigeria. It recognizes focal areas such as civil skills, values and so on as areas that denied citizens the opportunity to function as active initiators of programme and policies that can improve the well-being of all. This work therefore explores existing literatures through secondary investigations to analyze how facilitation of the teaching of social studies and both civic and citizenship education at different educational levels have not guaranteed ideal reciprocal relationship between parties involved in political participation. Rather, the citizens have always played to the gallery of being hoodwinked to negate ideal civil rules and practices that can necessitate good government and maximize political participation in Nigerian growing democracy. The work emphasizes re-emergence of proper civic/citizenship education through sound formal and informal training and recommends the need to balance the optimum level socio-political, economic, and cultural institutions of Nigerian state as a catalyst to propel civil ideas and practices of the citizens among others.

Key Words: Ideal Civic Practices, Civility, Political Participation and Citizenship Education.

Introduction

As it is across the globe, the teaching of social studies from lower level of education and its inculcation at higher levels in Nigeria have not facilitated developmental civil skills required for

democratic governance. Yet, it has expanded general knowledge and contributed to transitional curricula changes. However, civil practices that could ensure maximum political participation have always been hampered by the nature of Nigerian state politics. Neither has it translated to civic culture, norms nor values expected for positive political change and active participation in the Nigerian governance. Of recent, pundits' works in social research including conferences essays have developed such curiosity to reawaken the teaching of civic education to safe mockery of our nation's democracy in the hand of political jobbers (Olayode, 2015).

Again, others perceived that Nigerian political fragility since independence could be lack of common cohesive factors and a poor sense of shared entity. However, pundits hardly look in the direction of citizens' lack of control over the Nigerian political affairs as a consequence of their subjection to all manner of rules (both civilian and military) that had ever being. Thus, over the years, politicians and class of rulers have misrepresented their real motives, needs and goals by manipulating citizens to support causes that were nothing but genuine to their self aspirations neglecting ideal governance/leadership practices on their part. It is obvious that leadership misdirection and confiscation of rule of law contributed in great measure to failure of civility within the Nigerian polity.

On the part of citizenry one can as well notice that poverty and social insecurity hitherto witnessed in our polity surpass ethnic and geo-political identities which may have led to inability to forge an alliance capable of engendering ideal civic/civil practices for the nation. So much concern thereby has being raised about the oppressed and dispossessed across the country as a counter to the influence of all manner of power mongers and exploiters. In a broader term, it is truism that the citizens have been denied the opportunity to function as active initiators of programme and policies that can improve their well-being. Indeed, Nigerians have been passive objects of political processes since independence talkless of embracing ideal civil practice.

This work therefore, borders on how important civic knowledge hinge on nature of Nigerian all-round development to bring about ideal civil practices as yearned for in the present

dispensation. This becomes important because civics education all over the world is perceived as a means of realizing democratic ideals and a stimulus that can engender national consciousness, political participation as well as personal development. Again, Civic education in a democratic society as Nigeria most assuredly needs to be concerned with promoting understanding of the ideals of political participation and a reasoned commitment to the values and principles of that polity.

Exemplifying the essence of acquisition of general knowledge on individual in terms of acquisition of civic values, the National Policy on Education (FGN, 1981) identifies citizenship education as a basis for effective participation in, and contribution to the life of the society; character and moral training, and the development of sound attitudes; developing in the child the ability to adapt to his changing environment, etc.

In between the lines of the above excerpt characterized by what can be seen as basic goals of formal education in Nigeria and what should become central focus for facilitating Citizenship/Civic education teaching and learning processes in general. These include:

- a) educating people in citizenship and human rights through an understanding of the principles and institutions;
- b) learning to exercise one's judgement and critical faculty; and
- c) acquiring a sense of individual and community responsibilities.

The teaching and learning of civic/citizenship education should include experiences that provide for the study of the ideals, principles, and practices of citizenship in any polity. An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of civic/citizenship education. For instance, Jamieson (2013) submits that the quality of civic education should be a concern for those interested in the health of any political system of government and the well-being of the citizenry. Thus, it is high time that critical thought is centred on re-conception of citizenship education and its off-shoot-social studies as (formal) catalyst for expansion of civil knowledge, ideals and participation in governance. Farouk & Ukpokodu (1995), also

recognized the importance of social studies as the fulcrum of civic knowledge when they submitted that modern concept of social studies entails proper instilling of national consciousness, effective citizenship, national unity, and national reconstruction.

Learning how to apply civic ideals as part of citizen action is essential therefore to the exercise of democratic freedoms and the pursuit of the common good. Through social studies programs, facilitation and teaching of civic or citizenship education citizens require a historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well as the important historical documents that articulate them towards partisan politics. However, civility or civic culture may not be enough for setting up democratic institutions and processes in Nigeria. Rather, institutions and processes must work to create opportunities for citizens to lead healthy and productive lives. Thus, ensuring that government actual works for the public good requires informed, organized, active and peaceful citizen participation. It is pertinent thereby that citizen understanding of ideas about their citizenship roles and responsibilities becomes well spelt out and assimilated for the growth of politics and governability. They need knowledge to make decisions about policy choices and the proper use of authority, along with the skills to voice their concerns, act collectively and hold public offices (i.e., elected representatives, civil servants, and appointed leaders, etc.) accountable.

Ideal Civil Practices and Political Participation in Nigeria-Theoretical Nexus

As opined by scholars like Thomas Hobbes, Immanuel Kant, Jean Jacques Rousseau among others, modern state is a product of a covenant, a compact and social organic contracted element with apparatus of state power and authority (the Social Contract Theory). Social contract theory is a philosophical postulation which hinges on the ideological plank that the state is a product of the peoples' will who voluntarily surrendered their will to the state under a legally binding contractual agreement with the notion that the state will in turn provide certain fundamental goods and services to the citizens. According to Danladi (2015), the logic of this theory in relation to

political participation of citizens within the polity is that the people, by whose contrivance, government was instituted, ought to determine how they should be governed. Basically in reciprocity, the state is to provide security, accountability, good leadership, social and economic welfare services, promote effective and efficient justice distribution, curtail discrimination, provide political orientation through civic education, promote and protect fundamental human rights and freedom of speech among others. On the other hand, the citizens are expected to obey the constitution by maintaining law and order, respect constituted authority, vote during elections, and protect state infrastructure.

Rationally, the term citizen has an inherently political meaning that implies a certain type of relationship between the people and government. Citizens have a set of rights and responsibilities, including the right to participate in decisions that affect public welfare. In addition to the intrinsic democratic value, participation is an instrumental driver of democratic and socio-economic change, and a fundamental way to empower citizens as yearned for over the years in Nigeria. Ideal self-government or democracy therefore should engender maximum political participation or practices.

In this light, our democracy should imply citizen participation in politics and other civil related practices based on informed and critical reflection on the government in power. For an ideal constitutional democracy and effective civic appreciation by implication become necessities for competent participation in democratic communities. This is equal to the ability to think critically and act deliberately in a pluralistic society as Nigerians on political issues. By implication therefore, civic education in Nigerian democratic set-up should be a tool preparation for sustaining and enhancing self-government. The goal of civic education is hereby viewed to centre on citizens' competent and responsible participation in local, state, and national civic and political life. Such participation requires:

- (1) the acquisition of a body of knowledge and understandings,
- (2) the development of intellectual and participatory skills,
- (3) the development of certain dispositions or traits of character, and
- (4) a reasoned commitment to the fundamental values and principles of Nigerian constitutional democracy.

An understanding of civic ideals and practices is critical to increasing participation in societal affairs and essential component of educating citizens of any nation. Civic ideas and practice in this term are set of practices and activities aimed at making individuals well-informed and better equipped to participate actively in democratic life. This is simply by assuming and discharging their constitutional responsibilities in the society. Ideally, behavioural trait such as critical thinking, political activism, inquiry, goals and value of good citizenship explained civic ideals and practices tailoring towards participatory polity. Such according to Johnson (2001) have potency for redirecting the minds and attention of citizens to positive, productive and worthy individuals. Civic ideals and practices in Nigeria raised some philosophical questions which over the time explain the essence of acquisition of citizenship knowledge (formal and informal) for responsive and responsible citizenry. These are:

1. In what context of Nigeria can we see ourselves as citizens taking into consideration ethnic, religious and social classes' affiliation that have characterized the state political cleavages?
2. What responsibilities or roles do ordinary citizen of the country play in governance especially the youth? Do youth and the old in the politics have the same responsibilities? For example, what roles should the youth play in democratic transitions such that better government is installed at intervals?
3. Who decides what constitutes good citizenship? For instance, is it the youth, the old, the rich, the poor, the physically challenged or everybody?
4. What *means* of civic education are ethically appropriate to produce patriotic citizens within the polity/state?

These questions are rarely treated together as part of comprehensive theories of civic education; instead, some of these questions have never been much explored by professional philosophers, but they arise frequently in public debates about citizenship. A better understanding of these questions raised is within the purview the relationship between a good government and good

citizenship. For instance, in the archives explanation of Aristotle on *Republic*, he held that there were several acceptable types of regimes, and each needed different kinds of citizen that makes the question of good citizenship relative to the regime-type. But other theorists have argued for particular combinations of regime and citizen competence. For example, classical liberals as Hobbes and Locke endorsed regimes that would make relatively modest demands on citizens, because they were skeptical that people could rise to higher demands and because they wanted to safeguard individual's liberty against the state. Their views revealed civic republicanism that sees a certain kind of citizenship--highly active and deliberative--as constitutive of a good life, and therefore recommend a republican regime because it permits good citizenship.

In summary, citizenship in practice behooves an adept knowledge of the nation's institutions, and also an awareness that the rule of law applies to all social and human relationships. It is through ideal citizenship practice that citizens become aware of the human and political issues at stake in their society or nation, which requires from them ethical and moral qualities to balance social and political rights of all within the state. Thus, in real sense of citizenship practice, we talk of the nexus or complementary relationship between citizenship and human rights and reciprocal link between rights and obligations.

Conclusion

Since the rebirth of democratic politics in Nigeria late last decade, the country civil practices have not guaranteed enduring national peace and integration. To this end therefore, civic education for the following reasons is considered capable of achieving the under-mentioned issues if it is effectively taught or facilitated in Nigeria:

- i Value-reorientation: Civic education is capable of engineering sustainable value-reorientation which can break the vicious circle of socio-political and economic problem in the country. If ideal Nigerian value is re-orientated in Nigeria, socio-political and economic problems that have hindered national progress since independence in the 1960 can be drastically reduced for better political enhancement.
- ii Effective Facilitation/Teaching of the subject Matter: Since the teaching and learning of Civic/Citizenship Education among others is

to expose our pupils and students to the tenets and ideal civic life, the teaching of the subject will lay a strong foundation for effective citizenship education and public participation in governance.

iii National Peace and Integration: Besides, the acquisition and development of enduring civic values among majority of Nigerian youths will largely ensure sanity in the political, social and economic life of our country amidst ethnic, religious or other sectional differences that promote restiveness. This is because civic values constitute the necessary foundations for a peaceful, united and virile nation.

iv. Nation Building: Lastly, the concept of nation building requires selfless, responsible and patriotic citizens. Through proper inculcation of civic knowledge and values, Nigeria can raise nation builders (leader/politicians) who can rise to achieve national objectives, goals and ideals. For civic education is a vital tool for citizenship missions in nation building

Recommendations

Of immense concern is the fact that this paper intends to arouse a new order and reconstruction of citizenship education in Nigeria that can culminate into national rebirth of civil values and practices. Thus, aside from different official launching of social campaigns by successive regimes/administrations in Nigeria such as National Orientation Agency(NOA); and the rebirth of Universal Basic Education (UBE) programme to reinforce the teaching of civic education, citizenship education and history in Nigerian schools, there is the need to re-evaluate the social pathologies that have hindered our social relationship in terms of bringing on ideal civil society as well bridging the nexus between the rulers and the Nigerian subjects.

Firstly, an ideal society that will ensure intense emphasis on civil ideas and practices will do everything in providing social security. If social security is not scuttled, citizens will be encouraged towards self-fulfillment and self-development and thereby citizens can forge a national loyalty. The guarantee of social security has the potential of changing average Nigerian from corrupt mentality to change-seeking idealist if employed better.

Secondly, the need to balance the optimum level socio-

political, economic and cultural institutions of Nigerian state is a catalyst to propel civil ideas and practices of the citizens. Since these institutions are tools for enactment and perpetuation of ethical norms and conduct of the society, their non-existence or absence cannot guarantee ideal civil practices and citizenship knowledge.

Thirdly, for maximum civil behaviour, tolerance and practice, there is a need to develop known and acceptable standards of public morality (ethics) which should eliminate all forms of social evil in Nigeria. This public morality in the context of this paper is *Pan-Nigerian* standard which can translate to patriotism and nation-building if well cultivated by all and sundry. *Pan-Nigerian* standard involving set of ideas, conviction and attitudes in terms of which the Nigerian commitment can be defined. The national anthem and pledges have been learnt by rote both of which have not translated to ideal citizen and citizenship practices. It is now necessary to practicalize the Nigerian ideals and virtues as spelt out in them.

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NATIONAL VALUE AND THE ADEQUACY OF SOCIAL STUDIES CURRICULUM IN COMBATING SOCIAL CRIME

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Abstract

This study examines national value and the extent to which Social Studies curriculum is able to combat social crimes in Ilorin West Local Government Area of Kwara State. The study is a descriptive research survey. The population of the study included all the upper basic school Social Studies teachers in Ilorin West Local Government Area. Simple random sampling technique was used to select two Social Studies teachers from 50 upper basic schools which were randomly selected in the Local Government making a total of 100 respondents. This is to ensure a high level of objectivity in the responses of the respondents on the adequacy of the content of the curriculum. The research questions were answered with descriptive statistic while the hypothesis was tested with t-test. It was established that the teachers in Ilorin West were of the opinion that, Social Studies curriculum offers value content to secondary school students in Ilorin West Local Government, helps in combating social crimes especially rape and assault, leads to positive change in behaviour among students offering Social Studies at the upper basic school level and curbs social crimes by inculcating the right type of values in students. The teachers were also of the opinion that, the Social Studies curriculum needs to be reviewed and its content be increased without differing in their perception on the basis of teaching experience.

Key Words: National Value, Curriculum, Social Studies, Social Crime.

Introduction

In the last three decades, the question of the eroding national value has become a subject of very heated debate in public sphere. Older generations consider young Nigerians unfortunate for growing up at a time they adjudged worst in the annals of the country. Value is the guiding principles for acceptable behaviour in the society and the extent to which behaviour conforms to the value system of the people determines the acceptability or rejection of such behaviour (Osaat, 2011). It is the standard upon which all the behaviours in society are subjected before they are either accepted or rejected.

Bolarin (2009) defined values as traits, practices, acts, ideas, beliefs, attitudes, and principles that a group of people or society considers to be worthwhile, dear, acceptable and right. Esu (2009) also defined values as ideals that guide or qualify your personal conduct, interaction with others, and involvement in your career. In the same vein, Bodurin (2009) observed that values are basic beliefs and attitudes whether of individual or groups which are considered worthwhile in society. It is an encompassing concept that touches every thought, action, believe and orientation of a people. The moment an idea, attitude, trait, practice, principle and so on has wide acceptance among the people or its seen to be common among them, it is tagged their value.

As earlier observed by Bodurin and other scholars, values are either individuals or collective. From individuals point of view, the basic human values which are at the core of being human include; truthfulness, trustworthiness, honesty, loyalty, empathy, dignity, love, peace and so on. This is inherent in every being that is considered human because their absence indicates nothing but mere animals. It is only when these values are possessed and exhibited by all that peaceful co-existence and wellbeing can be guaranteed. These qualities and many more become associated with a group of people when they are held in high esteem by the entire people of the society, hence, they are called, national value. Okechukwu and Ogochukwu (2014) described national value as consistent ethics and ideological integrity applied to the individual or the collective will of a people. They highlighted patriotism, loyalty, honesty and dedication to duty as some of the basic national value which every society must inculcate in its people.

It was in realization of this that the Social Studies curriculum was introduced into the Nigerian educational system. Olorundare (2014) defined curriculum as a structured series of intended learning outcomes. He added that the curriculum is a plan for learning and such plan encompasses the framework of what to learn and how it is to be learnt. This position was corroborated by The United Nations Educational, Scientific and Cultural Organization UNESCO(2015) when it asserted that the curriculum contains what a society envisages as important in different subject areas.

The introduction of Social Studies into the Nigerian school system was based on certain philosophical considerations one of which was to address social issues and the human problem of life as they appear in real life situations. Ezegbe (1994) stated that Social Studies was introduced as an integrated subject comprising of disciplines like; geography, religion, sociology and anthropology to make education real to life. Another reason for which Social Studies was introduced into the Nigerian school system was to achieve one of the philosophies of Nigerian education as indicated in the National Policy on Education which is - the development of the individual into a sound and effective citizen (FGN, 2004). For these reasons, it could be concluded that Social Studies was introduced to bring about value education into the Nigerian populace.

Aggarwal (2007) stated that the value system is an elaborate system which embraces all aspect of moral principles in human development transmitted from one generation to another through the indigenous education system. He observed that value education is all about character moulding, positive attitudinal changes, dedication to duty, honesty, hard-work, trustworthiness, patience and truthfulness. Therefore, it abhors all forms of negative practices like examination malpractice, corruption, sexual abuse, bribery, cultism, terrorism, drug abuse amongst others. Gulati and Pant (2016), were of the opinion that one of the major debates around value education at school stage is what values should be inculcated among students. While there is a kind of consensus as to what values are, there seems to be some confusion about which values and whose values need to be nurtured. The Social Studies curriculum, seems to be above board in this regard, what remains of it however, is how adequate it has been in combating social crimes in the Nigerian system for which it was designed.

Social crimes were identified by Alex (2016) as unlawful acts punishable by law in a state. Unfortunately, Nigeria is a home to a substantial network of organized crime such as robbery, highway crimes, rape and assault, acts of terrorism, bribery and corruption, advance free fraud (419), money laundering, cybercrime (Yahoo Yahoo) and police brutality and hostility. Johnson (2017) identified illiteracy and poor standard of education as a major cause of the involvement of youth in social crimes.

In furtherance of the potential effectiveness of Social Studies, Fan, Usoro & Umoetok (2012) opined that it was to help solve the numerous problems associated with nation building such as those earlier mentioned and others including information and communication technology, women empowerment, HIV/AIDS education, child abuse and human trafficking. Since the inception of the subject, it was meant to address civic issues and has always been used to give citizenship education and training (Ajiboye, 2008). It on this note that, this study intends to address the following issues:

1. Find out whether Social Studies has value content at senior secondary school levels in Kwara State
2. Find out upper basic school teachers assessment of the adequacy of Social Studies curriculum content in combating social crimes in Ilorin West Local Government Area of Kwara state.
3. Whether Social Studies curriculum content helps in combating social crimes in Ilorin West Local Government Area of Kwara state.
4. Whether Social Studies teachers differ in their assessment of the curriculum content of Social Studies combating social crimes in Kwara state.
5. Find out if the Social Studies curriculum is in need of any form of improvement

Research Questions

The following research questions were raised to guide this study.

1. Is Social Studies curriculum capable of offering any value content to senior secondary school students in Kwara State?
2. Does Social Studies curriculum content help in combating

- social crimes in Kwara State?
3. How adequate is the Social Studies content in combating social crimes in Kwara State?
 4. Is the Social Studies curriculum in need of any form of improvement?

Hypotheses

The following null hypotheses were formulated for this study

H_{01} : There is no significant difference in the assessment of experienced and less experienced upper basic school teachers on the adequacy of Social Studies curriculum content in combating social crimes in Ilorin West Local Government Area of Kwara State.

Methodology

This study is a descriptive research of the survey type. This research design is considered appropriate for this investigation because it describes systematically a situation in an area of interest factually and accurately, its generalizable. The population for the study included all the upper basic school Social Studies teachers in Ilorin West Local Government Area of Kwara State. Simple random sampling technique was used to select 50 secondary schools from the Local Government Area from which two Social Studies teachers were randomly selected from each making a total of 100 respondents. An instrument Titled Social Crime and Social Studies Curriculum was administered to the respondents. The instrument was reorted to have both face and content validity and a reliability index of 0.68. the outcome of the respondents reaction to the instrument was subected to both descriptive and inferential statistics at 0.05 level of significance.

Results

Research Question One: Is Social Studies curriculum capable of offering any value content to senior secondary school students in Kwara State?

Table 1 : Social Studies curriculum value content to senior secondary school students in Kwara State

Item	Agreed (%)	Disagreed (%)
The content of the Social Studies curriculum could curb social crimes to inculcate the right type of values in students.	98(96.1)	3(3.0)
Robbery, highway crimes, rape, assault acts of terrorism, bribery and corruption, advance fee fraud (419), cyber crime (yahoo yahoo) e.t.c are among the prevailing social crimes in Nigeria.	73(71.6)	29(28.4)
Since the introduction and implementation of the new curriculum, social crimes in Nigeria has reduced drastically.	66(64.7)	36(35.3)
The Social Studies curriculum is adequate in combating social crimes.	76(74.5)	26(25.5)

Source: Field study, 2018.

Table one showed the extent to which the Social Studies curriculum is capable of offering value content to secondary school students in Ilorin West. 96.1% of the teachers in Ilorin West agreed that, the content of Social Studies curriculum could curb social crimes to inculcate the right type of values in students, 74.5% agreed that the Social Studies curriculum is adequate in combating social crimes, 64.7% of the respondents agreed that, since the introduction and implementation of the new curriculum the social crimes in Nigeria has reduced drastically. This implied that the teachers in Ilorin west are of the opinion that, Social Studies curriculum offers value content to secondary school students in Ilorin West Local Government.

Research Question Two: Does Social Studies curriculum content help in combating social crimes in Kwara State as assessed by private and public school teachers?

Table 2: Social Studies curriculum content in combating social crimes in Kwara state

Items	SA (%)	A (%)	D (%)	SD (%)
The content of the Social Studies curriculum does not address adequately the social crimes.	18(17.6)	35(34.3)	39(38.2)	8(7.8)
The content of the Social Studies curriculum does not capture robbery and high way crime.	22(21.6)	40(39.2)	26(25.5)	9(8.8)
The content of the Social Studies curriculum does not address the issue of rape and assault	21(20.6)	32(31.4)	34(33.3)	13(12.7)
The content of the Social Studies curriculum does not address the issue of acts of terrorism	18(17.6)	37(36.3)	33(32.4)	12(11.8)
The content of the Social Studies curriculum does not capture bribery and corruption	27(26.5)	35(34.3)	28(27.5)	12(11.8)

Source: Field study, 2018.

Table two showed the extent to which Social Studies curriculum combat crime in Kwara State. It showed that, 39.2% of the teachers agreed that, the content of the Social Studies curriculum does not capture robbery and high way crime, 38.2% of the teachers disagreed that the content of the Social Studies curriculum does not address the social crimes adequately and 33.3% disagreed that, the content of the Social Studies curriculum does not address the issue of rape and assault. It can therefore be concluded that Social Studies curriculum content helps in combating social crimes especially rape and assault. Research Question Three: How adequate is the Social Studies content in combating social crimes in Kwara state as assessed by private and public school teachers?

Table 3: Adequacy of the Social Studies curriculum in combating social crimes in Ilorin West Local Government Area of Kwara State.

Item	SA (%)	A (%)	D (%)	SD (%)
Robbery, highway crimes, rape, assault acts of terrorism, bribery and corruption, advance fee fraud (419), cyber -crime (yahoo yahoo) e.t.c are among the prevailing social crimes in Nigeria.	28(27.5)	45(44.1)	14(13.7)	15(14.7)
Since the introduction and implementation of the new curriculum , the social crimes in Nigeria has reduced drastically.	17(16.7)	49(48.0)	31(30.4)	5(4.9)
The teaching of Social Studies has a positive influence on students behavior at the upper basic level of education.	46(45.1)	49(48.0)	7(6.9)	-
Positive change in behavior is evident in students of Social Studies at an upper basic level	32(31.4)	58(56.9)	8(7.8)	-
The social issues in Nigeria may reduce drastically if the current Social Studies curriculum is well implemented.	46(45.1)	40(39.2)	12(11.8)	4(3.9)
The Social Studies curriculum is adequate in combating social crimes.	24(23.5)	52(51.0)	16(15.7)	10(9.8)

Source: Field study, 2018.

Table three revealed the perception of teachers on the adequacy of Social Studies curriculum in combating social crimes in Ilorin West Local Government Area of Kwara State. It showed that 56.9% of the respondents strongly agreed that, positive change in behavior is evident in students of Social Studies at an upper basic level, 51.0% of the respondents agreed that, Social Studies curriculum is adequate in combating social crimes. 48.0% of the respondents agreed that: since the introduction and implementation of the new curriculum the social crimes in Nigeria has reduced drastically; the teaching of Social Studies has positive influence on students behavior at the upper basic level of education and that; the content of the Social Studies curriculum is scanty and revolves around only four sub-themes. However, 38.2% of the respondents disagreed that, the content of the Social Studies curriculum does not address adequately the social crimes just as 33.3% of the respondents disagreed that, the content of the Social Studies curriculum does not address the issue of rape and assault. This implied, the teachers in Ilorin West Local Government Area of Kwara State opined that, the Social Studies curriculum is adequate in combating social crimes because it leads to positive

change in behaviour among students of Social Studies at the upper basic school level, curbs social crimes by inculcating the right type of values in students and helps in combating social crimes.

Research Question Four: Is the Social Studies curriculum in need of any form of improvement?

Table 4: Need for the improvement of Social Studies curriculum in combating social crimes in Ilorin West Local Government Area of Kwara State.

Item	SA (%)	A (%)	D (%)	SD (%)
There is a need to review this current curriculum in order to achieve a reduction of social issues.	35(34.3)	46(45.1)	18(17.6)	1(1.0)
There is a need for a total reform of the Social Studies curriculum in order to achieve its aims.	44(43.1)	45(44.1)	13(12.7)	-
The content of the Social Studies curriculum is scanty and revolves around only four sub-themes.	24(23.5)	49(48.0)	25(24.5)	4(3.9)

Source: Field study, 2018.

Table Four showed that 48.0% of the teachers agreed that, the content of the Social Studies curriculum is scanty and revolves around only four sub-themes, 45.1% of the respondents agreed that, there is need to review this current curriculum in order to achieve reduction of social issues and 44.1% agreed that there is the need for a total reform of the Social Studies curriculum in order to achieve its aims. This implied that the teachers are of the opinion that, the Social Studies curriculum needs to be reviewed and its content be increased.

Hypothesis Testing

H₀₁ There is no significant difference in the assessment of experienced and less experienced upper basic school teachers on the adequacy of Social Studies curriculum content in combating social crimes in Ilorin West Local Government Area of Kwara state.

Table 5: T-Test Table on the adequacy of Social Studies curriculum content in combating social crimes in Ilorin West Local Government Area of Kwara state

Year of Experience	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1 Greater than 5years	68	45.16	5.706			
2 Less than 5years	18	43.50	6.271	1.076	84	.285

Table five showed a calculated t-value of 1.076 and a p-value of .285 testing at an alpha level of 0.05. There was no significant difference in the observation for experience greater than 5years (M = 45.16, SD = 5.706) and less than 5years (M = 43.50, SD = 6.271; $t(84) = 1.076$, $p = .285$, (two-tailed). Since the P-value is greater than the alpha level ($p > 0.05$), the hypothesis which states that there is no significant difference in the assessment of experienced and less experienced upper basic school teachers on the adequacy of Social Studies curriculum content in combating social crimes in Ilorin West Local Government Area of Kwara state is therefore not rejected. Consequently, there is no significant difference in the assessment of experienced and less experienced upper basic school teachers on the adequacy of Social Studies curriculum content in combating social crimes in Ilorin West Local Government Area of Kwara state.

Discussion of Findings

It was discovered from the findings of these study that, the teachers in Ilorin West Local Government Area of Kwara State were of the opinion that, Social Studies curriculum content helps in combating social crimes especially rape and assault. The is possibly because the incidences of rape and assault in Ilorin West were not common among those who had prior exposure to Social Studies. As a result of this, it can be concluded that the curriculum is capable of mitigating social crimes especially the incidence of rape and assault. This finding is supported by Adesina (2013) who assessed the Social Studies curriculum of secondary schools in South Western Nigeria. The result also showed that the junior secondary school's Social Studies curriculum was adequate in inculcating skills and competencies that the youths can use to contribute positively to the society but it is not adequate in the area of inculcating national consciousness. The content of the curriculum are widely spread in terms of coverage which makes it conveniently address most of the social crimes in Ilorin West.

It was also discovered that, the teachers in Ilorin West Local Government Area of Kwara State were of the opinion that, Social Studies curriculum is adequate in combating social crimes because it leads to positive change in behaviour among students of Social Studies at the upper basic school level, curbs social crimes by

inculcating the right type of values in students and helps in combating social crimes. Okechukwu and Azuh (2014) worked on the adequacy of civic contents in the basic education Social Studies curriculum for effective citizenship training of Nigerian youths. The result showed that the teachers agreed that the curriculum is adequate in training youths to be good citizens even though it lacks substantial civic contents. Yusuf, Agbonna and Onifade (2012) also conducted a study on the adequacy of Social Studies curriculum for the security component of Nigeria's seven-point agenda in the basic school Social Studies curriculum using multicultural perspectives. The result showed that the curriculum was not adequate to cater for the practical and entrepreneur skills acquisition in the seven-point agenda. It was suggested that the curriculum should be regularly reviewed and there should be seminars for UBE teachers to enable them to acquire the pedagogical skills for implementing the curriculum.

There is no significant difference in the assessment of experienced and less experienced upper basic school teachers on the adequacy of Social Studies curriculum content in combating social crimes in Ilorin West Local Government Area of Kwara State. This is contrary to Omoniyi, Akinsete and Omoniyi (2013) when they investigated the influence of school variables on teachers' attitude towards teaching. The study adopted a descriptive survey design and sampled 216 teachers randomly selected from 90 secondary schools. The result showed that teachers' attitude were largely influenced by teaching experience.

Conclusion and Recommendations

In line with the findings of this study, the study concludes that, the Social Studies curriculum is adequate in combating social crimes because it leads to positive change in behaviour among students of Social Studies at the upper basic school level, curbs social crimes by inculcating the right type of values in students and helps in combating social crimes. However, there is a need for the curriculum to be reassessed so as to better position it to effectively equip the younger generation with the values they need to become better citizens and ambassadors of the country.

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**PEER GROUP AND FAMILY BACKGROUND AS
CORRELATES OF INDISCIPLINE AMONGST
ADOLESCENT STUDENTS IN OVIA NORTH EAST LGA,
EDO STATE**

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Abstract

The study assessed peer group and family background as correlates of indiscipline amongst adolescent students in Ovia North East Local Government Area of Edo State. The study adopted the descriptive survey design with a correlational approach. The questionnaire was the instrument used for collecting data from a sample of two hundred and seventy (270) students who were randomly selected from nine co-educational schools in Ovia North East Local Government Area of Edo State. Two research questions were raised, and hypotheses were also formulated to guide the study. All hypotheses were tested at .05 level of significance. The reliability obtained had an r value of 0.78. The data collected were analysed using Pearson Product Moment Correlation Co-efficient formula. The results revealed that peer group influence and family background have significant influence on indiscipline amongst adolescent students in Ovia North East Local Government Area of Edo State. Based on the findings, it was recommended amongst others that since the primary upbringing of children lies majorly with parents, they therefore owe it as a responsibility to always instil the right moral values on their children by conforming to societal norms themselves so as not to influence their wards negatively.

Keywords: Indiscipline, Peer Group influence, Family background, Adolescent and Students

Introduction

Education is a critical tool for the transformation of the individual and the society (Asiyai, 2012). However, one major

problem bedevilling secondary education in Nigeria today is indiscipline, which to a very large extent is threatening the core values to which the school system was established. Indiscipline in school is the flagrant disregard for school rules and regulations. Indiscipline has become a thing of concern for policy makers, school administrators, educators and the public in general and this is as a result of the upsurge in aggressiveness, violence and vandalism among adolescent peers, and has led to increase in school-dropout, deviant behaviours, examination malpractice, lateness and poor academic performance (Ali; Dada; Isiaka & Salmon, 2014). Indiscipline and its attendant outcomes have had negative effects on the school system, such that it has become more difficult for most teachers to maintain law and order in the classroom (Esewi, 2009). Ibrahim (2012) noted that indiscipline is a behavioural disorder that is classified as an act of delinquency and it often causes a lot of mental, emotional, intellectual and physical damage to the victim either at home or at school. Pointing out that an undisciplined child is an uncontrollable child and can do just about any damage when he/she does not get whatever they want. It must however be noted that indiscipline does not restrict itself to education alone; it permeate all facets of human life. These acts have either been carried out by individual or as a group, which sometimes has resulted to rioting or revolts among them. These problems go a long way to militate against effective teaching and learning.

Cases of indiscipline are usually higher in public schools than in the privately owned schools. This is because, a majority of the students in public schools are perceived to be from low income group families. They live in economically distressed neighbourhoods, thus leading to anxiety, irritability, stress, and hyper vigilance (Agbonlahor, 2012). The problem of indiscipline affects most public schools irrespective of gender, family background and school type though the degree and magnitude vary from school to school. Owie (2010) lamented that secondary schools have become an abode of indiscipline to the extent that teachers are beaten up after school hours for reprimanding acts of indiscipline, and most times they are inflicted with varying degrees of injury. Instead of finding books and other learning materials in the bags of many students, what you find are dangerous weapons such as machetes, knives, broken bottles and in

some cases guns. Zubaida (2009) identifies various forms of indiscipline among secondary school students to include, truancy, lateness to school, cultism, talking in class, vandalism, drug abuse, insulting/assaulting, stealing, rioting, and many other antisocial vices.

Secondary school students in Nigeria fall within the adolescent age bracket of ± 10 years to ± 18 years. It is a period of transition from childhood to adulthood. At this stage, the adolescents are subjected to psychological fluctuations, while searching for their personalities. This stage is characterized by a lot of developmental changes which tends to create loss of stability and imbalance in their personality causing them to experience difficulty in obeying rules and regulations (Aibiyei, 2010). Adolescence is a period of transition during which changes in group belongingness from childhood to adulthood take place and creates a gap in an individual that contribute to uncertainty of behaviour. It is characterized by introduction into risk behaviours like violence, unprotected sexual intercourse, and drunk driving (Muuss, 2000). The adolescent spends much of his time with members of his peer group. There are diverse factors that influence indiscipline among secondary school students but for this study the researchers are however assessing peer group influence and family background as it promotes indiscipline in public secondary schools. Nothing can be more devastating to the adolescent than to be rejected by his age mates (Vishala, 2008). So many teenagers today are involved in drugs and alcohol due to peer group influence (Adebayo, 2010). Many teenagers involve in anti-social behaviour as a way of satisfying their curiosity.

Dele (2008) noted that peer group are friends and equals of a child, and they exhibit their own form of behaviour, value and interest. It is usually made up of playgroups, schoolmates, and clique. Peer pressure also often perceived as peer influence involves changing one's behaviour to meet the perceived expectation of others (Burns & Darling, 2002). It is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfied 2010). Omoregbe (2009) noted that peer group connotes a group of people who share similar interests, age, background, or social status and influence each other's beliefs and behaviour; it is natural, healthy

and important for adolescents to have and rely on friends as they grow up and advance in life. Peers play a large role in the social and emotional development of adolescents (Allen, 2005). A peer could be any one you look up to in behaviour or someone who you would think is equal to your age or ability (Hardcastle, 2002). Peer pressure is commonly associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviours), because these behaviours commonly occur in the company of peers. They could also encourage each other to skip classes, steal, cheat, use drugs/alcohol, or become involved in other risky behaviours. Majority of adolescents with substance abuse problems could have started using drug or alcohol as a result of peer pressure. However, it could also have positive effects when youths are pressured by their peers towards positive behaviour such as volunteering for charity, joining a paramilitary club, or excelling in academics (Kellie, 2013). Chiedu (2011) carried out a study on peer group influence as correlate of student's level of indiscipline in some selected secondary schools in Delta State, with its findings revealing that students tend to exhibit deviant behaviours as a result of the influence of their peers. Ibrahim (2012) opined that peers usually introduce an individual to drugs and subsequent abuse which provide a temporary escape for the user from harsh realities of the life and other related personal problems.

The family is the smallest unit of the society and it is the first agent of socialization for the child where they are first taught the foundation of behavioural patterns, it has a great influence on the behaviour of the child, and this influence can either be positive or negative. Musitu and Cava (2002) defined family as the process by which people acquire values, beliefs, norms and forms of behaviour considered appropriate in the society in which they belong. While, family background refers to all the objects, forces and conditions in the family which influence the child physically, intellectually and emotionally (Muola, 2010). The socio-economic status of a family is perceived to have a replicating effect on the behaviour of the child and to a large extent determine their aspirations in life; with easy access to information regarding their children's health, as well as social, emotional and cognitive development (Ojo & Yilma 2010). Parental and home background is perceived as a major factor when considering the causes of indiscipline among children (Osagie, 2012);

while their indulging in indiscipline may be influenced by their parent's involvement in similar activities. It is perceived that children from broken homes may also take respite in the act of indiscipline, as a home that is characterized by child abuse, intolerance, violence, insecurity and hostility may be a breeding ground for indiscipline. There are several determinant of family background and they include; parents educational qualification, occupation, leaving with single, both parents or other relatives, ownership of personal properties, leaving in an abusive and hostile home and so on (Osagie, 2012). This study examined the family type of leaving with single parent, both parents or other relatives

A study carried out by Ighodaro (2000) on the influence of parents rearing patterns on undergraduate students' attitude towards indiscipline revealed that lack of parental care and moral instructions encourage children to be undisciplined. He further noted that many parents tend to love their children to the point that they fail to discipline them even when they do what is wrong. Such children often become deviants and are uncontrollable. Measures taken to deal with indiscipline are barely adequate given the fact that there exist no administrative or legal guidelines which could be referred to in such cases and to some extent, academic success usually depends upon student's ability to adhere with laid down rules and shunning of indiscipline in academic situations. It is therefore pertinent at this juncture to provide corrective measures to students' involvement in the act of indiscipline and other antisocial behaviour in order to promote an effective teaching and learning (Ogwuda, 2006; Komolafe & Ajao 2006). Based on these, this study seeks to assess the influence of peer group and family background as correlates of indiscipline amongst adolescent students in Ovia North East Local Government Area of Edo State

Purpose of the Study

The purpose of the study is to assess peer group influence and family background as correlates of indiscipline amongst adolescent students in Ovia North East Local Government Area of Edo State. This is with a view to seek measures at nipping the ugly trend in the bud.

Hypotheses

1. Peer group influence will not significantly influence students' indulgence in indiscipline.
2. Family background will not significantly influence students' indulgence in indiscipline.

Methodology

The study adopted the descriptive survey with the correlational approach design. It was suitable in assessing peer group and family background as correlates of indiscipline amongst adolescent students because the researchers did not manipulate any variable of interest. The population of the study consist of all senior secondary school two (SSS 2) students in Ovia North East Local Government Area of Edo State. There are twenty-eight (28) public secondary schools in the Local Government Area, comprising of one (1) single sexed school and twenty-seven co-educational schools (Ministry of Education, 2016/2017 Session). Purposive sampling technique was first used by the researchers to select the co-educational schools with adequate representation of male and female sample. The names of the twenty-seven co-educational schools (27) were written in papers folded and put in a box and out of which, nine (9) schools were randomly selected, thus using one third of the total population. Then thirty (30) students were then randomly selected from each of the nine schools making a total of two hundred and seventy (270) respondents.

Table 1, Distribution of Sample of students in Ovia North East Local Government Area of Edo State

S/N	Names of Schools	No. of Students
1.	Army Day Secondary School, Upper Ekehuan	30
2.	Army Day Secondary School, Isihor	30
3.	Iguedaiken Secondary School, Ekiadolor	30
4.	Ezomo College, Ora-Ifon	30
5.	Ekosodin Secondary School, Ekosodin	30
6.	Nifor Secondary School, Nifor	30
7.	Okada Grammer School, Okada	30
8.	Ise Grammer School, Utekon	30
9.	Okokhuo, Secondary School, Okokhuo	30
	Total	270

However, at the point of analysis a total of two hundred and forty (240) respondents were used. Some of the questionnaires were not returned and others were discarded due to irregularities.

The instrument used for data collection was a structured questionnaire titled "Students' Attitude towards Indiscipline (SAI)" design by the researchers to elicit information as regards the influence of peer group and family background as correlates of indiscipline amongst adolescent students. The questionnaire had two sections; Section A and Section B. Section A deal with demographic information of the respondents while section B adapted a four point Likert scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1), with two parts namely, Peer group influence on adolescent students indulgence in indiscipline and Family background influence on adolescent students indulgence in indiscipline with a total of twenty-five items altogether. The instrument was tested for reliability using the test re-tests method with an interval of 2 weeks. It was done by administering the instrument to 20 students who were part of the population but not part of the sample selected and scores obtained were analysed using Pearson Product Moment Correlation Co-efficient and a reliability co-efficient of 0.78 was obtained, which indicated that the instrument was reliable.

Result

H₀₁: Peer group will not significantly influence students' indulgence in indiscipline

Table 1: Peer group and indulgence in indiscipline

Variables	N	Pearson (r)	Sig.	Decision
Peer group And Indulgence in Indiscipline	240	.376	.521	H₀ Rejected
P<0.05				

Table 1 shows a calculated value of .376 at an alpha level of 0.05. Therefore, the calculated value is greater than the alpha level. Thus the null hypothesis which states that peer group will not significantly influence students' indulgence in indiscipline is rejected. Consequently, peer group does influence adolescence students' indulgence in indiscipline.

H₀₂: Family background will not significantly influence students' indulgence in indiscipline.

Table 2: Family background and indulgence in indiscipline

Variables	N	Pearson (r)	Sig.	Decision
Family background And Indulgence in Indiscipline	240	.513	.677	H₀ Rejected
P<0.05				

Table 2 shows a calculated value of .513 at an alpha level of .05 the calculated value is greater than the alpha level. Thus the null hypothesis which states that family background will not significantly influence students' indulgence in indiscipline is rejected. Consequently, family background does influence adolescence students' indulgence in indiscipline

Discussion

The finding lends credence to the assertion made by Chiedu (2011) and Ibrahim (2012). who asserted that peer group influence is a major factor of indiscipline among secondary school student's and that these students tend to exhibit deviant behaviour as a result of the influence of their peers who usually introduce them to drugs and other delinquencies, which to the students help to provide a temporary escape from the harsh realities of life and other related personnel problems. The result corroborates Dele (2008), Burns and Darling (2002), Allen, (2005) and Hardcastle (2002). Who found peer group to be persons controlled by same emotional or mental forces, belonging to the same social group exhibits their own form of behaviour and value, and is made up of the playgroups, schoolmates, and the clique. Peer group influence is commonly associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviours),

Family background was also found to be a significant influence on student's indulgence in indiscipline in secondary schools. This finding is in consonance with the findings of Osagie (2012) who perceived Parental and home background as a major cause of indiscipline in children and stated that adolescents' indulgence in indiscipline could be influenced by their parent's involvement in similar activities. The researchers also perceived that children from broken homes may also take respite in the act of indiscipline, as a home that is characterized by child abuse,

intolerance, violence, insecurity and hostility may be a breeding ground for indiscipline. In furtherance to the aforementioned Ighodaro (2000) asserted that lack of parental moral instructions encourages adolescents to be undisciplined and noted that many parents tend to love their children to the point that they fail to discipline them even when they do what is wrong, such children becomes deviants and uncontrollable.

Conclusion

From the aforementioned findings of the study, it was concluded that peer group and family background are factors that promulgate indiscipline and hence there is need to encourage a strong and supportive peer group activities that will influence students positively through corrective measures. Also parents are advised to be alive to their responsibility of been responsible parents, as this would serve as a model worthy of emulation

Recommendations

Based on the findings of the study, the following recommendations were made;

- 1 The primary upbringing of children lies with parents and one of the significant factors that influences indiscipline is family background. Therefore, parents have a major role to play in helping their children inculcate the right morals values that will advert them from been influenced negatively. Furthermore, parents should teach their children to appreciate honesty, hard work and integrity. Additionally, parents should closely monitor their children to know who they are always with.
- 2 School administrators should actively involve teachers in management of students' discipline, as their active involvement will keep students on their toes all the time, and hence help in maintaining the desired disciplinary standards.

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ASSESSMENT OF IN-SERVICE TEACHERS' CIVIC COMPETENCIES: IMPLICATION FOR CIVIC EDUCATION CLASSROOM

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Abstract

In this paper, an attempt was made to assess the in-service teachers' civic competencies so as to make implications for civic education classroom. Four research questions were raised to guide the study. Due to the nature of the study a purposive sampling was used to sample 200 in-service teachers teaching civic education undergoing sandwich programme at the University of Ilorin, Ilorin, Nigeria. The demographic data was analyzed using frequency count and percentage while research questions were answered using mean scores. The study revealed that the in-service teachers lack all the four domains of civic competencies. Based on this findings, it was recommended, among other things, that the teacher education given to prepare the teachers of civic education should incorporate all these domains and fashioned out process to measure them, the in-service teachers should be exposed to workshop, seminar and conferences so as to sharpened their knowledge based and pedagogical know how on the new trend in the society and the place of citizenship education, the school climate should be organized in order to make room for democratic practices.

Key words: Assessment, In-service Teacher, Civic Competencies, Civic Education Classroom

Introduction

Nigeria as a nation is currently at the cross road. This is because there is widespread inter-religion crises, as well as inter and intra-ethnic violence in the Country. Some of these crises are

kidnapping, insurgency, religious riot, call for confederacy and secession, suspicion and distrust among the various ethnic group (Yusuf, 2006). In the past three decades there had been oppressions from military dictators and we have experienced one authoritarian regime after another toppled in the midst of different forms of political violence. Even after the return of the civilian government in 1999 ethnic conflicts, massive corruption, kidnapping, religious violence, vandalization of public facilities, suspicion and distrust among the various ethnic groups were still at alarming rate (Babatunde, 2018; Alutu & Ifedili, 2012; Ajiboye, 2009).

The Federal Government of Nigeria over the years has put in place several policy responses in terms of education to address these ills in our society for examples the introduction of civics; integrated social studies for citizenship education. In other words, the Federal Government of Nigeria intends to put in place a democratic, united and successful economy in the comity of nations using the instrumentality of education. The foremost belief is that for any successful democratic dispensation, the citizens of a particular country are anticipated to be educated on how best they can contribute enormously to the sustainability of the democracy by being responsible citizens. One of the subjects in the school curriculum to actualize this Nigerian' dream is civic education. Civic Education can be described as education given to the citizens of a particular democratic country to make them contribute their quota to the sustainability of democratic ethos and over all development of the entity (Babatunde, 2018).

Civic education is concerned with three different elements which are; civic knowledge; civic skills and civic disposition. Civic knowledge covers citizens understanding of the working of the political systems and of their own political civic rights and their responsibilities to their societies (Center for Civic Education, 1994). Civic skills on the other hand refers to citizen ability to evaluate, take and defend position on public issues and to use knowledge to participate in civic and political process while civic dispositions are citizens traits necessary for a democracy (Adebayo & Zimba, 2014; Carpini & Keeter, 2008, Center for Civic Education, 1994). Civic education is therefore geared towards helping Nigeria as a country to live in unity and harmony as one indivisible, indissoluble, democratic

and sovereign nation founded on the principles of freedom, equality and practice" (FRN, 2014:p6).

Civic competence can be described as the knowledge, value and attitude, skill and the students' dispositions that enable them to be participative and become responsible citizens in societal and national lives (Komalasari, 2009). Civic competence is the innate ability of a person to become an active member of a democratic society and being display when situations arise (Adebayo & Zimba, 2014). A person who possesses civic competence is likely to be involved in the political, social, cultural and economic activities of his or her country. Developing civic competence is developing a social conscience. This covers becoming involved actively in the community, appreciating diversity and patriotism, ability to make informed decisions and understanding of rights and responsibilities of being a citizen of a country.

The components of civic competencies which are civic knowledge, civic disposition and civic skills are interdependent and interrelated. Civic competence has four dimensions which are used to measure it. They are as follows: citizenship values, social justice values, participating attitudes and cognition about democratic institutions. This shows the multidimensional nature of civic competence which civic education as subject intends to inculcate into the students. There is a greater problem for students to internalize all those concepts and relate them to their day to day living. Citizenship values are related to being good citizens. It covers items on important aspects of democracy and citizenship. Social justice domain refers to values and attitudes relating to the importance of equality and equal opportunities, as well as feeling responsible for one action towards other citizens. Participatory attitudes domain refers to participation in different context; community, political or school discussion (Hoskins, Villalba, & Barber, 2008). Cognition about democratic institutions focus on knowledge of content and skills in interpretation of political communication and the level of understanding of what is good for democracy (Hoskins, et al., 2008).

From the above we can deduce that civic competence include the knowledge, value attitudes, dispositions and skills expected to be internalized by an individual which enables him or her to function effectively as a citizens of a country. Simply put, civic competences

connote those skills, values, attitudes and behavior which citizen must possess to function well in a liberal democratic society. The success or failure of any democracy depends solely on displaying of these qualities by the citizenry (Jannmat, 2010).

The role of civic education teachers appear to be more complex than that of teachers of other subjects in inculcating civic competence into young learners through civic education. This is so because of the nature of the subject which requires that the teachers themselves and personalities play an extremely important role as a model of civil behavior. The teacher is expected to be conscious of the values to be transmitted and be able to distinguish between what is important and what is not? (Perdersen & Rasmussen, 2005). For civic education teachers it is expected that they should be adequately equipped through the teacher education exposed to and grounded in civic competencies so as to effectively transmit these to the learners in civic education classroom.

There have been several empirical studies on measuring the competencies of teachers in other school subjects for instances Ozer, Salzmann and Heinzer (2009) measured the competence-quality of vocational teachers and found that teachers and non teachers differs on vocational competencies instruments administered to them; Ochieng, Kiplagat and Nyongesa (2016) investigated the influence of teacher competence on mathematics performance in Migori Kenya and the results revealed that there were positive correlations between teacher competence and students performance. The studies stated above are related to this study but were done in other school subjects. To the best of the researcher knowledge through the available literatures the civic competence of civic education teacher has not been measured in any empirical study. Thus, assessment of in-service teachers' civic competencies: Implication for civic education classroom. This paper therefore, assessed the in-service teachers' civic competencies so as to make implications for civic education classroom

Research Questions

1. What is the citizenship value of the in-service teachers?
2. What is the social justice value of in-service teachers?
3. What is the participating attitude of in-service teachers?
4. What is the cognition about democratic institutions of in-service teachers?

Methodology

The research design for this study was a descriptive survey involving the use of questionnaire. The population of the study were Social Studies in-service teachers undergoing sandwich degree at the University of Ilorin, Ilorin, Nigeria. Using purposive sampling technique due to the nature of the study, a sample of 200 in-service teachers was selected for the study. The researcher employed purposive sampling because the study focused only the Social Studies sandwich undergraduate students at the University of Ilorin. The researcher personally took the questionnaire to the students from contact one to contact five with the help of the two research assistants.

The instrument used in collecting data was a civic competence measurement indicators adapted from Hoskins, Villalba, & Barber (2008) that has four domains as follows: citizenship values; social justice, participatory attitude and cognition about democratic institutions. The researcher conducted a reliability test for the instruments with a reliability coefficient of 0.82. Mean score was used to answer the research questions.

Results

Research Question (RQ) 1: What is the citizenship value of the in-service teachers?

Answers to RQ 1 are presented in table 1.

Table 1: Citizenship value of the in-service teachers

Sn	items	mean	remark
1.	votes in every election	1.35	not important
2.	join political party	2.55	very important
3.	knows about country history	1.15	not important
4.	follows political issues in the newspapers, on the radio Or tv	1.40	not important
5.	shows respect for government representative	1.20	not important
6.	engages in political discussions	2.70	very important
7.	would participate in a peaceful protest against the law	1.45	not important
8.	participates in activities to benefits people in the Community	1.25	not important
9.	participate in activities to promoting human rights	1.25	not important
10.	take part in activities to promoting the environment	1.45	not important
11.	the flag of this country is important	1.25	disagree
12.	I have great love for this country	1.20	disagree
13.	this country should be proud of what it has achieved	2.20	disagree
14.	I would prefer to live permanently in another country	2.90	agree
15.	to help protect jobs in this country we should buy made in Nigeria	1.50	disagree
16.	we should keep other countries from trying to influence Political decisions in this country	1.70	disagree
17.	we should always be alert and stop threat from other countries	1.20	disagree
18.	we should stop other countries from influencing this Country traditions and culture	1.20	disagree

Grand mean score= 1.60 N=200

Table 1 revealed that items 2 and 6 have mean scores indicating very important as follows: 2.55 and 2.70 respectively. While items 1, 3, 4, 5, 7, 8, 9, and 10 with means scores 1.35, 1.15, 1.40, 1.20, 2.70, 1.45, 1.25, 1.25, and 1.45 respectively indicated not important. Items 14 with mean score 2.90 indicated agree while items 15, 16, 17, and 18 with mean scores 1.50, 1.70, 1.20 and 1.20 respectively indicated disagree. This implies that the in-service teachers lack citizenship values aspect of citizenship education.

Research Question (RQ) 2: What is the social justice value of the in-service teachers?

Answers to RQ 2 are presented in table 2.

Table 2: Social Justice Value of the in-service teachers

SN	Items	mean	remark
1.	men and women should have equal opportunity to take part in government	1.65	disagreed
2.	men and women should have the same rights in every way	1.95	disagreed
3.	women should stay out of politics	3.00	agreed
4.	when there are not many jobs available, men should have right to a job than women	2.30	disagreed
5.	men are better qualified to be political leaders than women	2.30	disagreed
6.	all ethnic groups should have an equal chance to get jobs in the country	1.45	disagreed
7.	all ethnic groups should teach students to respect members of all ethnic groups	1.45	disagreed
8.	all ethnic groups should have the same rights and responsibilities	1.70	disagreed

Grand mean score= 1.95 N=200

Table 1 revealed that items 1, 2, 4, 5, 6, 7, and 8 with mean scores 1.65, 1.95, 2.30, 2.30, 1.45, and 1.70 respectively indicated disagreed. While item 3 with mean score 3.00 indicated agreed. This implies that the in-service teachers lack social justice values aspect of citizenship education.

Research Question (RQ) 3: What is the participating attitude of in-service teachers?

Answers to RQ 3 are presented in table 3.

Table 3: Participating Attitude of the In-service Teachers

Sn	items	mean	remark
1.	I know more about politics than my age	2.65	agreed
2.	when political issues or problems are being discussed I usually have something to say	1.90	disagreed
3.	I am able to understand most political issues easily	2.19	disagreed
4.	I am interested in politics	1.99	disagreed
5.	Join political party	2.30	I will not do
6.	write a letter to newspapers about social or political concerns	2.30	I will not do
7.	Be candidate for a local or city office	1.50	I will not do
8.	Vote in national elections	1.31	I will not do
9.	Get information about candidates before voting in an election	1.40	I will not do
10.	volunteer time to help people in the community	1.05	I will not do
11.	Collect money for a cause	2.65	I will do
12.	Collect signature for petitions	1.65	I will not do
13.	I am interested in participating in discussions about school problem	1.65	disagreed
14.	when school problem are being discussed I usually have something to say	1.60	disagreed

Grand mean score= 1.91 N=200

Table 1 revealed that items 2, 3, 4, 5, 6, 7, 8, 9, 10 and 12 with mean scores 1.90, 2.19, 1.99, 2.30, 2.30, 2.30, 1.50, 1.31, 1.40, 1.05 and 1.65 respectively indicated I will not do. While item 1 and 11 with mean scores 2.65 and 2.65 indicated I will do. Also, items 13 and 14 with mean scores 1.65 and 1.60 respectively indicated disagreed. This implies that the in-service teachers lack participating attitudes aspect of citizenship education.

Research Question (RQ) 4: What is the participating attitude of in-service teachers?

Answers to RQ 4 are presented in table 4.

Table 4: Cognition about Democratic Institution of the in-service teachers

SN	items	Mean	Remark
1.	When everyone has the right to express their opinion	1.15	very bad for democracy
2.	when newspapers are free from government control	1.00	very bad for democracy
3.	When one company owns all the newspapers that is	2.50	very good for democracy
4.	When people demand their political and social right that that is	1.40	very bad for democracy
5.	When citizens have rights to elect political leaders	1.25	very bad for democracy
6.	When people who are critical of government are forbidden from spoken in public that is	2.65	very good for democracy
7.	When many different organization (associations) are available for people who wish to belong to them that is	2.60	very good for democracy
8.	when citizens have the right to elect political leaders that is	1.15	very bad for democracy
9.	To provide basic health care for everyone	1.25	not important
10.	To provide basic education for all	1.00	not important
11.	To ensure equal political opportunities for men and women	1.20	not important

Grand mean score= 1.91 N=200

Table 1 revealed that items 1, 2, 4, 5 and 8 with mean scores 1.15, 1.00, 1.40, 1.25, and 1.15 respectively indicated very bad for democracy. While item 3, 6 and 7 with mean scores 2.50, 2.65 and 2.60 indicated very good for democracy. Also, items 9, 10 and 11 with mean scores 1.25, 1.00 and 1.20 respectively indicated not important. This implies that the in-service teachers lack cognition about democratic institutions.

Discussion

The study revealed that the in-service teachers lack citizenship value aspect of citizenship education. This may be attributed to the teacher education the teachers were exposed to and due to the fact that all these domains were not incorporated in the curriculum of the anticipating teachers. It should be noted that there is no higher

institution offering civic education as a course of study. The most qualify personnel to teach the subject is social studies educators as stipulated in the National Policy on Education. The finding disagrees with Yesilbursa (2015) who reported that there was good citizenship value among Turkish pre-service teachers. The fact is that the contents cover in citizenship values domains are integral part of civic education curriculum. The lack of adequate knowledge of teachers in this domain is not a good omen for civic education classroom.

It was known from this study that the in-service teachers lack the social justice aspect of citizenship education. This may be as result of the fact that social justice contents were not incorporated into the curriculum of which they were exposed to at the college of education and that there was no modality put in place to measure them. This finding agrees with Naidon (2007) that reported that the pre-service teachers do not have adequate knowledge about social justice. Teaching and learning in civic education classroom requires high level reference to social justice such as equal opportunity for both sex and respect for each ethnic group among others. The teacher is expected to be above board in this domain so as to impact the expected competence into the students. Besides, the classroom comprises of different ethnic groups and both female and male. When social justice is not maintained in such class, the goal of the subject has been defeated.

Also, the study revealed that the in-service teachers lack the participating attitude aspect of citizenship education. The outcome shows that in educating the pre-service teachers emphasis was not laid on participating aspect of citizenship education. This finding was not in line with Siganke (2016) that found that majority of the in-service teachers demonstrated an understanding of the concept of civic and citizenship education which include their participating attitude. The participating attitudes domain covers taking part in the school activities, the community and the country as a whole. It is one of the goals of civic education to promote the participating attitudes of the students within and outside the school settings. The teachers' deficiency in this important civic competence is not a good omen for civic education classroom at the long run.

Finally, the research outcome showed that the in-service teachers lack the cognition about democratic institution. This shows

that there is need to overhaul the curriculum to prepare the civic education educators whether Social Studies or civic education as a process of citizenship education. The finding disagrees with Sezer and Can (2017) that reported that teachers have adequate cognition about democratic construct and democratic education. The content covers in this domain is an integral part of civic education curriculum. The mastery of the content will go a long way to enable the teachers to be effective in this important aspect of citizenship education.

Conclusion and Recommendations

The teachers occupy a central position in the successful implementation of any curriculum. Civic education is not an exemption. The study revealed that the teachers lack the four components of civic competence which form the bedrock of civic education as a means of citizenship education. This calls for concern on the teacher education given to the teachers of the subjects. Based on these findings, the following recommendations were proffered: the teachers education given to prepare the teachers of civic education should incorporate all these domains and fashioned out process to measure them, the in-service teachers should be exposed to workshop, seminar and conferences so as to sharpened their knowledge based and pedasgogical know how on the new trend in the society and the place of citizenship education, the school climate should be organized in order to make room for democratic practices. The school should be socially just and shun all anti-democratic norms such as religious, ethnic, gender and any form of discrimination, teaching and learning situations should be learners' centered and service learning should be incorporated into civic education curriculum so that the learners would put into real life situation what they have learnt in the classroom.

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**COMPARATIVE EFFECT OF CONTRACT ACTIVITY
INSTRUCTIONAL STRATEGY AND INQUIRY METHOD
IN ACADEMIC PERFORMANCE AND RETENTION OF
STUDENTS IN SOCIAL STUDIES**

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Abstract

The study investigated the comparative effect of Contract Activity Instructional Strategy (CAIS) and Inquiry Teacher Method on secondary school students' performance and retention in Social Studies. The study adopted the non-equivalent pre-test, post-test control group design. The population of the study comprised all JSS two students of Osogbo Local Government. A total of 140 students in intact classes in four purposively selected junior secondary schools in Osogbo Local Government Area, Osogbo, Osun State were used for the study. The classes were randomly assigned to two experimental and two control groups. While the experimental groups were taught with CAIS, the control groups were taught with Inquiry Method for a period of six weeks each. The instrument used for the study was Achievement Test in Social Studies (ATSS). This was administered as pre-test, post-test and retention test. Analysis of Variance (ANOVA) and t-test analysis were used for data analysis. The findings showed that there was a significant difference in the performance of students taught with CAIS ($t_c = 4.51, p < 0.05$) over Inquiry Method ($t_c = 2.8, P > 0.05$). Findings also showed that there was a significant difference in the retention ability of Social Studies students exposed to CAIS ($t_c = 3.73, p < 0.05$). In addition findings further indicated that there was no significant difference in the academic performance of the CAIS and ITM classes ($t_c = 1.24, p > 0.05$). The result also revealed that there was a significant effect of academic ability on the performance of Social Studies students taught with CAIS ($F = 10.57, P < 0.05$). The study concluded that CAIS was a more effective strategy for improving students performance in Social Studies

Key words: Contract Activity, Inquiry, Performance, Retention and Social Studies.

Introduction

Social Studies is one of the core subjects in primary schools and junior secondary schools in Nigeria. It is the study of human interactions with one another and elements of their multi-dimensional environment. However, an effective training in Social Studies makes individuals potential creative problem solvers who are able to deploy environmental resources to understand and logically solve the problems of living (Patrick, Backler, Chung & Jaiman (1981) cited in Ogunyemi, 2008). Social Studies is a multi-disciplinary discipline which requires the knowledge of adequate teaching techniques that would appreciate its integrative nature.

According to Brown (2004), students learn with varying degrees of success, through reading, memorizing, thinking and writing, note-taking in lectures, observing, listening to and talking to others and by doing things. They may also learn in structured situations such as lectures, courses, learning packages. Learning skills provide an alternative way to understand how students learn. From a psychological point of view, skills are goal-directed, learnt sequences that once learnt are routinised (Brown, 2004). It has also been noted by the author that skills are learnt through practice supported by knowledge of result, reinforcement and reflection on the task. In order to ensure learning and retention, the principles derived from experimental cognitive psychology apply. For most skills, the major way is practice either the meaningful wholes or practice a little often (Brown 2004). Thus, intensive practice, perhaps, provide students with facilities to retain skills acquired.

Learning Social Studies in the classroom requires that it should be taught in a way to make knowledge acquired and transferable across contexts. Brown (2004) distinguishes between low road transfer and high road transfer in transferring of learning skills. Low road transfer occurs when tasks and contexts are closely similar. Such transfer is most likely to occur when learners attend to the deep characteristics of the skill and context. Thus, some students may not be able to solve a problem because it is in a new context. High road transfer on the other hand, refers to the intentional application of

previously acquired skill to new tasks and situations (Brown, 2004). The skills taught in schools are often assumed to transfer in this wide contextualized manner.

Social Studies deal with people, their attitudes, beliefs and values and their interaction with themselves and their environment. Therefore, the Social Studies teacher owes it as a duty to approach the subject, taking into consideration the human nature and problems.(Ajitoni; Salako & Oyedepo, 2012). However, scholars have found that these teachers are grossly deficient and unqualified (Onugba and Olubodun, Ihereme 2007; Ololobu, 2010). While reviewing those factors responsible for poor implementation of primary school Social Studies in Nigeria, Ololobu (2010) ranks teacher factor highest. Other factors he highlighted are the system factor and the fund factor. It was further found that because of its integrative approach no one instructional strategy is best for all learners or all situations (Okam 2002; Obadiora, 2009; and Obadiora, 2012). Hence, teachers need to understand the principles behind a particular strategy in order to provide a rationale for its use or justify its combination to benefit a diverse range of learning styles and provide learners with opportunities for learning.

It is therefore important to note that considerations such as his interest, abilities and aptitude should form the basis of decision-making on the choice of appropriate methods. While some methods such as small group assignment have been proved to be useful for large and small classes, the expository method and inquiry method have not been so useful in large classes (Obadiora, 2009). Another method which has been found useful in large classes and individualized learning environment in western cultures is contract activity instructional strategy (Dunn & Dunn, 1999). This perhaps, could be tested among learners in Nigeria. The purpose of any technique is to ensure student-learner communication and improve reception of knowledge, skills and abilities (Bada & Ajibade,2012). In doing this, the teacher may use a method or a combination of methods that will allow interaction and improving communication with the students.

A number of methods have been identified for use on Social Studies. These include; lecture method; expository method; role playing method; presentation method; questioning method; co-

operative teaching method; activity method; story telling method; inductive method; deductive method; simulation, assignment method and contract activity instructional method. Although contract activity instructional method (developed as contract activity package) by Dunn & Dunn (1999) has been widely used in western cultures, this study attempts to look into its effectiveness in a local Social Studies classroom in this study.

Inquiry Teaching Method is valuable to Social Studies teaching because it promotes curiosity, imagination critical thinking and independent learning. According to Adekunle (2010), the process of inquiry method involves identification of a problem, analysis of information in order to arrive at possible solutions and using the solution to generalize. The nature of the subject of Social Studies in Nigerian secondary schools emphasises students familiarity with their physical and social environment, improved social relationships and interactions; skills and ability to think reflectively, critically, creatively and independently which are related to problem solving (Akintola, 2000). Inquiry method has been used with varying success in the teaching of Social Studies (Adekunle 2010; Obadiora, 2009).

The second method used in this study is Contract Activity Instructional Strategy (CAIS). It is originally developed as Contract Activity Package (CAP) by Rita Dunn and Kenneth Dunn (Boyle; Russo & Lefkowitz 2008) and for the purpose of this study, both terms are used interchangeably. The Contract Activity Instructional Strategy (CAIS) is an instructional strategy that allows motivated (students) to learn at their own speed (Dunn & Dunn, 1999). Students can work with CAIS either alone, with another participant or two or as a part of a team through small group activities. In other words CAIS is an instructional tool which is most effective with independent and motivated participants because they provide self-pacing for individuals who want to achieve, improve or be among the best in their field (Lefkowitz, 2001). Thus, CAIS is an instructional tool that promotes independent and individualized learning. It is designed in such a way that it can improve learning in teams (Dunn & Dunn 1999). Studies have found that CAIS is so flexible that students can work with it at any time of the day which maximizes the students' capacity for "concentrating and producing" (Dunn & Dunn, 1999).

Because students can work independently with CAIS. It has been useful in diverse learning situations (Dunn & Dunn, 1999; Lefkowitz, 2001 & 2012; Boyle & Russo, 2001).

Many of the theories of retention have been developed in reference to a theoretical model of persistence by Tinto (2004). According to Tinto, persistence occurs when a student successfully integrates into the institution academically and socially. Integration, in turn, is influenced by pre-entry characteristics and goals, interactions with peers and faculty, and out-of-classroom factors (Jensen, 2011). Other scholars have built upon the foundation set by Tinto on the role of the institution in the social and cultural integration and retention of students. While challenging the perspective in Tinto's model that retention depends on the students' ability to integrate and assimilate into the institution, Rendon, Jalomo and Noral (2004) offered the concept of dual socialization. In this concept, institutions share responsibility in the successful cultural and social integration of students into the school. The authors claim that the assumption that minority students are solely responsible in assimilating and incorporation themselves to the culture of the school excuses institutions from dealing with their own barriers to retention. Hence, retention has social origin in the context of learning.

Some factors have been identified to be contributing to or influencing retention. These have been broadly categorized by levels, namely individual; institutional and social / external (Jensen, 2011). They also found that the academic achievement of freshmen was influenced by academic self-discipline, suggesting an indirect effect of academic discipline on academic performance as a very strong predictor of school retention. Another individual predictor of retention in the classroom is student attitude and satisfaction. The dispositional and academic optimism were associated with better motivation and adjustment, reduced dropout rates and higher GPA. They concluded that with increased self-efficacy and a belief in a positive outcome, students would succeed in academic work. Allen, Robbins, Casillas and Oh (2006) also found that students' college commitment and social connectedness directly affected retention for third-year students in their study.

Scholars have investigated the effects of some conventional

teaching methods such as inquiry method in Social Studies classes with little success (Obadiora 2009, 2012). However, with the current need to improve academic performance and retention in Social Studies coupled with the increasing population in social studies classes, there is need to explore the use of teaching strategies that would improve academic and retention performance. This study would investigate the usefulness of Contract Activity Instructional Strategy (CAIS) and Inquiry Teaching Method (ITM) and determine if these methods could meet the challenges of improving academic performance and retention in Social Studies classroom in Nigeria.

Hypotheses

The study specifically tested the following hypotheses:

- 1 There is no significant difference in the academic performance of Social Studies Student exposed to CAIS and Inquiry Method.
- 2 There is no significant difference in the retention rate of students exposed to CAIS and Inquiry method.

Methodology

The study employed the non-equivalent pre-test post-test control group design. The experimental and control groups were taught using different teaching methods. The experimental groups were divided into small and large groups while control groups were also divided into small and large groups. The design was adopted because it allowed the use of intact groups. Contract Activity Instructional Strategy (CAIS) was used to teach the two experimental groups while for the Conventional Teaching Method (CTM), presentation method was used to teach the two control groups.

The population comprised of all the Junior Public Secondary School II Students in Osogbo, Osun State. The sample consisted of 140 (76 males and 64 females) respondents selected using simple random and purposive random sampling techniques. Simple random sampling was used to select four intact classes in four purposively selected Junior Secondary School II Classes from Osogbo Local Government Area of Osun State. The rationale for this approach is to ensure that the scholars used in the study meet the purpose of the study. These include the choice to include use of mixed schools; the location of the schools and the nature of the subjects. The research instrument used in carrying out this study is the

Achievement Test in Social Studies (ATSS). The test consisted of a multiple choice test of twenty items with options (a) – (e). The items were adapted from Osun State Junior Secondary Certificate Examination (JSCE) and National Examination Council for Junior secondary schools in Social Studies. The adapted items were chosen because they were based on the topics taught in the study which are Transportation, Communication and Culture and were also found to reflect JSS II knowledge level.

Forty test items were initially developed. The test items were vetted by Lecturers in the Department of Special Education and Curriculum Studies, Obafemi Awolowo University, Ile-Ife and Social Studies Lecturers at Osun State College of Education, Ila-Orangun for face and content validity. The forty test items were subsequently administered to fifty JSS II students in a non-participating junior secondary school. Their scores were analyzed to determine the difficulty level and discrimination power. The discrimination index was 0.86 while the difficulty level ranged between 0.28 to 0.53. This led to the modification and rejection of some items. The test blueprint which was used to develop the twenty items chosen were as shown in Table 1.

Table 1: Table of Specification for the Construction of the ATSS

Content	Cognitive level		Application/Analysis/Synthesis/Evaluation	Total valuation
	Knowledge	Comprehension		
Transportation	02 (10%)	02 (10%)	03 (15%)	07 (35%)
	03 (15%)	01 (5%)	02 (10%)	06 (30%)
		02 (10%)	02 (10%)	07 (35%)
Communication	03 (15%)	05 (25%)	07 (35%)	20 (100%)
	08 (40%)			
Culture				
Total				

Source: Adapted from Fives and Banes (2013)

The twenty test items derived were tested for reliability by subjecting the test to split half reliability test which yielded reliability coefficient of 0.81. This was considered good enough for the test instrument used.

The study was conducted for a period of ten weeks during the 3rd Term of 2016/2017 Academic Session. The topics “Transportation

and Communication" and "Culture" were covered. The researcher trained Social Studies teachers in each of the four affected schools in the procedure for conduct of the study. While Social Studies teachers in the two schools were exposed to CAIS, those in the two schools in control groups were exposed to Inquiry Method. In addition, they were trained on the timing and administration of the tests of the study. The pre-test was administered in the first week of the research exercise to 140 students before subjecting them to the different treatments. After the administration of the pre-test, students were taught with CAIS and ITM for the following six weeks. Two periods of 40 minutes each were allocated to each group per week according to the time table of the schools. At the end of the lessons, the post-test was conducted in the 8th week. Two weeks after, retention test was done. The student t-test and ANOVA were used to determine the outcome of the hypotheses of the study.

Results

Students' scores from the pre-test administration were analyzed to find out whether the students' entry behaviour in the CAIS and Inquiry Teaching Method groups were uniform.

Table 2: Difference in the Pre-test Scores of the Students in the CAIS and ITM Groups.

Groups	N	\bar{X}	Sd	df	T	P
CAIS	70	34.57	8.92			
ITM	70	30.00	10.32	138	2.8	0.05

Source: Field work 2018

Table 2 shows that there is no significant difference between the students in the two groups before they were subjected to treatment ($X_1 = 34.57$, $X_2 = 30.00$, $df = 138$, $tc = 2.8$, $p > 0.05$). This shows that the entry behaviour of the students sampled was uniform at pre-test and there was an equivalent baseline for both the experimental and control groups.

Furthermore, students' scores in the pre-test and post-test were collated and analysed using t-test to establish the difference in the performance of the CAIS group and ITM group in social studies before and after exposing the experimental group to treatments. The

result is presented below:

Hypotheses Testing

The testing of the two hypotheses for this study was undertaken to decide whether they should be rejected or not. The interpretation of each result is given after which issues emanating from the findings were discussed.

Hypothesis One: There is no significant difference in the performance of students exposed to Contract Instructional Strategy (CAIS) and Inquiry Teaching Method (ITM).

Table 3: A t-test Result Showing the Difference in the Mean of Post-test Scores of CAIS and ITM Groups.

	N	\bar{X}	s.d	tc	df	P
CAIS	46	38.60	13.17233	1.24	68	0.221
ITM	24	42.5000	7.86398			

Source: Field work 2018

The result of the analysis as presented in Table 3 indicated that while the CAIS has a post-test mean score ($\bar{X} = 38.60$, $SD = 13.17$), the ITM has a post-test mean score ($\bar{X} = 42.50$, $SD = 7.86$) with a t-test value ($df = 68$, $tc = 1.24$, $p > .05$). The result showed the difference in the post-test score of the CAIS and ITM is not significant. Thus it confirmed that there was no significant effect of CAIS and ITM in improving student academic performance in social studies performance is not significant. The null hypothesis was accepted.

Hypothesis Two: There is no significant difference in the post test and retention ability of Social Studies students exposed to Contract Activity Instructional Strategy.

In testing this hypothesis, the post-test and retention scores of the experimental groups were compared and subjected to a t-test analysis. The result is presented in Table 4.

Table 4: Paired Sampled Test Showing the Difference in the Post-test and retention mean Scores of CAIS and ITM Groups

Group		N	\bar{X}	s.d	T	df	P
CAIS/ITM GROUPS	Post-Test Score	70	39.71	11.97	3.73	69	0.00
	Retention Score	70	44.39	11.66			

Source: Field work 2018

Table 4 showed that there was a significant improvement on experimental group students' retention mean score ($\bar{X} = 44.39$) over the post-test ($\bar{X} = 39.71$) means score ($t = 3.73$, $df = 69$, $p < 0.05$). However, the noticed improvement in the retention mean score of the control group over post-test mean score was not significant ($\bar{X}_1 = 30.79$, $\bar{X}_2 = 30.93$, $df = 69$, $t_c = 0.27$, $P > 0.05$) Thus the noticed difference in the gain scores of the experimental groups could be said to be the effect of CAIS in improving the retention ability of the students. The null hypothesis was rejected.

Following the testing of the hypotheses, the following main issues are presented for discussion. As indicated in the results presented in this study, students' academic performance improved when Contract Activity Instructional Strategy (CAIS) was used compared with the Inquiry Teaching Method. Results presented in Table 2 showed that students had uniform ability before exposing them to CAIS and ITM in their small and large groups. This indicated that the entry behaviour of the sampled students was uniform at pre-test and there was an equivalent baseline for both the CAIS and ITM groups. In the first hypothesis which stated that there is no significant difference in the academic performance of social studies students exposed to CAIS and ITM before and after the exposure, the null hypothesis was tested. Through pairwise comparison of CAIS and ITM groups, it was found that there was a significant difference in the academic performance of Social Studies students exposed to CAIS when compared with ITM. This result confirms the suggestion that CAIS is an effective teaching strategy which has been tested with success in diverse settings (Trauman, 1979 and Tamenbaum, 1982 both cited in Boyle et al (2008). Buel & Buel, 1987; Santano, 1999; Lefkowitz, 2001, Boyle and Russo, 2002). CAIS has also been demonstrated to be effective either as a sole or combined (Lefkowitz, 2001; Boyle and Russo, 2001; Boyle et al (2008).

The results of second hypothesis revealed that there was a significant improvement on experimental group students' retention mean score over the post-test mean scores. However the observed difference in the retention mean score of the control group was not significant. Therefore, the significant difference in the CAIS, retention scores over its post-test scores could be said to be the result of the effect of CAIS in improving the retention ability of students in Social Studies. This observation confirms the findings in Trauman, (1979) cited in Gremil, (2002) which found that students' achievement

in knowledge, comprehension and application was greater significantly with CAIS method. (Trauman, 1979 in Boyle et al 2008).

Conclusion

Following the findings of the study, CAIS was more effective than ITM in improving the performance of junior secondary students in Social Studies. The efficacy of this method, perhaps, establishes the needs for the introduction, adaptation and use of more dynamic, pragmatic and cost effective teaching strategies to reflect the ever-changing nature of our society and complexity of the subjective matter of Social Studies.

From the inception of Social Studies the question of appropriate methods in the teaching of its subject matter has been of concern to educators. The response of teachers to the call for new methods has taken various forms, ranging from experimentations of the existing teaching methodologies to outright condemnation. This is due to the fact that the conceptual clarification on the nature and purpose of the subject is very crucial to its teaching. However, with the issues of conceptual clarifications over, the scholars are now faced with increasing students' performance in the subject.

From this study, it was discovered that students' academic performance were greatly enhanced when Contract Activity Instructional Strategy (CAIS) was used in teaching Social Studies. It was further found that the teaching method greatly enhanced retention and academic performance of students, especially those with high academic and moderate academic abilities, who were self-directed and motivated. The method was equally effective in large and small classes. The implication of these for Social Studies teaching is that it gives opportunity to teachers to make use of student-centred learning approach that may improve performance in Social Studies.

Recommendations

Based on the findings of this research, the following recommendations are made:

- In view of the fact that Social Studies classrooms are usually large in Nigerian schools, it is recommended that teachers

should make use of Contract Activity Instructional Strategy (CAIS) which has been found to be more effective for large than small classes. Thus, in the large classrooms, CAIS techniques such as circle of knowledge, brainstorming and assignments that would lead to alternative reporting may be adopted to improve performance.

- Authors should consider the dynamic nature of human society while writing Social Studies textbooks. Such books are recommended to contain activity alternatives for individualized learning for self-directed and motivated students.
- Conduct of further studies on teaching methodologies so as to reposition social studies and ensure it fulfills in objectives of building skills and values in the citizens.
It is believed that if these recommendations are implemented, they will go a long way in improving the performance of Social Studies students in Nigerian junior secondary schools.

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EFFECT OF COMPUTER ASSISTED INSTRUCTIONAL STRATEGY ON UPPER BASIC STUDENTS' PERFORMANCE IN SOCIAL STUDIES IN KWARA STATE, NIGERIA

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Abstract

Computer Assisted Instructional Strategy (CAIS) is an innovative and interactive instructional technique of using computers in carrying out teaching and learning activities in the classroom situations. Many innovative instructional methods were recommended to improve students' performance. It becomes imperative to investigate how effective is CAIS for effect teaching and learning of Social Studies. This study therefore examined the effect of computer assisted instructional strategy on Upper Basic students' performance in Social Studies in Kwara State, Nigeria. Quasi-experimental study involving 2x2x2 non-randomized and non-equivalent pretest-posttest control groups research design was adopted. The population of the study was all upper basic students. A simple random sampling technique was used to select two intact classes of upper basic II students, one was an experimental group, the other was a control group. The instruments used were Computer Assisted Instructional Package and Social Studies Performance Tests (SSPT). The test-retest method was used to determine the reliability of the instruments (CAIS and SSPT), and 0.78 and 0.76 were obtained respectively. The findings of the study revealed that there was a significant effect of CAIS on upper basic students' performance in Social Studies. $F=18.920$, $P>0.000$; there was no significant interaction effect of gender, school mode on performance of students exposed to CAIS in Social Studies. Based on the findings, it was recommended that CAIS should be used in teaching Social Studies to enhance students' performance in schools, and that the gender friendliness of Social Studies and CAIS should be sustained.

Keywords: Computer Assisted Instructional Strategy, Students' performance, Upper basic schools, Gender and School mode

Introduction

Basic education in Nigeria is the education given to children within the range of 0-15 years. It is compulsory for children within this age bracket. The goals of Basic Education thus include the provision of opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limit of the child's capacity. To fully realise the potential contributions of education to the achievement of these goals, the federal government takes various measures in the formulation and implementation of the National Policy on Education. These measures include learner centered educational activities for maximum self-development and fulfillment, activity-based practical teaching, supported experimental and Information Technology and relatedness of education to overall community needs. To implement the policies and achieve the set goals, National Values was made a core subject in all levels of basic education. It comprises Social Studies, Civic Education and Security Education.

Social studies is a social science subject taught at all basic level, NCE, and tertiary institutions in Nigeria. The subject cultivates in learners the right attitudes, values and morals that will make them effective citizens and help them contribute positively to the development of the country. Social Studies exposes children to the total experience within their environment which they need in order to live actively and successfully in the world (Ogundare, 2010). The subject develops appropriate skills and attitudes in learners that will make them to become patriots and contributors to the community. Recent socio-economic and political changes in the world and within nations have brought about changes in the implementation of education curriculum. The teachers are not only to equip the learners with the basic knowledge of Social Studies content but also acquaint them with higher cognitive skills such as problem solving and thinking skills that allow for self-development, continuous learning and Information and Communication Technology (ICT) skills. To meet up with these changes, there is therefore a shift from direct

teaching like the lecture method, note copying and dictations, in which the learners are given some content to memorize and regurgitate to constructive instructional approaches like Computer Assisted Instruction (CAI) and how it could be constructively used for effective teaching and learning of Social Studies. The new approach is pupil or learner-centered. The learners are not treated as empty vessels. Rather they are credited with knowledge, skills and attitudes from the day they are born which requires development, encouragement and motivation.

Social Studies is designed to develop in students skills, knowledge and attitude necessary for the overall development of an individual and instill in them a sense of patriotism. Students' academic performance determines the success of an educational programme. The performance of students is continually examined to determine the progress in the attainment of educational goals and objectives. The upper basic students' performance in Kwara State has been fluctuating in the last five years in which it may not be acceptable in an important subject that teaches citizenship education.

Teaching of Social Studies in Nigerian secondary schools has been dominated with the use of the traditional or conventional method of instruction where learners are taught using textbooks that give abstract information about global and national contemporary issues, Information and Communication Technology, family life education and environmental studies among others in the subject curriculum (Abdulsalam, 2016). As important and core subject that teaches citizenship education, traditional method does not help in the internalisation of the values and contents of the subject in learners in the schools. The subject cultivates in learners the economic, social and technological values, that bring to them the reality of everyday societal living and help them to acquire the knowledge, attitude, values and skills required to be responsible and disciplined members of the society (Jekayinfa, 2014). Since the traditional method brings about a decline in the performance of the students, this study was therefore conducted to improve the effective teaching and learning of Social Studies and students' performance using innovative instructional strategies.

Computer is a modern technological tool designed to make

life easier due to its speed, accuracy, ability to store large quantities of information and to carry out large and complex operations (Ayoko, 2002). The use of computer is not new in education. It has been used in different areas as Computer Assisted Instruction (CAI), Computer Based Instruction (CBE), Computer Managed Instruction (CMI) and Computer Supported Learning Aid (CSLA) (Olumorin, Yusuf & Soetan, 2009).

Computer Based Instruction Strategy (CAIS) is an innovative and interactive instructional techniques of using computer system directly as a medium of instruction and information delivery system in the classroom under the facilitation of a teacher. It is the technique of using the computer to carry out the teaching and learning activities with the assistance of the teacher (Odeyemi, 2008). CAIS is an interactive instructional strategy used through computers to convey and teach a lesson by a teacher as well as monitor the learning activities. One of merit of CAIS is to foster a comparative group atmosphere. When two or more students are working together on a single computer, there is more collaboration and cooperation in problem solving. CAIS tends to motivate the spirit of cooperation in an extremely powerful academic mix. It also provides simulation of activities that the students will not have ordinarily experienced in a traditional situation.

Many teachers had been trained over the recent years on how to use computers. Many secondary schools in the country were supplied with computers and software to enable teachers to apply technology in the classrooms. Many new schools also have computer laboratory equipped with computers for students to facilitate and enhance teaching and learning while some schools have been offering ICT training. However, many of social science subject teachers did not make use of the opportunity of ICT to facilitate and enhance the effective teaching and learning of the subjects as a result of several challenges associated with the use of ICT. The challenges included teachers' lack of interest in the use of ICT facilities and inadequate teachers' technical know-how on preparing ICT-based instructional materials (Olokooba, Okunloye, Abdulsalam & Balogun, 2017).

Adedamola (2015) examined the effects of Computer Assisted Instruction on students' academic performance and attitude in Biology in Osun State, Nigeria. The finding of the study revealed

that the use of CAI improved the understanding of the content of the subject and improved students' academic performance. However, Adeyemi (2012) also conducted a study on the Effects of CAI on students' achievement in Social Studies in Osun State. The findings of the study showed that students that were exposed to CAI were not significantly better in their performance in Social Studies than their counterparts that were exposed to the conventional method. Again Tukur, Abubakar & Isiyaku (2014) researched on the impact of CAI and school type on students' academic performance in Basic Technology in Sokoto State and discovered that CAI has no significant effect on the students' performance in the sampled schools.

Gender and school mode are among the factors that influence the performance of students in schools. Gender difference among the students affect their participation in the classroom activities. Studies such as Adedamola (2015); Fagbemi, Gambari, Oyekum and Gbodi (2011); Yusuf and Afolabi, (2010) showed the disparity between male and female students in different subjects including Social Studies. The findings of Yusuf and Afolabi (2010) on the effect of gender on students' performance showed that there is no significant difference between male and female students that were taught Biology using CAI as a medium of instruction. While Fagbemi, et al. (2011) discovered that the younger students performed better than older ones in the using CAI to teach Social Studies in Minna Niger State.

School mode refers to day and boarding system. It is a factor that help students to organize and strategize for effective learning in the schools. Day students attend school from home. They may also have the opportunities of engaging in vocational training like computer training or others as a result of their interaction within the environment. Boarding students stay in the school hostel. They enjoy their studies and utilize both human and materials resources in the schools to improve their academic performance (Bahadar, Mahnaz & Jadoon, 2014). It is necessary to examine the effect of day and boarding on students' performance as it affect may affect their performance in a school where day and boarding system exist. For instance, Tukur, Abubakar and Isiyaku, (2014) discovered that boarding students performed better than their counterpart day

students in Basic Technology when exposed to CAI. However, the use of CAI is relatively new in Social Studies in which students of basic schools are predominantly exposed to teacher-centred and conventional methods in the conventional classrooms. Therefore, in a world that is increasingly witnessing the use of CAI, it is germane to examine its effectiveness in Social Studies classroom situations.

Hypotheses

The following hypotheses were postulated to be tested in the study.

- Ho₁: There is no significant effect of CAIS on upper basic students' performance in Social Studies.
- Ho₂: There is no significant interaction effect of gender on performance of upper basic students exposed to CAIS in Social Studies.
- Ho₃: There is no significant interaction effect of school mode on performance of upper basic students exposed to CAIS in Social Studies.

Methodology

This study adopted quasi-experimental study involving 2x2x2 non-randomized and non-equivalent pretest-posttest control group research design. The population for this study consisted basic students in Kwara State. The target population was Upper Basic students in schools in the state. The sampling procedure used for this study was multi-stage. Firstly, a Local Government Area (LGA) was selected in each Senatorial District using the simple random sampling technique. Accordingly, Ilorin-west from Kwara-Central and Offa from Kwara-South were selected. An upper basic school was selected from the selected Local Government Areas using the purposive sampling technique based on availability of Information and Communication Technology (ICT) facilities in the schools and adequate number of computer for instructional purposes. Secondly, in the selected schools an upper basic II (Junior Secondary School II) class was selected using the simple random technique where there was more than one arm. Intact upper basic class II in the selected schools was randomly assigned to the experimental and control groups for the quasi-experiment.

The first instrument was the Computer Assisted Instructional

Strategy (CAIS) used to teach Experimental Group involving the use of computers as media of instruction. The package was a self-instructional, and interactive package that lasted for 40 minutes. They contained four lessons structured into modules. The topics covered in the packages were Drug Abuse, Drug Trafficking, Harmful Substances and Accidents in School, all of which were drawn from the Upper Basic II Social Studies Curriculum contents. The researcher-developed CAIS was aided by a professional software developer using an Integrated Development Environment (IDE) called Microsoft Visual Studio and it was written in C# programming language and Dot Net Framework 4.5. The CAIS developed involved four interrelated methodological processes namely, analysis, design, implementation and validation.

An intrinsic programming sequence in which a single alternative window (frame) exists to reinforce concepts that appear difficult to some students was adopted. At a consistent portion of each window (frame) a search box was included that enabled students to quickly search for a sub-topic on each topic. The CAIS was face and content validated by two Educational Technology experts for usability and practicability. The CAIS was further subjected to reliability test using test-retest of three-week interval involving Pearson's Product Moment Correlation (PPMC). Which yielded 0.78 coefficient. it was therefore adjudged reliable.

The second instrument was the Social Studies Performance Test (SSPT). It is a set of multiple-choice questions used for evaluation. It was used to pre-test and post-test the participants. A set of 30 item multiple-choice questions was selected from Kwara State Basic Education Certificate Examination (BECE) based on the selected topics for this study. The test items were selected by the researcher based on Upper Basic II Social Studies curriculum contents and Bloom taxonomy of Educational Objectives was used in the selection of the question items. The topics include: **Drug Abuse; Drug Trafficking; Harmful Substances; and Accidents in school. These were presented in Table 1.**

Table 1: Table of Specification for Social Studies Performance Test

Topic	Remembering	Understanding	Thinking	Total
Drug Abuse 2, 4, 9, 11, 12, 18, 23, 27, 30	5 (16.67%)	3 (10%)	1 (3.33%)	9 (30%)
Drug Trafficking 3, 5, 8, 15, 20, 25	4 (13.33%)	2 (6.67%)	-	6 (20%)
Harmful Substances 1, 6, 7, 10, 14, 16, 17, 21, 29	4 (13.33%)	3 (3.33%)	2 (6.67%)	9 (30%)
Accidents in School 13, 19, 22, 24, 26, 28	3 (16.67%)	2 (6.67%)	1 (3.33%)	6 (20%)
Total	16	10	4	30

The SSPT was face and content validated by three Social Studies Education experts. The final version of the SSPT was tested for reliability among 20 upper basic class II students and using test-retest within three-week interval. The data generated were subjected to PPMC statics which yielded 0.76 coefficient. Therefore, the SSPT was considered reliable.

Results

Ho₁: There is no significant effect of CAIS on upper basic students' performance in Social Studies.

In order to test hypothesis 1, the scores of the students in the pre-test and post-test in Social Studies Performance Test (SSPT) on CAIS and control group were analysed using the Analysis of Covariance (ANCOVA) at 0.05 level of significance and the result is as shown in Table 2.

Table 2: Analysis of Covariance showing Effect of CAIS on Upper Basic Students' Performance in Social Studies

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Remarks
Corrected Model	29663.18 ^a	2	14831.59	411.32	.00	
Intercept	443.30	1	443.30	12.29	.00	
Pretest	4378.11	1	4378.11	121.41	.00	
Groups	110.44	1	110.44	3.06	.00	S
Error	2199.54	61	36.05			
Total	171085.00	64				
Corrected Total	31862.73	63				

P < 0.05

Table 2 revealed an F (1, 63) 3.06 with a significant value of 0.00 at 0.05 alpha level. Therefore, Ho₁ was not accepted, given the significant value .00 which is less than 0.05 alpha level (0.00 < 0.05). Hence, CAIS has a significant effect on upper basic students' performance in Social Studies. This implies CAIS is effective in improving upper basic students' performance in Social Studies. Ho₂: There is no significant interaction effect of gender on performance of upper basic students exposed to CAIS in Social Studies.

In order to test hypothesis 2, the scores of the students in the post-test in Social Studies Performance Test (SSPT) on CAIS and control group on the basis of gender were analysed using the Analysis of Covariance (ANCOVA) at 0.05 level of significance and the result was shown in Table 3.

Table 3: Analysis of Covariance showing the Interaction Effect of Gender and CAIS on Upper Basic Students' Performance in Social Studies

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Remarks
Corrected Model	29703.79 ^a	4	7425.94	202.93	.00	
Intercept	458.53	1	458.53	12.53	.00	
Pretest	4257.01	1	4257.01	116.33	.00	
Groups	121.38	1	121.38	3.31	.07	
Gender	14.46	1	14.46	.39	.53	XX
Groups * Gender	21.08	1	21.08	.57	.45	XX
Error	2158.94	59	36.59			
Total	171085.00	64				
Corrected Total	31862.73	63				

P > 0.05

Table 3 revealed an F (1, 63) 0.57 with a significant value of 0.45 at 0.05 alpha level. Based on this result, Ho₂ was not rejected since the significant value .45 is greater than 0.05 alpha level (.45 > 0.05). This means that there was no significant interaction effect of gender on performance of upper basic students exposed to CAIS in Social Studies.

Ho₃: There is no significant interaction effect of school mode on performance of upper basic students exposed to CAIS in Social Studies.

In order to test hypothesis 3, the scores of the students in the pre-test and post-test in Social Studies Performance Test (SSPT) on CAIS and control group on the basis of school mode were analysed using ANCOVA at 0.05 level of significance and the result was shown in Table 4.

Table 4: Analysis of Covariance showing the Interaction Effect of School mode and CAIS on Upper Basic Students' Performance in Social Studies

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Remarks
Corrected Model	29790.31 ^a	5	5958.06	166.74	.00	
Intercept	284.78	1	284.78	7.97	.00	
Pretest	3990.00	1	3990.00	111.66	.00	
Groups	88.53	1	88.53	2.47	.12	
School mode	12.44	2	6.22	.17	.84	XX
Groups * School mode	118.00	1	118.00	3.30	.07	XX
Error	2072.42	58	35.73			
Total	171085.00	64				
Corrected Total	31862.73	63				

P > 0.05

Table 4 revealed an F (1, 63) 0.3.30 with a significant value of 0.07 at 0.05 alpha level. Based on this result, the null hypothesis three was not rejected since the significant value .07 is greater than 0.05 alpha level (.07 > 0.05). This means that there was no significant interaction effect of school mode on performance of upper basic students exposed to CAIS in Social Studies.

Discussion of Findings

The findings of this study revealed that the upper basic students that were exposed to CAIS performed better than their counterpart who were taught using conventional instruction. This implies that there was a significant effect of CAIS on upper basic students' performance in Social Studies. This finding of the study supported the findings of Fagbemi et al. (2011) and Adedamola (2015) who found out that students that were exposed to CAI performed better than their counterpart who were taught using conventional instruction in selected academic subjects in the sampled schools. The supported findings may be as a result of the effectiveness, interaction and innovation nature of the CAIS. This finding was in contrary to finding of Adeyemi (2012) who reported that students that were exposed to CAI were not significantly better in their performance in Social Studies than their counterparts that were exposed to the conventional method. The contrary may be as a result of geographical location and the nature of the instructional package involved in the studies.

Furthermore, the result of this study showed that there was no significant interaction effect of gender on performance of upper basic

students exposed to CAIS in Social Studies. This means that gender has no significant interaction effect on the performance of upper basic students taught with CAIS in Social Studies. CAIS was thus gender friendly as a teaching strategy. This finding was in line with that of Yusuf and Afolabi (2010) and Adedamola (2015) who reported no significant interaction effect of gender on students exposed to CAI in Biology in Oyo State and Biology in Osun State respectively. The finding was in contrary with the findings of Fagbemi et al. (2011) who discovered that female secondary school students who were taught using CAI obtained higher mean scores than male students in Social Studies in Junior Secondary Schools in Minna, Niger State, Nigeria.

The study further revealed that there was no significant interaction effect of school mode on performance of upper basic students exposed to CAIS in Social Studies. This means that the performance of upper basic students taught with CAIS does not in any way depend on the whether the students stay in school hostel or come from home. Students of different locations could perform better in schools. CAIS enhances and facilitates effective learning among the students regardless of the school mode. This finding of the study was contrary to Tukur et al. (2014) who discovered that boarding students performed better than their counterpart day students in Basic Technology when exposed to CAIS. This contrary may be as a result of geographical location of the two studies and the subjects involved.

Conclusion and Recommendations

Based on the foregoing discussions, it was concluded that CAIS was found to be inherently effective in enhancing students' performance in schools. It is more effective than the conventional teaching strategy in improving Social Studies students' performance. Gender and school mode were not statistically significant on students' performance. Therefore, the following recommendations were made:

1. Teachers should use Computer Assisted Instructional Strategy to enhance students' performance in schools as it effectively improved the performance of students in the study.

2. School administrators should make provision for computer system in schools for instructional purpose and to improve students' performance
3. Gender friendliness of Social Studies and CAIS should be sustained to enable all learners to be effectively taught or learnt in upper basic schools regarded of gender streaming and school mode.

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A BREADTH AND DEPTH ANALYSES OF RELIGION AND NATIONAL VALUES EDUCATION CURRICULUM OF THE UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN OSUN STATE

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Abstract

The paper examined the thematic fitness of Religion and National Values Education curriculum in terms of smooth progressiveness (breadth); and also investigated the level of comprehensiveness (depth) of the coverage of relevant concepts; This is in view of the fact that the compound subject “Religion and National Values Education” has been introduced into the UBE as an integrated subject to replace Christian Religious Studies/Islamic Studies, Social Studies, Civic Education and a newly introduced subject called Security Education. Hence, a breadth and depth analyses of Religion and National Values Education curriculum were conducted in order to examine if the curriculum passes the test of sequencing (quality of breadth and depth). The study adopted a survey research design. The population for the study consisted of professionals in the field of Islamic Studies/Christian Religious Studies, Social Studies, Civic Education and Security Education in Osun State. The sample comprised of two professionals each in aforementioned fields making a total twelve professionals. They were purposively selected. The curriculum of Religion and National Values Education JSS 1-3 of the UBE in Nigeria was used as the basis for assessment. One research instrument was used for this study namely: “Religion and National Values Curriculum Assessment Schedule”

(RNVCAS). The RNVCAS was subjected to expert judgment and the Content Validity Ratio (CVR) was used to determine the validity of RNVCAS thus the CVR (0.73) is very high. Data collected were analysed using Lawshe Content Validity Index (CVI). The study concluded that Religion National Values Education Curriculum did not meet required standards of a good curriculum, thus, it may not be good enough for execution in Osun State. The study recommended that policy makers, school managements, curriculum developers and the government should make informed decisions about curriculum development and implementation of a multi-curricular subject among others.

Keywords: Breadth, Depth, Curriculum, Religion and National Values Education, Religion and National Values Education Curriculum, Universal Basic Education (UBE)

Introduction

In the Nigerian education system, a “new compound subject curriculum” called Religion and National Values (RNV) has been introduced. It was introduced in 2012 by the Nigerian Educational Research and Development Council (NERDC) as an integrated subject to replace Christian Religious Studies/Islamic Studies, Social Studies, Civic Education and a newly introduced subject called Security Education in the Universal Basic Education of Nigeria (UBE). UBE as used in the Nigerian context entails free and compulsory nine years of basic education for every Nigerian child made up of six years of free primary education and three years of free junior secondary school thus, RNV is to be offered as a compulsory subject in the primary and junior secondary school.

By and large, it appears somewhat evident from the forward and preface to the new RNV curriculum that the subject has been introduced to address certain problems. These are the need for reduction of the subject overload without compromising quality in line with the global best practices, elimination of subject matter overlap, repetitions and redundancies, improvement of the quality of Basic Education Curriculum (BEC) by infusing some emerging issues such as reading culture, drug and food safety education, security awareness, disaster risk management education and

consumer protection rights (Orji, 2012). Indeed, if all the lapses such as subject overload, subject matter overlap, repetitions and redundancies and the need for inclusion of emerging areas (NERDC, 2013) are considered to be responsible for the introduction of the RNV, then the introduction of the subject may be considered an action in a right direction.

However a question that comes to mind bothers on the fact that while a subject curriculum may be reviewed or freshly introduced, one may not be too sure of the strength of the curriculum in terms of meeting the essential requirements of sequencing i.e., the thematic fitness of the curriculum in terms of smooth progressiveness (breadth); and the level of comprehensiveness (depth) of the coverage of relevant concepts.

Previous studies by the University of the Sciences in Philadelphia (2011) and the United States of America National Institute Education (NIE) (2014) have investigated thematic fitness of school curriculum in terms of smooth progressiveness (breadth) and the level of comprehensiveness (depth). In the case of University of the Sciences in Philadelphia (2011) which investigated both the degree of breadth of learning (or continuity of learning) and depth of learning, it was recommended that students should have broad opportunities for suitably weighted ranges of experiences. The report of the study by University of the Sciences in Philadelphia further stressed that the curriculum should be organised so that students will learn and develop through a variety of contexts within both the classroom and other aspects of school life. The NIE study also investigated children and young people's need to succeed in life, and how schools can best help them achieve this. The NIE reported that schools should offer a broad and balanced curriculum that provides rich experiences in learning with equal emphasis on developing knowledge, skills, values and attitudes in order to cater for the holistic development of the child.

In all aforementioned studies, emphases were on opportunities for students to develop their full capacity for different types of thinking and learning. Such opportunities suggests that as students' progress, they should develop and apply increasing intellectual rigor, drawing different strands of learning together, and by implication, the learners will not learn what they are supposed to

learn. Apart from this, their focus was not on a subject that accommodates the learning contents of five different subjects like the RNV recently introduced into the Nigerian school. This therefore appears puzzling as the thematic fitness of the RNV is in doubt and there is a need to investigate it.

Moreover, in terms of level of comprehensiveness, that is the depth of the coverage of relevant concepts, Coffey (2004) and Abbott (2014) have inferred the level of comprehensiveness (depth) of the coverage of relevant concepts. In the case of Coffey (2004) which postulated studying subject matters in depth and making connections between subject areas and topics, Coffey asserted that teachers must carefully conceive design features (a scope and sequence, a cognitive taxonomy to encourage thinking skills, behavioral indicators of attitudinal change, and a solid evaluation scheme); and they must use both discipline-field-based and interdisciplinary experiences for students in the curriculum, so that students will be enabled to see the links between subject areas. In the same vein, Abbott (2014) posited that learning standards of students reported that in each subject area, standards are typically organised by grade level or grade span and the sequencing of standards across grades or stages of academic progress is called a "learning progression" (although terminology may vary from place to place) Learning progressions map out a specific sequence of knowledge and skills that students are expected to learn as they progress through their education. Abbot explained that students should learn age-appropriate materials (knowledge and skills that are neither too advanced nor too rudimentary) and that teachers should sequence learning effectively. This is in line with the view of Bruner (1960). Bruner purported that even the most complex material, if properly structured and presented, can be understood by very young children.

Schwartz, Sadler, Sonnert and Tai (2008) have expressed the need for the curriculum of a school subject to be comprehensive. In Schwartz et al (2008) *study on* college students performance using introductory Science courses (Biology, Chemistry, or Physics courses) in 55 randomly chosen United States colleges and universities, it was observed that students who reported covering at least one major topic in depth, for a month or longer, in high school were found to earn higher grades in college Science than other

students who reported no coverage in depth. Students reporting breadth in their high school course, covering all major topics, did not appear to have any advantage in Chemistry or Physics and a significant disadvantage in Biology; and this only suggests that the learners will only learn at a surface level and consequently become half-baked citizens with its adverse consequences.

In the same vein, Hasegawa (2014) posited that designing a curriculum takes into cognisance horizontal and vertical organisation, vertical organisation refers to the longitudinal arrangement of content as reflected in the presence of sequence, continuity, and vertical articulation in the curriculum, horizontal organisation refers to the arrangement of contents, skills and processes from the viewpoints of scope and horizontal integration. Hasegawa further stress that sequence refers to the vertical arrangement of the curriculum contents (including skills and processes) such that new learning is based on previous learning and a well-sequenced curriculum provides for cumulative and continuous learning. Moreover, there is the fear among curriculum stakeholders that the Religion and National Values Education curriculum introduced to replace Basic Education, Islamic Studies/Christian Religious Studies, Social Studies, Civic Education and Security Education may not pass the test of sequencing in terms of meeting the essential requirement of the quality of breadth and depth thus, there is the need to conduct a breadth and depth analysis of the Religion and National Values Education curriculum to determine this.

Furthermore, the somewhat merge of the five subjects in one however appears controversial as it is not clear whether the curriculum is an interdisciplinary / integrated one or a separate subject. If therefore in this 21st Century, curriculum is merging five subjects together and the five subjects still retain their identities in a merger of subject then a compartmentalization of knowledge is embedded in a purported integrated curriculum and hence it may create more curricular confusion and educational damage. All the above are therefore suggesting the need to analyse the breadth and depth of Religion and National Values Education curriculum of the UBE of Nigeria.

Statement of the Problem

The extent to which the objectives of a teaching subject are achievable could be predicted by an assessment of the extent to which

its curriculum passes the test of sequencing (quality of breadth and depth). Premised on the above background and the fear among curriculum stakeholders that the Religion and National Values Education curriculum introduced to replace Basic Education Islamic Studies/Christian Religious Studies, Social Studies, Civic Education; and Security Education may not pass these tests. Ojedokun (2016) also argued that the introduction of Religion and National Values Education into the UBE by the Federal Government of Nigeria (FGN) through the NERDC is a threat to the existence of Social Studies Education. Therefore there is a need to conduct a breadth and depth analysis of the curriculum to determine this; hence this study.

Objectives of the Study

- a) examine the thematic fitness of Religion and National Values education curriculum in terms of smooth progressiveness (breadth); and
- b) investigate the level of comprehensiveness (depth) of the coverage of relevant concepts of Religion and National Values education.

Research Questions

1. Is the curriculum of Religion and National Values Education curriculum thematically fit to achieve its purpose in Nigeria and specifically in Osun State?
2. Is the curriculum comprehensive enough to achieve its mandate?

Methodology

The study adopted a survey research design. The population consisted of professionals in the field of Islamic Studies/Christian Religious Studies, Social Studies, Civic Education and Security Education in Osun State. The sample comprised of two professionals each in the field of Islamic Studies/Christian Religious Studies, Social Studies, Civic Education and Security Education making a total twelve professionals. They were purposively selected. The curriculum of Religion and National Values Education JSS 1-3 of the UBE in Nigeria was also used as the basis for assessment. The research instrument used for this investigation is Religion and National Values Curriculum Assessment Schedule (RNVCAS). Criteria in the RNVCAS were

used to examine the thematic fitness of the Religion and National Values Education curriculum in terms of smooth progressiveness (breadth) and to investigate the level of comprehensiveness (depth) of the coverage of relevant concepts of the curriculum. These criteria were drawn based on Ralph Tyler (1950) three key principles in curriculum design (continuity, sequence and integration) and the notion of spiral curriculum as postulated by Jerome Bruner (1960) thus they were adapted.

The RNVCAS was divided into two sections viz: Sections A and B. Criteria in Section A were used by two subject experts each in the field of Social Studies Education, Civic Education, Islamic Studies, Christian Religious Studies and Security Education to examine the thematic fitness of the RNV curriculum of the UBE in terms of smooth progressiveness (breadth) while criteria in section B were also used by the two subject matter specialists selected each in the field of Social Studies Education, Civic Education, Islamic Studies, Christian Religious Studies and Security Education to investigate the level of comprehensiveness (depth) of the coverage of relevant concepts in the Religion and National Values Education curriculum of the UBE. There were 12 criteria for each section making a total of 24 criteria. The responses to the RNVCAS were rated as “4”, “3”, “2” and “1” and subjected to descriptive statistics (Appendix I).

The RNVCAS was subjected to expert judgment to ensure that the language, the content and the structure of the instrument were appropriate. This parameter used was to ensure the content, construct and face validity of the instrument. The Content Validity Ratio (CVR) was used to determine the validity of RNVCAS thus the CVR (0.73) is very high. This implies that the instrument is valid and suitable for the study. Data collected were coded, scored and graded as appropriate using descriptive and inferential statistics. Lawshe Content Validity Index (CVI) was used to analyse the research questions. Determination of 0.00 – 0.20 for Very Low, 0.21 – 0.49 for Low & Below 0.50 – 0.60 for Average 0.61 – 0.70 for High and 0.71 & Above for Very High was used.

Results

Research Question One: Is the Religion and National Values Education curriculum thematically fit to achieve its purpose in Osun State?

To answer this research question, the Lawshe content validity formula was employed. This was done after the Religion and National Values Curriculum, with an assessment sheet (RNVCAS) were given to two subject specialists each in the different areas of Islamic Studies, Christian Religious Studies, Civic Education, Security Education and Social Studies. The respondents provided answers to 12 items of Section A of the RNVCAS which examined the thematic fitness of the Religion and National Values Curriculum in terms of smooth progressiveness (breadth). The summary of this is presented in Table 1.

Table 1 : The Extent of Thematic Fitness of Smooth Progressiveness (breadth) of the RNVEC towards the Achievement of its Purpose as a Junior Secondary School Subject

Curriculum areas	Content Validity Index	Remarks on the Extent of Thematic Fitness
Social Studies	0.541	Average smooth progressiveness
Security Education	0.458	Below average smooth progressiveness
Civic Education	0.416	Below average smooth progressiveness
Christian Religious Studies	0.291	Low smooth progressiveness
Islamic Studies	0.416	Below average smooth progressiveness

Table 1 indicates that the Social Studies contents of Religion and National Values has average smooth progressiveness (CVI = 0.541) in the RNVEC. On the contrary, Security Education has below average smooth progressiveness (CVI = 0.458) in the RNVEC. Also, Civic Education has below average smooth progressiveness (CVI = 0.416) in the RNVEC. In the same vein, Christian Religion Studies has low smooth progressiveness (CVI = 0.291) and Islamic Studies has below average smooth progressiveness (CVI = 0.416) in the RNVEC. The overall value for CVI of the Religion and National Values Education Curriculum is low and below average in terms of smooth progressiveness (0.424) thus the RNVEC is not thematically fit to achieve its purpose in Osun State.

Research Question Two: Is the curriculum comprehensive enough to achieve its mandate?

To answer this research question, the Lawshe content validity

formula was employed. This was done after the Religion and National Value Curriculum, with an assessment sheet (RNVCAS) were given to two subject matter specialists each in the different areas (Islamic Studies, Christian Religious Studies, Civic Education, Security Education and Social Studies). The respondents responded to 12 items of section B of the RNVCAS which investigated the level of comprehensiveness (depth) of the coverage of relevant concepts of the RNVC education curriculum. The summary of this is presented in Table 2.

Table 2 : Level of Comprehensiveness of (depth) of the coverage of Relevant Religion and National Values Education Curriculum Concepts

Curriculum areas	Content Validity Index	Remarks on the Level of Comprehensiveness of the Coverage of Relevant Concepts
Social Studies	0.166	Not comprehensive enough
Security Education	0.333	Not comprehensive enough
Civic Education	0.458	Not comprehensive enough
Christian Religious Studies	0.208	Not comprehensive enough
Islamic Studies	0.416	Not comprehensive enough

The table above indicate that Social Studies concepts coverage (CVI = 0.166) is not comprehensive enough to achieve its mandate. Also, results in the table showed that Security Education concepts coverage (CVI = 0.333) is not comprehensive enough to achieve its mandate. More so, the table showed that Civic Education concepts coverage (CVI = 0.458); Christian Religious Studies concepts coverage (CVI = 0.208) and Islamic Studies concepts coverage (CVI = 0.416) are not comprehensive enough to achieve their mandate because they were all below average. The overall value for the CVI of the RNVEC is low and below average in terms of level of comprehensiveness of the coverage of relevant concepts (0.316) thus Religion and National Values Curriculum is not comprehensive enough to achieve its mandate.

Discussion of Findings

Based on the results obtained in research question one of the study on the thematic fitness of the curriculum of Religion National Values to achieve its purpose in Osun State, it was gathered that Social Studies curriculum contents is thematically fits in terms of

smooth progressiveness (breadth) while, the curriculum contents of Security Education, Civic Education, Christian Religious Studies and Islamic Studies are not. Hence, the curriculum of Religion National Values is not thematically fit to achieve its purpose in Osun State. This is in contrast with the study conducted by University of the Sciences in Philadelphia (2011) which investigated the degree of breadth of learning. University of the Sciences in Philadelphia recommended that students should have broad opportunities for broad, suitably weighted ranges of experiences. University of the Sciences in Philadelphia further claimed that the curriculum should be organised so that students will learn and develop through a variety of contexts within both the classroom and other aspects of school life. The United States of America National Institute of Education (NIE) (2014) also shared the same view. The NIE study also investigated children and young people's need to succeed in life, and how schools can best help them achieve this. The NIE concludes that schools should offer a broad and balanced curriculum that provides rich experiences in learning with equal emphasis on developing knowledge, skills, values and attitudes in order to cater for the holistic development of the child.

The fact that Social Studies curriculum contents is thematically fit in terms of smooth progressiveness (breadth) while, the curriculum contents of Security Education, Civic Education Christian Religious Studies and Islamic Studies do not, imply that pupils/students will not have broad opportunities for suitably weighted ranges of experiences. This is in consonance with NIE's (2014) findings that schools should offer a broad and balanced curriculum that provides rich experiences in learning with equal emphasis on developing knowledge, skills, values and attitudes in order to cater for the holistic development of the child.

Moreover, one of the remarks on Section A of the RNVCAS (Appendix II) revealed that some learning contents are too complex for some levels. For instance, Islamic Studies curriculum contents, this connotes that the learning content is not appropriate for students at that level. This finding is not consistent with Bruner's (1960) view which asserted that even the most complex material, if properly structured and presented, can be understood by very young children. This connotes that for the Religion National Values Education

curriculum to achieve its purpose in Osun State, organisation of learning contents must be thematically fit in terms of breadth so that learners could have broad and balanced learning experiences.

Research question two sought to find out if the Religion National Values Education curriculum is comprehensive enough to achieve its mandate. Results revealed that Social Studies concepts coverage, Security Education concepts coverage, Civic Education concepts coverage, Christian Religious Studies concepts coverage and Islamic Studies concepts coverage are not comprehensive enough to achieve their mandate. This indicates that the Religion National Values Education Curriculum is not comprehensive enough to achieve its mandate. This is in contrast with the study conducted by Schwartz, Sadler, Sonnert and Tai (2008) on college students performance using introductory Science courses (Biology, Chemistry, or Physics courses) in 55 randomly chosen United States colleges and universities, it was observed that students who reported covering at least one major topic in depth, for a month or longer, in high school were found to earn higher grades in college Science than other students who reported no coverage in depth. Students reporting breadth in their high school course, covering all major topics, did not appear to have any advantage in Chemistry or Physics and a significant disadvantage in Biology; and this only suggests that the learners will only learn at a surface level and consequently become half-baked citizens with its adverse consequences. In the same vein, Abbot (2014) inferred that students should learn age-appropriate materials (knowledge and skills that are neither too advanced nor too rudimentary) and that teachers should sequence learning effectively. This indicates that learning contents of RNVEC should be organised in such a way that they are neither too complex nor too simple for learners at a particular stage/level.

Furthermore, in discussing the need for the quality of sequencing (breadth and depth) within the purview of curriculum studies, Howard (2007); Oloyede, 2008; Egan (2010); Bruner (1961) theory of learning cited in Rhalmi (2012); Edmiston (2012); Johnston (2012) and The Open University of Tanzania, Faculty of Education (2013) posits that a curriculum must be fit in terms of breadth and depth of the coverage of relevant concepts. They further buttress that the curriculum must be greatly sequenced in such a way that learners

will have access to wide range of learning experiences which are capable of satisfying learners' needs and interests for which the curriculum is designed. This implies that a curriculum must pass the test of sequencing so that learners could effectively triumph in the aspect of transfer and application of learning in relevant situations.

Conclusion and Recommendations

Based on the findings of the study, it could be concluded that because the Religion National Values Education Curriculum did not meet required standards of a good curriculum, it may not be good enough for execution in Osun State. Arising from the findings and conclusion of this study, the following recommendations were made:

- 1) NERDC should take into cognisance the thematic fitness of curriculum contents accommodating more than one subject.
- 2) Curriculum developers in Nigeria should make sure that a curriculum accommodating more than one subject should be adequate in terms of level of comprehensiveness of the coverage of relevant concepts.
- 3) Curriculum developers should not merge curricula with different pattern of curriculum designs under one umbrella subject.

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Appendix I

Religion and National Values Curriculum Assessment Schedule (RNVCAS)

This assessment schedule was used to measure the curricular sequencing (breadth and depth) of the Religion and National Values curriculum of the Universal Basic Education (UBE). The items in this schedule were drawn based on the notion of spiral curriculum as postulated by Jerome Bruner (1960) and three key principles in curriculum design (continuity, sequence and integration) as propounded by Ralph Tyler (1950).

For each of the following statements, tick the box which best reflects your judgment of the schedule. Use the space following each item for comments (if necessary, including relevant page numbers from the Religion and National Values curriculum).

SECTION A: ITEMS IN THIS SECTION WERE USED TO MEASURE THE BREADTH OF THE RELIGION AND NATIONAL VALUES CURRICULUM

S/N	4	3	2	1	REMARKS
1.					Contents organisation encourages movement of learning concepts from general to specific
2.					Smooth integration among learning concepts is encouraged
3.					Smooth interaction among learning concepts is encouraged
4.					Knowledge situated in relevant concepts can enhance transfer of learning in subsequent concepts
5.					Learning contents organisation promotes application of learning for subsequent knowledge acquisition
6.					Organisation of learning contents takes into consideration learners' individual differences.
7.					Learning concepts create links with other concepts at higher levels
8.					Contents are appropriate and suitable to meet different needs relating to individual aptitudes
9.					Contents are appropriate and suitable to meet different needs relating to individual abilities
10.					Contents are appropriate and suitable to meet different needs relating to individual learning styles
11.					Contents are appropriate and suitable to meet different needs relating to individual interests
12.					Arrangement of learning concepts within/across the curriculum fosters effective evaluation/prompt feedback

SECTION B: ITEMS IN THIS SECTION WERE USED TO MEASURE THE DEPTH OF THE RELIGION AND NATIONAL VALUES CURRICULUM

S/N	REMARKS				
		4	3	2	1
1.	Prior knowledge about concepts may influence subsequent learning of new concepts				
2.	Relationships between/among/within known and unknown concept is encouraged				
3.	New knowledge becomes meaningful when integrated with existing knowledge				
4.	Concepts to be learnt progress from simple to complex, unknown to known and abstract to concrete as learning processes and understanding deepens				
5.	Organisation of learning concepts from one level to another level are in chronological order				
6.	Arrangement of learning contents are well detailed as organisation of learning concepts deepens				
7.	Vertical relationships among various curricular areas fosters interrelationship among content themes, ideas, and facts in order to assure students perceiving a unity of knowledge				
8.	Learning concepts make use of prior experience to fit new information into the pre-existing structures.				
9.	More emphasis is laid on advanced/subsequent level/stage thus encourages improvement in transfer and application of learning.				
10.	Learning content is organised in such a way that provision is made for expanding and deepening of previous knowledge at the next higher stage				
11.	Learning concepts shows relationships among other concepts				
12.	Vertical organisation of curriculum contents increases complexity. i.e. the composition of the contents have order as well as progress.				

Appendix II

Compilations of remarks for Religion and National Values Curriculum Assessment Schedule (RNVCAS)

S/N	Subjects	Remarks on Breadth
1.	Social Studies	Nil
2.	Civics Education	Nil Contents organisation are too clumsy (p. 68). Poor links between concepts (p. 24, 63, 64, 68 & 95). Contents are appropriate and suitable to meet different needs relating to individual aptitudes on social issues only. Contents organisation encourages movement of learning concepts from general to specific but not in all cases.
3.	Islamic Studies	Knowledge suited in relevant concepts can enhance transfer of learning in subsequent concepts only in related concepts not in all because this is a curriculum encompassing five different subjects. It is observed that Surah al -Naba is too complex for JSS 1 students (p. 11)
4.	Christian Religious Studies	The contents of teaching are not well detailed in the curriculum
5.	Security Education	Contents are too scanty (p. 35, 77 & 110). Contents are not comprehensive enough (p. 35, 77 & 110).

S/N	Subjects	Remarks on Depth
1.	Social Studies	Nil
2.	Civics Education	Nil Prior knowledge about concepts may not influence subsequent learning of new concepts because organisation of contents is too clumsy. Relationships between/among/within known and unknown concept may not be encouraged because this is just one of the subjects in a curriculum, there are still four.
3.	Islamic Studies	Arrangement of learning contents not too detailed because many subjects are lumped together
4.	Christian Religious Studies	Biblical dates and periods were not mentioned No adequate knowledge of the old testament before the new testament. Learning contents does not follow hierarchical order. It makes it clumsy.
5.	Security Education	Relationships between/among/within known and unknown concept should be more cordial Learning content on page 35 does not shed light on the meaning of CRIME. There is a missing link. Concepts to be learnt should progress from simple to complex. Scanty contents (p. 35, 77 & 110).

**TEACHERS' COMPETENCY ON THE INTEGRATION OF
INFORMATION AND COMMUNICATION TECHNOLOGY
IN THE TEACHING AND LEARNING OF SOCIAL
STUDIES AT THE UPPER BASIC SCHOOL IN KWARA
STATE, NIGERIA**

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Abstract

Integration and use of technologies in schools come from the common belief and the realization that technologies would make education and learning to be more scientific, understandable, efficient, effective, and more interesting to the learners. This paper therefore, assesses the availability of Information and Communication Technology tools and its usage at the upper basic schools in Ilorin metropolis. The paper also evaluates teacher's competency level in integrating Information and Communication Technology into the act of instructional presentation of Social Studies curriculum. Fifty (50) schools out of ninety-two (92) were sampled and one-hundred and fifty (150) respondents randomly selected among three Local Governments that formed Ilorin metropolis. Researcher's designed questionnaire to elicit information on availability, training received and competency level in the use of ICT was used to gather relevant data. This was validated and found reliable with 0.76 reliability coefficient. The study revealed that Social Studies teachers were least competent in the use of Interactive Boards, usage of Demonstration Films and the use of Digital Projector in the classroom situation. The study recommends that Government at the Federal, State and Local level are to as a matter of urgency equip all Upper Basic school with ICT tools and gadgets with functional resource-rooms as well as provide regular and adequate training for the teachers

Keywords: Teachers' Competency, ICT, Upper Basic School

Introduction

Education around the world is under increasing pressure to integrate and use the Information and Communication Technologies facilities and tools to teach the students the knowledge and skills needed in the 21st century. The dynamism in the society now necessitated the teaching profession to shift emphasis from teacher-centred, lecture-based instruction to the student-centred and interactive learning environment. Teacher is, however, a crucial factor in Social Studies curriculum delivery, teachers competency and efficiency in usage of Information and Communication Technology has implication in the attainment of educational objectives, this is corroborated by the level of ICT literacy and competence of the teachers is vital in determining the success of ICT integration in school

Also, Bain, (2000) found out that Information and Communication Technology will assist students to learn by doing, receive feedback, refine understanding, build new knowledge, visualize difficult concepts, access extensive collection of information grape and grapple with the real world problem and an active environment for learning. Despite the expansion of ICT in Nigeria schools, the body of empirical research investigating the integration of technology for educational purposes is still relatively small. The use of technology in education particular remains an emerging field of study, largely because it introduces new instructional possibilities.

Social Studies is a discipline that centres on the systematic study of the principles and skills related to all aspects of operations, resources and administration. As new concepts of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. Modern ICT and innovative technologies not only make it possible for teaching professions, but also, have placed more demands on the teacher to learn how to use this modern ICT and adopted it in their teaching. These challenges require a teacher to continuously retrain themselves and acquire new knowledge and

skills while maintaining their job . The use of ICT in teaching of Social Study in Secondary school has become a relevant requirement in order to improve the social, physical, political, scientific, cultural and technological environment that harbour human being.

Indeed, ICT has been considered as a priority in global education, and Nigeria as a nation is inclusive. The federal government of Nigeria 2013 recognizes ICT as a product of technical change and as an innovative education which goes a long way in facilitating effective teaching and learning as well as improving the quality of education in the 21st Century. It is however regrettable that ICT facilities and gadgets are not adequately provided for use at Upper Basic schools as established by Nwana and Ofogbu (2017) and Amuchie (2015). Owing to gross inadequate ICT tools in Secondary schools, the competency level of the teachers is relatively low as affirmed by Badau and Sakiyo (2013)

Statement of the Problem

The use of technology in education particular remains an emerging field of study, largely because it introduces new instructional possibilities. Social Studies being a discipline that centres on the systematic study of the principles and skills related to all aspects of operations, resources and administration. Modern ICT and innovative technologies not only make it possible for teaching professions, but also, have placed more demands on the teacher to learn how to use this modern ICT and adopted it in their teaching . These challenges require a teacher to continuously retrain themselves and acquire new knowledge and skills while maintaining their job . The use of ICT in teaching of Social Study in secondary school has become a relevant requirement in order to improve the social, physical, political, scientific, cultural and technological environment that harbor human being.

In the Nigerian context, Social Studies curriculum was designed and aimed at building a sound and balanced foundation in order to have functional social education directed towards the development of intelligent, responsible and self-directing citizen. The aims and objectives of Social Studies in Nigerian schools has noted by Garba, Singh, Yusuf, and Saad (2012) include among other things building in the learner- self-confidence and initiatives; power of

imagination and resourcefulness; desire for knowledge and continuous learning; sense of compassion for the less privilege; sense of respect for and tolerance of the opinion of the other. Also, it aimed to inculcate social values and attitudes such as cooperation; participation; interdependence; open-mindedness; honesty; integrity; trustworthiness; diligence and obedience in the learners. And, more importantly, promote the spirit of national consciousness and patriotism (Garba, et' al. 2012)

Teaching most especially at the 21st century should be ICT driven owing to the fact that it has become an inseparable part human endeavor. Its impact on effective teaching and learning cannot be overemphasized. But, regrettably, most teachers in the Upper Basic Schools as observed in Nigerian educational system are still using the conventional method of Chalk and Talk teaching-learning strategy. This, therefore, is a major concern that needs to be researched into. Though conducted a study that focused on teachers' perceptions and attitudes towards the integration of ICT in education in secondary schools and found that majority of teachers were aware of ICT facilities and ICT integration but they were not integrating ICT in their teaching. Moreover, Oduma and Chika (2014) also looked into problems and prospects of ICT for teachers and ICT supported instruction in Nigeria. It was also observed that the knowledge and competence level in the use of ICT facilities in the teaching and learning process were insignificant. Therefore, this study aimed at ascertaining teachers' competency level and usage of ICT in teaching-learning of Social Studies at Upper Basic level in Kwara State.

Purpose of the Study

The purpose of the study was to examine the level of teacher's competency in integrating ICT tools to facilitate teaching and learning of Social-Studies at upper basic school in Ilorin metropolis, Kwara State; specifically the study also established level of teacher's training and basic ICT tools that are available at Upper Basic schools in Ilorin metropolis

Research Questions

1. What are the available ICT tools used by Social Studies

teachers in teaching at Upper Basic Schools in Ilorin Metropolis, Nigeria?

2. Are Social Studies teachers receiving any training on the use of ICT tools in the course of their teaching?
3. What is the level of Social Studies teachers' competency in the use of ICT tools in teaching social Studies in Ilorin Metropolis?

Methodology

A descriptive survey was adopted for the study and the population of the study was made up of all Social Studies teachers in Ilorin East, Ilorin South and Ilorin West. As at the time of this study there are ninety-two (92) Upper Basic schools across the Local Governments. Sample proportional to size was used to pick 50 schools, fourteen (14), seventeen (17) and nineteen (19) for Ilorin East, Ilorin South and Ilorin West respectively. Random sampling technique was used to select three (3) Social Studies teachers per school totaling 150 respondents. Researchers' design questionnaire was used for the data collection on the availability of ICT facilities, professional development on ICT usage and competency level of Social Studies teachers. The instrument was validated by expert in measurement and evaluation at the Department of Social Sciences Education, Faculty of Education, University of Ilorin. Test-re-test method was used to ensure the reliability of the instrument which gave a coefficient of 0.76. The instrument was administered personally by the researchers

Results

Demographic Data

Table 1: Distribution of respondents by gender

Gender	Frequency	Percentage (%)
Male	66	44
Female	84	56
Total	150	100

Table one shows the frequency and percentage of male and female Social Studies teachers that participated in the study. Out of 150 respondents, 66(44%) are male while 84(56%) of the respondents are females. This shows that the female respondents were more than male respondents.

Table 2: Distribution of respondents by years of teaching experience

Years of Experience	Frequency	Percentage (%)
1 – 5 Years	32	21.3
6 – 10 Years	78	52.0
11 Years and above	40	26.7
Total	150	100

Table two shows the frequency and percentage of less experience, experience and more experienced Social Studies teachers that participated in the study. Out of 150 respondents, 32 (21.3%) are less experience, 78(52.0%) are experience while 40 (26.7%) of the respondents are more experienced teachers. This shows that majority of the respondents are experienced teachers.

Research Question 1: What are the available ICT tools used by Social Studies teachers in teaching at Upper Basic Schools in Ilorin Metropolis, Nigeria?

Table 3: A vailable ICT tools used by Social Studies teachers in Upper Basic Schools in Ilorin Metropolis, Nigeria

ICT Tools	Available (%)	Not Available (%)	Position
Computer/laptop	110(73.3)	40(26.7)	1 st
Radio (Tape recorders)	84(56.0)	66(44.0)	2 nd
Television	74(49.3)	76(50.7)	3 rd
E-learning facilities	64(42.7)	86(57.3)	4 th
Video player	62(41.3)	88(58.7)	5 th
Drama/Demonstration films	32(21.3)	118(78.7)	6 th
Digital Projector	24 (16.0)	126(84.0)	7 th
Interactive Board	16(10.7)	134(89.3)	8 th

Table 3 shows the frequency and percentage of the ICT tools available for Social Studies teachers in Ilorin Metropolis Nigeria. It was found out that computer/laptop was the most available followed by radio (tape recorder) with 50% or more of the respondents' agreed to be available. While, e-learning facilities, video player, drama/demonstration films, digital projector and interactive boards were agreed upon by the majority of the respondents' not to be available.

Research Question 2: Are Social Studies Teachers receiving training in the use of ICT tools for their teaching

Table 4: Training Received by Social Studies Teachers on ICT

ICT Tools	Yes (%)	No (%)	Position
Computer/laptop	130(86.7)	20(13.3)	1 st
Television	104(69.3)	46(31.7)	2 nd
Video player	92(61.3)	58(38.7)	3 rd
Radio (Tape recorder)	76(50.7)	74(49.3)	4 th
E-learning facilities	60(40.0)	90(60.0)	5 th
Digital Projector	44 (29.0)	106(71.0)	6 th
Drama/Demonstration films	22(14.7)	128(85.3)	7 th
Interactive boards	10(6.7)	140(93.3)	8 th

From the analysis in table 4, it was reported that 86.7% of Social Studies teachers received training in the use of computer/laptops. 69.3% Social Studies teachers received training in television, 61.3 % (video player) and 50.7% (radio/ tape recorder). 40%, 29%, 14.7% and 6.7% Social Studies teachers received training in e-learning, digital projector, demonstration films and interactive boards respectively.

Research Question 3: What is the level of Social Studies teachers' competency in the use of ICT tools in teaching Social Studies in Ilorin Metropolis?

Table 5: Level of Social Studies teachers' competency in the use of ICT tools

ICT Facilities	Very competent (%)	Average (%)	Not competent (%)	Position
Radio (Tape recorder)	96(64.0)	24(16.0)	30(20.0)	1st
Television	89(59.3)	36(24.0)	25(16.7)	2nd
Video player	76(50.7)	33(22.0)	41(27.3)	3rd
E-learning facilities	52(34.7)	21(14)	77(51.3)	4th
Computer/laptop	30(20.0)	80(53.3)	40(26.7)	5th
Digital Projector	21 (14)	29(19.3)	100(66.7)	6th
Drama/Demonstration films	12(8.0)	12(8.0)	126(84.0)	7th
Interactive Board	5(5.0)	11(7.3)	134(89.3)	8th

From the analysis in table 5, it was gathered that 64% of Social Studies teacher is competent in the use of radio in teaching Social Studies. Followed by television, video player, e-learning, computer/laptop, Digital-projector, demonstration films with 59.3%, 50.7%, 34.7%, 20.0%, 14% and 8.0% competency level. Social Studies teachers were least competent in the use of interactive boards with 5.0%.

Discussion of Findings

This study revealed that Computer/ Laptop is the most available ICT gadget in Upper Basic Schools in Ilorin Metropolis. While Digital Projector, Interactive Board, Demonstration films, and other E-learning facilities are not available for use in the schools. This is in line with the finding of Nwana et' al 2017 who looked into the availability and utilization of ICT resources in teaching Computer education in Secondary Schools in Anambra State, Nigeria and found that ICT needed resources for teaching are not available. Also, the study revealed that the majority of the sampled teachers received training on the use of Computer/Laptops for effective teaching-learning in the classroom. This, however, contradicts the finding of Austine (2015) who found in his study on the availability and utilization of ICT resources in teaching and learning in Secondary Schools in Ardo-kola and Jalingo, Taraba State that there is lack of adequate training in the use of ICT resources among Secondary School teachers. Apart from this, the study revealed that teachers are competent in the use of Radio, Television, and Video Player while they are not competent in the use modern ICT gadgets like Digital Projector, Demonstration films and Interactive Board. This finding is in agreement with the finding of

Badau and Sakiyo (2013) who carried a study on the Assessment of ICT teachers' competency to implement the new ICT curriculum in North Eastern and found that teachers competency level in the use of ICT for their pedagogical activities in the classroom is low

Conclusion

From the findings of this study, it can be concluded that Computer/Laptop was the most available tools for Social Studies teachers followed by radio (tape recorder) for instructional presentation. Social Studies teachers received training in e-learning, digital projector operation, demonstration films and interactive board's usage; however Social Studies teachers were least competent in the use of interactive boards, usage of demonstration films and the use of the Digital projector in the classroom. Information and Communication Technology tools, skills and competencies should be used to support conventional classroom situation in terms of using multimedia gadget to facilitate instructional delivery about citizenship concepts and themes. This is because Information and Communication Technology holds the opportunity to revolutionaries' pedagogical methods, and management of classroom situations, its incorporation into citizenship content delivery would aid classroom effectiveness. The use of ICT with will no doubt enhances inclusive instructions designs, and content delivery, as well as improving Social Studies dispositional skills.

Recommendations

1. Ministry of Education and Human Capital Development and major stakeholders in the Basic Education programme should provide an opportunity for functional in-service training for Social Studies teachers based on 'Needs assessment' on ICT application in teaching
2. Government at the Federal, State and Local are implored to equip all Upper basic school with ICT tools and gadgets with functional resource-rooms

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COMMUNITY RESOURCES AND EFFECTIVE TEACHING OF UPPER BASIC SOCIAL STUDIES IN DELTA STATE

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Abstract

The study investigated community resources of traditional and banking institutions and effective teaching of Upper Basic Social Studies in Delta State. To guide the study, two null hypotheses were formulated. The study adopted descriptive survey research method and the population consist of 656 Social Studies teachers in Delta State. A sample of 209 teachers (32% of the population) was randomly sampled using multi-stage sampling technique. The instrument of data collection was self structured questionnaire titled Teachers Utilization of Traditional and Banking Institutions for Effective Social Studies Teaching Questionnaire (TUTBIESSTQ). The instrument was validated and a reliability co-efficient of 0.87 obtained. Data was analysed using with ANOVA and t-test at 0.05 level of significance. Findings revealed the influence of traditional and banking institution on the teaching of Upper Basic Social Studies in Delta State. Based on the findings, it was recommended amongst others that community resources of traditional banking institutions be used to enhance the content knowledge of Upper Basic Social Studies in Delta State.

Keywords: Community resources, effective teaching, Social Studies

Introduction

The teaching of Social Studies in primary and upper basic schools in Nigeria is very important, this is because it will help to produce socially responsible and well-behaved individuals in Nigerian society. The major aim of Social Studies is to provide citizens with a sound mind that are honest, as well as trained individuals who will uphold the norms and values of the society and put them in high esteem (Aina, 2019). According to Akinlaye (2003),

a comprehension of teaching by Social Studies educators is the foundation in forming the activities of the Social Studies teachers, this understanding of teaching will also help the teacher to determine proper teaching methods and techniques to adopt during teaching activities that will lead to the active involvement of the learners.

The philosophy which brought Social Studies education to Nigeria as a compulsory and qualitative curriculum to all primary, secondary and college of education in Nigeria, stressed the fact that the teaching and learning of Social Studies should not be done haphazardly but by proper classroom teaching approaches (Federal Government Of Nigeria (2013)). The traditional method of “talk and chalk affair” that is still being adopted by the present set of Social Studies teachers today are educating young Nigerians outside the context of Social Studies as it relates to the various spheres of the environments where these young Nigerians need to function as citizens.

Mezieobi (1993) argued that instructions in Social Studies education today in Nigerian schools and colleges of education are deficient, not because there are insufficient or inadequate sources of instructional materials such as textbooks but because of untrained teachers and non-adherence to the pedagogy approaches that are stipulated in the Social Studies curriculum. Adedoyin (1993) also demonstrated that interactions between Social Studies teachers and their students have not adequately in quote “Nigerianized” the learners into resourceful, efficient and capable Nigerians for sustainability and transformation of the country as expected in the philosophy of Nigerian education. Bearing all these in mind there is a need to diversify the learning arrays of Social Studies students by the use of other approaches such as community resources.

The concept of community resources involves the use of instructional resources that are not present in the school or classroom but can be found in the community where the school is located and beyond. These resources may prompt visitation by the Social Studies class and the teacher or the visitation of the Social Studies class by a resource person as the case may be (Mezieobi, Fubara & Mezieobi, 2013 & Dada, 2013). According to Mezieobi et al (2013), community resource help in a wider understanding of concepts taught in Social Studies. The use of community resources offers a personalized

curriculum to learners that underscore real-life experiences and problems as well as proffer solutions to them. Communities will become centres of Social Studies classes using upper basic schools of Delta State as an example. The students will be actively involved in learning Social Studies as they learn in a real, stable and supportive environment (Institute for Educational Leadership, 2018). Kochhar (2012) opined that the relevance of community resources to the effective teaching and growth of Social Studies education cannot be overstressed. Resources which include traditional institutions, banks, art and museum galleries, parliamentary sessions, industries, markets, airports, police stations, courts, just to mention a few are a rich fountain of Social Studies concepts and content and Social Studies educators as well as education stakeholders have come to the realization that the world outside the classroom can be a Social Studies laboratory, which can give an ultimate, absorbing and powerful real-life exposure to learners (Kochhar, 2012)

Before the advent of Social Studies, society had its traditional way of supporting a child's development within its socio-cultural environment (Olatunde, (2010)). Then the entire society becomes the child school and Social Studies, he or she learned customs, religion, language, norms, and rules governing relationships, traditional practices as practiced in the community where he/she grew up. The Nigerian traditional institution contribute to the well-being of the child by giving him or her an immediate environment. These traditional values, norms, trades and vocation of the communities are passed down from one generation to another: hence, the acquisition of behavioural skills, values, attitudes: vocation skills such as agriculture, cattle rearing, fishing, sewing, poultry and so on.

In a nationwide perception study carried out by Cooney (2010), there was overwhelming support for traditional institutions from all parts of the country. They saw the institution as being relevant to the lives of the people and by implication upper basic Social Studies students of Delta State. This is due to a combination of factors such as the declining confidence in our modern political institutions and the rising caliber and leadership qualities of our emerging traditional rulers. The role of traditional institutions in community life such as mobilizing the community through enlightenment, education, economic empowerment, peace building,

safety, security and custodianship of our customs and traditions need to be harnessed through using them for the teaching of upper basic Social Studies students in Delta State (Atubi, 2018).

Banks as economic institutions that provide money and financial services can also be used as a teaching tool in Social Studies. A visit to banks for academic lessons will expose Social Studies learners to concepts such as savings and investment, cash withdrawals, loans, payment options available from financial and economic institutions (Punch, 2017). As a Social Studies teacher, you can link bank institutions to topics such as insurance, stock exchange, careers opportunity, the economy of Nigeria etc.

The use of banks as a community resource to teach Social Studies concepts will help the students to understand the services and career options available from the financial and economic institution and will help them demonstrate the knowledge of financial transactions, savings account, read bank statements and develop practical money skills (Utah Education Network, 2011). Banks as a learning resource will assist Social Studies students to identify the terms and services associated with banking and grant them financial literacy.

Traditional and banking institutions will be used in this study to demonstrate how other community resources can be used to effectively teach Social Studies as the community resources that abound for Social Studies are in-exhaustive.

In modern times, there have been several researches emphasizing on the teaching and methodology of Social Studies in schools across Nigeria and Delta State in particular. But very few of these researches have been carried out in community resources Dada,(2013); Edinyang Effiom,(2017); Mezieobi et al, (1999). All these studies were focused on the conceptualization of community resources. Hence this study was carried out in order to determine how community resources of traditional and banking institutions can influence the effective teaching and learning of Social Studies. The question then is: can traditional and banking institution influence the teaching of Social Studies concepts?

Hypotheses

To guide the study two hypotheses were formulated

H₀1: There is no significant difference between the mean

responses of teachers with different educational qualifications on the influence of traditional institutions on the teaching of Upper Basic Social Studies in Delta State.

H₀2: There is no significant difference between the mean responses of male and female teachers on the influence of banking institutions on the teaching of Upper Basic Social Studies in Delta State.

Methodology

The study adopted descriptive survey method. The population of the study consist of the 656 Social Studies teachers across the 25 local government area of Delta State. Multi-stage sampling technique at different stages was used to randomly select 209 participants which represented 32% of the total population. The same technique was used to select 151 schools out of the 471 public secondary schools in Delta State. The study recognized the 3 senatorial districts of the State in order to make it a robust one.

A 20 item structured questionnaire titled teachers utilization of traditional and banking institutions for effective Social Studies teaching questionnaire (TUTBIESSTQ) was designed to seek teachers opinion on the study. Sections A collected bio-data of respondents, while section B collected data on the independent variables which are traditional and banking institutions based on Likert type of four-point rating scale of measurement (strongly agreed (SA), agreed (A), disagree (D) and strongly disagreed (SD) – 4, 3, 2 and 1 respectively). Content validity of the instrument was carried out by an expert of measurement and evaluation and test re-test reliability method was used to obtain a reliability co-efficient of 0.87 signifying that the instrument was adequate for the study.

The instrument covered questions on the use of traditional institutions to explain customs and traditions, traditional institutions as custodians of culture and customs, reasons behind some harmful traditional practices like female genital mutilation and widowhood rites, the roles of traditional institutions as peace builders etc. For banking institutions influence, questions covered the use of banks for explaining financial transactions, the role of banks in modern society, ways to save and invest money, the role of the central bank and various bank accounts operation modes.

Questionnaire were administered directly to respondents by

the researcher and with the help of four research assistants that have been trained for the purpose. A total of 196 questionnaire were retrieved out of 209 administered, the 196 copies were used for the study. The first hypothesis was analyzed using ANOVA statistical tool while hypothesis two was analyzed with t-test at 0.05 level of significance. The null hypothesis was accepted when table value is greater than calculated value and rejected when the table value is less than the calculated value.

Results

Below are the results of the investigation for the study

Table 1: Summary of ANOVA Analysis on Social Studies teachers responses with different years of teaching experiences on the influence of traditional institutions on teaching of Social Studies in Delta State

Source of variance	Sum of squares	Df	Mean square	F-Cal	F-tab	Ls	Decision
Between groups	.155	2	.077	.331	.718	0.05	Accept Ho
Within groups	45.090	193	.234				
Total	45.245	195					

Source: Fieldwork, (2018)

Table 1 shows that table of $f(.718)$ is greater than the calculated value of $f(.331)$ at 0.05 level of significance. Therefore the null hypothesis is accepted, meaning that there is no significant difference in the opinion of teachers with different educational qualification on the influence of traditional institutions on the teaching of Upper Basic Social Studies in Delta State.

Table 2: Summary of t-test Analysis on the mean (x) responses of male and female teachers responses on the influence of banking institutions on the teaching of Social Studies in Delta State

Sex	N	Mean	SD	Df	t-cal.	t-tab.	P	Decision
Male	107	3.60	.493	194	-1.908	0.58	0.05	Accept Ho
Female	89	3.73	.491					

Key: N = Number of respondents; SD = standard deviation; df = degree of freedom, t-cal. = t calculated; t-table = table value of t; p = level of significance

Source: Fieldwork, (2018)

Table 2 shows that the calculated value of t-cal (-1.908) is less than the table value (.58) at 0.05 level of significance, implying that the null hypothesis is accepted. It therefore means that there is no significant difference between the mean responses of male and

female teachers on the influence of banking institutions on the teaching of Upper Basic Social Studies in Delta State.

Discussion of Findings

The result shows that there is no significant difference in the responses of teachers with different educational qualifications on the influence of traditional institutions on the teaching of Upper Basic Social Studies in Delta State. This finding is in line with Olatunde (2010) and Cookey (2010) who opined that the traditional institutions in Nigeria contribute to the socialization of the child in his/her immediate environment and that the traditional institution is relevant to the lives of the people and by implication the learning of Upper Basic Social Studies in Delta State.

The findings also revealed that there is no significant difference between the mean responses of male and female teachers on the influence of banking institutions on the teaching of Social Studies. This finding supports the view expressed in Punch Newspaper (2017) and the report of Utah Education Network (2011). The view in Punch advocated the use of banks as a community resource to teach Social Studies concepts in areas like financial institutions, savings and investments as well as using it to help students identify career opportunities in the banking sector. Utah Education Network, (2011) also argued that the use of banks as a community resource to teach Social Studies concepts will help to grant the students financial literacy.

From the analysis of the data, teachers of Social Studies in Delta State irrespective of their academic qualifications which range from NCE to Ph.D. level and their sex are unanimous in their opinion that community resources such as traditional and banking institutions which are the major independent variables in this study can be effectively be used by Social Studies teachers to teach Upper Basic Social Studies in Delta State.

Conclusion

The study determined how the use of community resources such as Traditional and Banking Institutions can be used to achieve the objectives of social studies education in Delta State, From the findings of the study, it is concluded that the use of traditional and

banking institutions can influence the teaching of Upper Basic Social Studies positively. Although to establish if Social Studies teachers in Delta State actually use them is yet to be ascertained.

Recommendations

1. Community resources of traditional and banking institutions should be used in teaching related Social Studies concepts as it has been discovered that their influence is positive on upper basic Social Studies.
2. School management should periodically arrange for training sections for Social Studies teachers as well on ways to make effective use of community resources of Traditional and Banking institutions to teach upper basic Social Studies..
3. Schools located in areas that lack these Palaces and Banks should make efforts to visit them.
4. Traditional institutions and Banks should be used to teach students of Social Studies on values such as cooperation, hard work and dilligence, the quest for peace and development of Nigeria
5. Community resources such as the traditional system of governance and banks should be used to enhance the content knowledge of Social Studies.

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CLIMATE CHANGE AS PREDICTOR OF DISEASE OUTBREAK, FLOODING AND ENVIRONMENTAL HAZARDS AMONG URBAN DWELLERS IN SOUTH-WEST NIGERIA

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Abstract

The paper examines how climate change could predict disease outbreak, flooding and environmental hazards. Descriptive research design was adopted. One hundred and eighty five (185) urban dwellers randomly selected served as respondents. A self-developed and validated (likert design) questionnaire (climate change as a predictor of disease outbreak, flooding and environmental pollution: CCPDFEP) with a reliability of 0.86 was used to obtain data which were analysed using frequency count, percentages and linear regression. Results revealed that climate change predicts spread of diseases ($r=0.782$, $df=184$, $p<0.05$); flooding ($r=0.730$, $df=184$, $p<0.05$) and environmental hazards ($r=0.806$, $df=184$, $p<0.05$) resulting in relocation, internal displacement and several deaths. The paper concluded that climate change leads to flooding, environmental pollution and spread of diseases. The paper recommends that the government should be proactive in disaster preparedness and management to mitigate the enormous negative effects of climate change across the globe.

Key Words: Climate Change, Flood, Diseases, Environmental hazards, Health social work.

Introduction

Climate change is a process of global warming attributable to greenhouse gasses generated by human activities. In essence, this global experience is connected to human deficiencies and excesses. Planetary warming as a result of climate change has led to ecological changes such as desertification, floods, droughts, rising sea-levels and heat waves. So, the earth is heated, extreme cold is experienced;

there is heavy downpour resulting in flooding and causing environmental hazards. In this trend, the United Nations general assembly (2009) postulated that, deforestation and land degradation compromise the earth's ability to absorb carbon dioxide which is one of the most dangerous gases. The problem of climate change according to Gillis (2014) has led to excessive use of natural resources (ecological overshoot). These events are expected to increase if global mean temperatures remain on the increase.

The Royal Society in (2014) said earth's surface temperature has increased by 0.8° (1.4°F) since 1900, the effects of which started attracting global attention since mid-1970's. It was further documented that a wide range of other observations such as rising sea-level, reduced arctic sea Ice extent and increased ocean heat content provide incontrovertible evidence of warming. It is also worthy to note that, human activities have significantly disturbed the natural carbon cycle by extracting long-buried fossil fuels and burning them for energy therefore, releasing CO_2 to the atmosphere. The concentration of CO_2 has thus increased by 40% since the industrial revolution. The observed warming in the lower atmosphere and cooling higher up in the stratosphere is the result expected from increases in CO_2 and decreases in stratospheric OZONE. It is believed that all climate changes, including natural ones, are disruptive. Past climate changes led to the extinction of many species, population migrations, and pronounced changes in the land surface and in ocean circulation.

Climate change has been of significant influence on human health. The health of millions of people across the world is already being significantly harmed by climate change. Dunne (2017) reported that, the effects of climate change on human health are now so severe that, it should be considered the major threat of the 21st century. There are over 40 indicators to track the effects of climate change on global health. One of them is direct impacts on human health which includes effects of exposure to extreme heat and natural disasters. Dunne (2017) further reports that from years 2000 to 2016, humans have been exposed to three times higher than the rise of average global temperatures worldwide when compared with that of 1986-2000. This is noticeable in the present day worldwide where the land tends to warm faster. The report further explained that the

average temperatures that humans are exposed to are significantly higher than the global surface average because most people live on land, where warming happens most quickly. This could be supported with the evidence of intense heat experienced in most parts of Africa especially Nigeria. The sun is scorching and the consequences may be dangerous.

It is needful to say that majority of the people need orientation on the implications of this sudden change. It also calls for urgent sensitisation because quite a number of vulnerable people have been exposed to heat wave events in the last two decades. Montojomery (2017) found that natural disasters leading to deaths, has affected a number of continents. Asia, for example, is a continent mostly affected by weather-related disasters with about 2,843 cases affecting 4.8 billion people causing more than 500,000 deaths between 1990 and 2016. By implication, countries must begin to invest in adaptation strategies to cope with natural disasters. Noticeable too, is the issue of the effects of intense heat on the occupation. Higher temperature is found to pose threats to occupational health and productivity particularly for people undertaking manual, outdoor labour in hot areas. Therefore, loss of labour capacity has important implications for the livelihoods of individuals, families and communities, especially those relying on subsistence farming. Climate change leads to increased flooding, prolonged drought and greater risks of wild fires, which in turn results in greater incidence of infectious disease, illness, death, emotional and mental stress.

Climate change may affect crop yields through increasing local temperatures, changes to rainfall patterns and more cases of drought resulting in poor crop yields and subsequent nutritional diseases such as pellagra, marasmus, kwashiorkor, avitaminosis among others. People's way of life could be affected as result of displacement because of sea level rise. Both current and future impacts of climate change on health needs urgent actions. It is not too late to stem and curb the effects of climate change on human health. The strength and frequency of floods, droughts, hurricanes and tornadoes will continue to be affected. This according to Royal Society (2014) is because the earth's lower atmosphere is becoming warmer and moister as a result of human-emitted greenhouse gases. By implication, more water is likely to be drawn into major rain storms which could lead to more

flooding events. It is also expected that considerable changes in hurricanes and tornadoes are very uncertain. Dry areas of subtropics are also expected to become drier in the future. Scientists are confident that the earth will warm further over the coming century. It saddens that, the scientist have asserted that even if human emissions of greenhouse gases were to suddenly stop, earth's surface temperature would not cool and return to the level it was before the industrial revolution for thousands of years.

Premised on the aforesaid, Kundzewicz (2013) found that changing rainfall driven risk is provided for in the late 20th and early 21st centuries. Projected increases in the frequency and intensity of heavy rainfall, based on climate models, should contribute to increases in precipitation generated local flooding for example, flash and urban flooding. Boulder (2013) along with other studies addressed future expected economic loses from flooding which account for changes in hazards on the basis of protected climate change in the western world. In Africa, floods have devastating effects on livelihoods, destroying agricultural crops, disrupting electricity supplies and demolishing basic infrastructure. However, Benito and Machado (2012) found that floods can be highly beneficial in African dry lands since the flood waters infiltrate and recharge alluvial aquifers along ephemeral river pathways therefore, extending water availability to dry seasons and drought years. Mpambela and Mabvurira (2017) highlighted the impact of climate change on agriculture and food health; they emphasized the catastrophic effects on agricultural outputs and the possible food shortage that may result in hunger. The millennium developmental goal of eradicating hunger and ensuring food security may also be very daisy.

Climate change and environmental disasters have destabilised communities across the world. Alston (2015) quoted the United Nation (UN) secretary general Banki-Moon (2012) that the global community should respond with conscientious foresight. Incidentally, this is the bane of this paper. Every nation needs to get prepared for the effects of climate change especially on health and the human environment. Perhaps Lindberg's (2017) was right to have concluded that climate change could lead to a humanitarian crisis of epic proportions and that not addressing this issue is likely to have

dire consequences. It is evident that climate change predicts environmental contamination. It is likely to increase human exposure to agricultural contaminants while the magnitude will be highly dependent on the contaminant type. The climate change risks according to Alistair, Anthony, Sabine, Titiana, Laura, Peter, Philip, Thomas, Kovat, Giovanni, Leonads, Gordon, Parsons, Laura, David, Edward, David, Walsh, Wellington and Williams (2009) are enormous. It is anticipated to fuel increased use of pesticides and biocides as farming practices intensify. Extreme weather events will mobilize contaminants from foils and faucal matter, potentially increasing their bioavailability. Intensification may also lead to increased levels of occupational contact thereby increasing potential for zoonosis. They concluded that increase in temperature and changes in moisture content are likely to reduce the persistence of chemicals and pathogens, whereas changes in hydraulic characteristics are likely to increase the potential for contaminants to be transported to water supplies. To this end, the drinking water of humans is exposed to danger, while the health of consumers may be compromised. It is not possible to estimate the magnitude of these changes, but it is possible to manage many of these risk increases through better regulation, monitoring and the development of a long-term research program.

Gabor, Bata, Burghard, Blanka and Ladanyi (2014) documents that natural hazards such as drought, inland excess water and wind erosion cause social economic and environmental problems. Drought is dangerous to both plant, animal and human existence and also causing restrictions in industrial and communal water use and reduction in agricultural yields. It is therefore expected that when there is drought, food supply will decrease and consequently, human health depreciate as a result of hunger. Excess water is expected to affect mostly lowland areas, causing damages to agriculture, soil texture and inundated urban areas. In the same vein, wind erosion on arable lands has become an important natural hazard in the world. This is also ascribed to global warming and changing precipitating conditions. The incidence of wind erosion and the rate of damage are determined by several environmental factors such as soil texture, lithology, climate, vegetation and human land use. Gabor et al. (2014) further found that the last two centuries have witnessed

increasing global climate change and further warming is expected. It was on this basis of the climate model stimulations that future warming is expected to be accompanied by changing precipitating condition, causing more frequent and more serious natural disasters which lead to financial and environmental loses.

Two theories applicable to climate change and most especially this paper are risk society theory and environmental risk prevention theory. These are considered applicable because the society in its environment is exposed to risks and there is the need for preventive measures in preparation for the evil day. According to Beck (1993), risk society postulates that risks are part of every human society be it traditional or modern society. Modern societies are exposed to more harmful risk such as pollution, floods, newly discovered illness and crimes that are as a result of the modernization process itself. The theorist expressed feelings that technological innovations have also solved many problems and developed a more ecological product which decreases pollution and waste. In this trend, the term 'risk society' is to help understand the world of environmental issues, interpret, and show the connections between previously isolated phenomena. An environmental crisis implies a considerable danger befalling the whole culture. Becks, Bonss and Lau (2003) wrote that, in the process of modernization, hazards created by technology have increased. This made the classic industrial society to change into the risk society. The scope of environmental pollution also increased to accommodate new ones such as atmospheric pollution, acid rain, water and marine pollution, soil pollution, climate change deforestation, accumulation and disposition of nuclear and other hazardous substances. There is the need to consider ecological theory in this study. It considers the natural world and focuses on the adaptive fit of individuals with their environments as well as on the process by which they achieve equilibrium and mutuality.

Two pertinent questions come into play here: How do social workers provide services to communities that are devastated by nature of disasters? How can social workers help the populations that are being dislocated by virtue of changes in the environment? Social workers have roles to play; they act as researchers, educators, clinicians and community members. Doing these, is a part of social work mandate. Cumby (2016) confirmed that social worker poses the

skills to mitigate the challenges and issues surrounding climate change. She further found that there are a number of barriers and helping factors that contribute to social work inaction on environmental issues like climate change. In the trend, Tischler (2011) had earlier postulated that if social work profession would join other groups and create its own practice models based on meeting the physical, psychological and social needs that result from climate change, then the core social work value of creating a just society and empowering underrepresented populations can be strengthened in climate change adaptation work. The research reported that clinical social worker needs more support and involvement while the general social worker needs more structural support in order to help clients adapt to climate change.

Klemm (2018) posited that social workers tend to focus on developing clients' resilience or ability to adapt rather than resistance to the structural inequalities and policies that create such widespread vulnerability. Social work practice with individuals and families is said to be extremely valuable and important. But the environmental issues also demand a collective response. Action is required at the local, national, and international levels. Social workers have an ethical commitment to pursue social action and change. According to Mason (2018), community organizing and political action is core to the profession. Social workers must call upon these to more actively pursue climate change mitigation through local, state, and national policy changes that significantly lower greenhouse gas emissions. Many cities and states are leading the way with climate mitigation, and social workers can look to these innovators and translate their work to their own communities.

Adaptation to climate change may seem a more natural fit for many social workers. It is about coping and ensuring equal access to resources needed to deal with a changing climate. But social work action on mitigation is critically needed as well. Social workers' experience as community organizers and advocates will be especially valuable at this point in time. There is the need to support and participate in a wide range of efforts to dramatically reduce reliance on fossil fuels and increase our access to renewable energy sources and must insist on regulations that protect people and the planet. Disaster preparedness and response must be top on mind for social workers.

Social workers have a great deal of experience in addressing the psychosocial impacts and working to help develop resiliency among individuals and communities. Klemm (2018) points to the need for leadership in the areas of scholarship, education, and all levels of government. It will also be crucial to align with environmental organizations and others working for social justice to promote significant and lasting change. Schmitz (2018) observes that climate-related disasters such as the recent hurricanes can aggravate mental health issues, and social workers will need to lead the effort to address these as well. It is noteworthy that some issues can be mitigated at the local level. Gardening, for example, helps improve mental health and contributes to the environment and social workers can play a role.

Statement of Problem

Climate change has been proclaimed to have induced hardship to humans, animals, vegetation and the environment. Excessive rainfall in recent decades has resulted in incessant flooding and the spread of diseases. The environment has its own share of the effects of climate change. The environmental temperatures have gone too far to the extremes (either too cold or very hot weather) beyond the normal levels. People now fall sick often; the environment is sometimes coarse, hot and scorching. Forests, animals, sea products are all being affected by the change in the climate. In the same vein, Humans now suffer heat strokes and are affected by diseases such as cholera, typhoid, skin and respiratory diseases including those acquired through consumption of food materials that have been contaminated by herbicides and pesticides used in agriculture. The effects of drought caused by climate change cannot be overemphasized. In fact, some sea breeds and earth surface animals are already going into extinction which may be dangerous to human health in the long run. It is expected that disease outbreak will be on the increase due to flooding as a result of climate change. It is on this premise that the paper tried to find out how climate change predicts the spread of diseases, flooding and environmental pollution in various parts of Nigeria. The trust therefore is to ensure that the populace should be aware and be proactive on the management of the effects of climate change.

Objectives of the study

The study intended to:

- i. investigate how climate change predicts disease outbreak
- ii. examine how climate change predicts flooding in the urban centers
- iii. investigate whether climate change predicts environmental pollution in the urban centers

Hypotheses

Ho1: There is no significant relationship between climate change and disease outbreak in south-west Nigeria.

Ho2: There is no significant relationship between climate change and flooding in south-west Nigeria.

Ho3: There is no significant relationship between climate change and environmental pollution in south-west Nigeria.

Methodology

Descriptive research design was adopted for the study. It is suitable because it includes a systematic inquiry about social phenomena or problems in which scientist and researchers does not have direct control over its manifestation. One hundred and eighty five (185) respondents were randomly selected within three urban locations (Lagos = 73; Ibadan = 65 and Akure = 47 respectively) from government hospitals, secretariats and social welfare offices in each of the states. These are elites adjudged to have a better understanding of climate change. A validated instrument tagged “Climate change as predictor of disease outbreak, flooding and environmental hazards” (CCPDFEP) with a reliability coefficient ($r = 0.86$) was used to obtain data. Analysis was done with the use of frequency count, percentages and Pearson Product Moment Correlation statistical tool. Hypotheses were tested at 0.05 level of significance.

Results

Demographic Characteristics

The results revealed that: 106 (57.3%) of the respondents are males while 79 (42.7%) of the respondents are females. 44 (23.8%) of the respondents are between ages 19-25years, 102 (55.1%) of the respondents are between 25-35years while more than 39 (21%) of the

respondents are 46years and above. 68 (34.6%) of the respondents are single, 118 (63.8%) are married, 2 (1.1%) are separated while 1 (0.5%) are divorced. Majority of the respondents are Muslim 81 (56.2%) while 104 (43.8%) of the patients are Christians. 82 (44.3%) of the respondents had primary school certificate, 24 (13%) had NCE/Diploma, 64 (34.6%) had University Degree while 15 (8.1%) of them had other certificates.

Ho 1: There is no significant relationship between climate change and disease outbreak.

Table 1: Pearson Product Moment Correlation Showing the Relationship between climate change and disease outbreak

Variables	Mean	Standard Deviation	N	R	P	Decision
Climate Change	10.2378	2.8361	185	0.782	0.05	Sig
Disease Outbreak	13.0378	2.3988				

$r=0.782$ N= 185 df=184 $p < 0.05$

The result presented in the table above revealed that there is a significant relationship between climate change and disease outbreak ($r=0.782$, $df=184$, $p < 0.05$). The result rejected the null hypothesis and accepted the alternate hypothesis.

Hypothesis Two: There is no significant relationship between climate change and flooding

Table 2: Pearson Product Moment Correlation Showing the Relationship between climate change and flooding

Variables	Mean	Standard Deviation	N	R	P	Decision
Climate change	9.7081	2.6644	185	0.730	0.05	Sig
Flooding	9.4378	2.8964				

$r=0.730$ N= 185 df=184 $p < 0.05$

The result presented above revealed that, there is a significant relationship between climate change and flooding ($r=0.730$, $df=184$, $p < 0.05$). The result rejected the null hypothesis and accepted the alternate

Ho 3: There is no significant relationship between climate change and environmental pollution

Table 3: Pearson Product Moment Correlation Showing the Relationship between climate change and environmental pollution

Variables	Mean	Standard Deviation	N	r	P	Decision
Climate change	2.2703	1.0438	185	0.806	0.05	Sig
Environmental pollution	9.4378	2.8964				

r=0.806 N= 185 df=184 p< 0.05

The result in the table above shows that there is a significant relationship between climate change and environmental pollution ($r=0.806$, $df=184$, $p<0.05$). The result rejected the null hypothesis and accepted the alternate hypothesis

Discussion of findings

The study established that the climate is always changing. Major climate changes including natural ones are disruptive. This finding is in line with that of Royal society (2017) which established that past climate changes led to the extinction of many species, population and pronounced changes in the land surface and in the ocean circulation. The speed of the current climate change has influenced life negatively and it makes it more difficult for human societies and the natural world to adapt. In this trend, the World Health Organisation (2017) found that, diarrhea disease may increase because of the increased temperature and altered patterns of rainfall. There has been a wide spread health impact including diarrheal disease, malnutrition and micro-nutrition deficiency in children and infants. The study is in line with Borokinni (2017) who found that high atmospheric temperatures contribute directly to deaths resulting from cardiovascular and respiratory diseases particularly among the elderly people. It is needful to say that extreme temperatures raises the levels of ozone and the pollutants in the air that exacerbate diseases such as Asthma which affects about 300 million people globally.

Further, climate change is said to also heighten the risk of a range of health effects from mental disorders to communicable diseases such as measles, meningitis, sporadic coughs, tetanus and tuberculosis among others. In this trend, the increasing variable of rainfall pattern is also likely to affect the supply of fresh drinking water. A lack of safer water therefore can compromise hygiene and increase the risk of cholera and diarrhea. These diseases were recorded in history to have been responsible for the death over

500,000 children annually. As flood contaminate drinking water supply and increase the risk of water borne diseases, it also creates breeding grounds for disease carrying insects such as mosquitoes hence the spread of another dreadful disease known as malaria. Drowning and physical injuries sometimes result. There may be damage to homes and properties including disruptions of medical and health services. During (2017) reported that the national emergency management agency (NEMA) (2017) found that the southern Nigeria experienced in years 2012 and 2017 respectively the effects of climate change where floods washed away houses, farms and farm products, properties and even human beings. It is against this backdrop that we all need to realize that if the appropriate, preventive measure is not taken and adaptation actions are not implemented, future experiences of this preventable natural issue may be catastrophic. It is also certain that health threats will be pronounced and new health problems may emerge.

The result is further in line with Jackson (2018) who found that climate change predicts natural disasters, therefore it is the most common threat to public health and it is an existential crisis. Social workers can play a key role in the fight for environmental justice by helping to prevent and address the consequences of climate change through education, advocacy, community organization and research. Extreme events like heat waves, heavy rainfall and winter extreme are more likely with a change in climate. During heat waves, people with preexisting health conditions such as asthma may be more likely to suffer health problems. When the quality of water supply affected by disasters such as hurricanes, Harvey and Irma, illnesses are spread through the polluted waters. When there are disasters orchestrated by climate change, not only the physical health is affected, every aspect of human well-being is affected. The mental stress and trauma of flood events like those caused by hurricane and other disasters can cause chronic long term impacts without adequate treatment and care. The displaced population suffers mental health issues with few or tenuous social supports and resources. These groups include children, older adults, women, and people with low incomes, indigenous communities, people from racial or ethnic minority groups and those from developing countries

Most parts of the world have experienced the effects of

flooding. Premised on this, the Nigeria case is not an exception. This study is also in line with Boulder (2013) who found that economic losses from flooding which accounts for changes in hazards on the basis of projected climate change in the western world is still being expected in the future. In fact, in many Africa countries, floods have devastating effects on livelihoods, destroying agricultural crops, disrupting electricity supplies and demolishing basic infrastructure. Mpambela and Mabvurira (2017) highlighted the impact of climate change on agriculture, food and health. They emphasized the catastrophic effects on agricultural outputs and the possible food shortage that may result in hunger. The millennium developmental goal of eradicating hunger and ensuring food security may also be very dicey. The study is also in support of Nigel and Gosling's (2016) findings that changes in climate and its effects on flood vary. River floods are generated differently in geographical environments. The effects of climate change on flooding characteristics are therefore dependent on the context. As floods persist, soil is exposed to erosion and degradation. In the same vein, floods can destabilize settlements and communities including farms and farm products as experienced in Nigeria and other parts of Africa. Nigel and Gosling (2016) also agree that floods can also contribute to the spread of communicable diseases sequel to water contamination.

It is evident that climate change predicts environmental contamination. It is likely to increase human exposure to agricultural contaminants while the magnitude will be highly dependent on the contaminant type. The climate change risks according to Alistair et al. (2009) are enormous. Climate change is anticipated to fuel increased use of pesticides and biocides as farming practices intensify. Every nation needs to get prepared for the effects of climate change especially on health and the human environment. Perhaps Lindberg's (2017) was right to have concluded that climate change could lead to a humanitarian crisis of epic proportions and that not addressing this issue is likely to have dire consequences. Climate change affects surface water resulting in drought. Drought according to Gabor, Bata, Burghard, Blanka and Landenyi (2014) is dangerous to both plant, animal and human existence and also causing restrictions in industrial and communal water use and reduction in agricultural yields. It is therefore expected that when there is drought, the food supply will

decrease and consequently, human health depreciate as a result of hunger. Excess water is expected to affect mostly lowland areas, causing damages to agriculture, soil texture and inundated urban areas. In the same vein, wind erosion on arable lands has become an important natural hazard in the world. This is also ascribed to global warming and changing precipitating conditions. The incidence of wind erosion and the rate of damage are determined by several environmental factors such as soil texture, lithology, climate, vegetation and human land use.

Conclusion

The study revealed that climate change predicts outbreak of diseases, flooding and environmental hazards. This paper therefore concludes that there are numerous environmental problems across the globe. Climate change is also said to have contributed to those problems in no small measure. Climate change has influenced pollution, deforestation, rain and windstorms, flood, earthquake, volcanicity, drought and erosion. Further, in the long-term, and more fundamentally, improvement in the social and material conditions of life and reduction of inequality within and between populations are required for sustainable reduction in vulnerability to global and environmental change. Therefore, the stakeholders involved in environmental control, health, social work and education needs to be aware of the grievous effects of climate change on health, flooding and environmental hazard sequence in order to be prepared for further occurrence. Serious planning to mitigate the effects of climate change is hereby advocated in the nearest future. Based on the aforesaid, it is hereby suggested that public health and research on the effects of climate change should be prioritized based on the projected increase of climate change over the next century.

Recommendations

Premised on the findings of this research, the following recommendations are made:

1. Strategies to enhance population adaptation should promote measures that are not only appropriate for current conditions, but should also build the capacity to identify and respond to unexpected future stress and hazard created by climate change.

2. The general public health should be taken into consideration and as matter of priority. The improvement of the public health sector and infrastructure will reduce population vulnerability to the health impacts of climate change,
3. Social workers preparedness towards mitigating the health and environmental effects of climate change should be ensured. This is because Social Workers are important members of the health team performing their duties in the face of disasters created by the change in environmental conditions.
4. The general populace needs adequate information on climate change. It is hereby suggested that special conferences, symposiums and debates that would display research findings should be organized to prepare everyone ready for mitigating the effects of climate irrespective of gender, ethnicity and race.

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