

# Assessment of Implementation of Social Studies Curriculum for effective Citizenship in Junior Secondary schools in Ekiti State, Nigeria

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## Abstract

*This study examined teachers' implementation of Social Studies curriculum for effective citizenship in Ekiti State, Nigeria. Two research questions were formulated and transformed to statements of hypotheses to guide the study. Literature review was carried out based on the variables under study. Survey research design was utilized. A stratified random sampling technique was used in selecting the 250 respondents sampled for the study. A validated 20 items four point likert scale questionnaire was the instrument used for data collection. Data was analysed using Pearson's Product Moment Correlation statistical tool. The result of the study revealed that there is a significant relationship between availability of instructional materials and curriculum implementation for effective citizenship and teachers' attitude has a significant relationship with the implementation of Social Studies curriculum for effective citizenship. It was recommended that teachers need to be acquainted with new civic and citizenship developments and how these can be incorporated into diverse aspects of classroom Social Studies curriculum implementation.*

**Keywords:** Curriculum implementation, Social Studies, Citizenship, Civic Education, Teachers attitude, Instructional materials.

## Introduction

Children when adequately trained in the societal norms and values make for effective future development and advancement of the society, and education is the only indispensable tool for training children in the societal norms and values. It is seen as the corner stone for individual development and societal advancement. Education is universally perceived and acknowledged as an effective tool for meaningful development in every society, be it social, economic, technological and political. It is for the development of individuals into sound and

effective citizens for social advancement. Indeed, the Nigerian idea of acquisition of knowledge depends on the need to "form people into sound and compelling residents" (Federal Republic of Nigeria, 2004:7). Achievement of this way of thinking prompted the selection of the Nigerian national educational objectives among which are the teaching of national cognizance and national solidarity and the teaching of right sorts of qualities and frames of mind for the endurance of the individual and the Nigerian culture (Mezieobi & Edinyang, 2013).

The quest for actualization of the afore stated national goals of education led to the introduction of some new school subjects and curricular offerings in Nigerian education system among which was Social Studies education programme. Okam & Bozimo (2002) maintained that Social Studies is capable of promoting effective citizenship education and it is widely recognized as one of the subjects designed to promote effective citizenship education as designed in the national educational philosophy.

In the glamour for nation building, Ekiti State government has invested tremendously in the education system. There exists a number of subjects both hypothetical and handy brought into the school educational program as establishment for building a nation. Hence and from the beginning, citizenship was transmitted through socialization and the utilization of schools to ingrain citizenship rights and commitments. This procedure has anyway not been acknowledged by excellence of the results in the successful investment in national exercises since school children didn't get a grip of the requirement for compelling citizenship Education. With all these, students couldn't see the full degree of the components collaborating in what makes up a resident. All these and a lot more to make reference to, later came about into the joining of virtues and citizenship into formal social studies educational plan.

Social studies is one of the Nigerian school subjects which is outfitted towards the advancement and instruction of young people. Social studies gives adequate privileges towards the sustaining of various sort of values in the life of our young residents, for example, self-acknowledgment, better human connections, self and national solidarity, social and political progression, logical advancement and so forth. Social Studies is a course of concentration that develops people in different areas of his communication with his kindred partner (Osakwe, 2012).

The focal centered of this incredible subject is on the advancement of personal capability, reconciliation of information, aptitudes and attitude in settling cultural issues, issues and difficulties of the general public. It is an order that ruminates and investigates the dynamic circumstance of our general public and furthermore move in the direction of the changing idea of information among the residents. Besides, social studies encourages new and incorporated methodology which planned for settling cultural and ecological issue (Imogie, 2010 and Akpochato, 2013). Hence our society needs a new value system that will assist the citizens to appreciate better the true meanings of society, loyalty, services as well as appreciating the Plato Philosophical statement which says that laws which are not established for the good of the state are bogus law. Effective citizenship, therefore is not only significant to an individual but also to the whole society because it provides societal awareness and understanding, promotes political participation, develops love and responsibility to the nation, it inculcates civic obligations and values in the life of the learners, builds in them the spirit of national consciousness and patriotism etc.

All these importance, as listed above are the major target of social studies education, it enables the citizen to know the social standards and social qualities which their general public values and maintains it. This will lead them to know the contrast between their own culture and that of others (Mezieob, 1992 and Ikwumelu, 1993). Again, citizens that participate in the political process of his country, have a greater love to their nations by

sacrificing their personal interests in favour of their nation, payment of taxes, showing of commitment towards social improvement of his community concern for others, appreciation of moral values as well as developing a sense of right judgment towards others, willingness to develop national consciousness and patriotism habit for nation building, given due respect to the constituted authority and development of cultural heritage in the life of the learners.

From the above analysis, it seems that effective citizenship is a must, as it reflects in all human endeavours of an individual and societal interest. Considering its relevance, the implementation of social studies curriculum should not only be looked upon as a means of preparing learners for life, but should look at it as life itself. Implementers of this content should be aware of the interests and motivates the learners towards that direction (Mezieobi, 1992).

Social studies must be taught in Nigerian schools for constructivist purpose, for hardwork, for building good characters, for creativity, for reflective thinking, for problem solving, for obedience etc. if the contents of curriculum did not include the above listed virtue. Social studies curriculum should be repositioning and focused towards inculcation of these virtues in the life of our citizens.

The major aim of teaching social studies at all levels of education is to produce good and effective citizens for effective national development, but the objectives has not been realised. This is certainly true, because the current high rate of crime in Nigerian society that has evaded the country is an indication of lack of proper culturing and socialisation of our young citizens. For example many of our daily newspapers report on daily bases, incidence of vices and crimes such as equipped theft, hijacking, killings, medicate misuse, suicide shelling and battling among the national gathering individuals that should be improved models for the residents and other forms of atrocities (Gele, 2012). It is believed that the achievement of Upper Basic Social Studies objectives will enhance peaceful and harmonious social living among the diverse cultural and ethnic groups in Nigeria. On the contrary, the recent upsurge of social ills in Nigeria leaves traces of doubt in the minds of the citizenry as to whether the junior secondary school Social Studies objectives are being achieved.

However, teachers are the implementers of Social Studies curriculum and the observers of students' behaviours in schools. According to Mkpa (2009), teacher is an expert who intentionally and purposely utilizes his/her abundance of experience, preparing, aptitudes, abilities, dispositions, interests, information on content with the assistance of instructional materials, strategies/methods to give to a less experienced individual. Instructors have the academic information on the substance, materials and strategies for showing Social Studies for the achievement of anticipated goals.

Instructors' attitudes are significant factors in the learning procedure. Disposition is an inclination to act in a constructive or pessimistic manner towards people, articles, thoughts and occasions (MacDonald, 2005). Training Social Studies carries the educator into contact with substance, objectives, showing techniques, study hall condition and school children. The instructor's aura towards the above uncovers a positive or negative mentality toward the subject.

Likewise, instructional materials are necessary in educating and learning and the planned program can't be effectively executed without them. Instructional materials give data and chances to school children to utilize what they have realized. Wilkins (1974), agrees with Miller and Seller (2010), and sees that, without asset materials, the educator will be unable to set the targets that he/she might want his school children to achieve. It would imply that school children can't be shown utilizing the most appropriate techniques. However, people doubt whether Social Studies is actually inculcating the right types of values and attitudes in the citizenry especially in the learners as stipulated in the stated objectives.

This is because, Social Studies by its objectives in Junior secondary school is expected to inculcate into the citizens desirable knowledge of their environments; the right forms of citizenship training, the basic skills of reflective thinking, conflict management, problem-solving amongst others for solving the societal problems; the spirit of cooperation, tolerance, comradeship and togetherness for unity in Nigeria. However, in recent times in Nigeria, numerous social vices have erupted and threatened social security, social life and national development in Nigeria. This very phenomenon has posed a lot of worries and questions on the part of stakeholders and policy makers. In the face of these social ills, one wonders whether the implementation of Social Studies curriculum has any impact on citizenship effectiveness in Junior Secondary school, Ekiti State, Nigeria.

### **Purpose of the Study**

The purpose of this study is to assess the implementation of Social Studies curriculum for effective citizenship in junior secondary school of Ekiti State, Nigeria. Specifically, the study sought to:

- i. assess the availability of instructional materials and curriculum implementation for effective citizenship.
- ii. examine teachers' attitude and the implementation of Social Studies curriculum implementation for effective citizenship.

### **Hypotheses**

The following hypotheses are stated to guide the study:

- i. There is no significant relationship between availability of instructional materials and curriculum implementation for effective citizenship.
- ii. Teacher's attitude has no significant relationship with the Social Studies curriculum implementation for effective citizenship.

### **Literature Review**

#### **Teachers Appropriate Teaching Methods and Curriculum Implementation for Effective Citizenship**

Instructional materials have been seen as an amazing methodology to achieve effective educating and learning. The significance of value and satisfactory instructional materials in educating and learning can happen through their compelling usage during educating in classroom. Instructional materials here incorporate all the apparatuses that the educators can use to make the learning all the more fascinating and noteworthy.

As indicated by Farombi (2018), instructional materials incorporate books, broad media, programming and equipment of instructive innovation. He further opines that the accessibility, sufficiency and pertinence of instructional materials in homerooms can impact quality educating, which can have constructive outcome on school children's learning and Social Studies educational program execution. The understanding from Farombi on connecting instructional assets to educational plan execution serve basic in the usage of Social Studies educational program usage.

An exploration did by Sumra & Rajani (2016) demonstrated that various students completed auxiliary instruction without obtaining fundamental abilities that are required throughout everyday life. This shows increment in number of school children has been organized over the number and nature of instructional materials (Hakielimu, 2007 and Makombe et al, 2010). A few examinations have explicitly indicated that educating in network auxiliary schools is poor as these schools need vital showing offices, for example, furniture for staff and school children, books, science hardware, games and game gear

(Benell & Mukyanuzi, 2005).

John (2016) look at the degree to which the choice of instructional materials in schools in Rombo District use quality and sufficient instructional materials in classes and how this has advanced scholarly execution of school children. This examination depended on three targets including: to investigate the perspectives on educators and school children on the degree to which instructional offices influence school children execution, to look at the difficulties that instructors in network auxiliary schools face in getting to instructional materials and to survey the systems that instructors use to limit the difficulties of accomplishing and utilizing quality instructional materials. The investigation received a cross sectional overview plan. The investigation populace included all schools in Rombo area. Out of 38 schools in Rombo area 5 schools were haphazardly chosen for information assortment. In each school, 5 instructors and 20 school children filled semi organized survey. Likewise leaders of each school and 1 optional region training official were met.

### **Teachers Attitude and Curriculum Implementation for Effective Citizenship**

Educators' frames of mind are significant factors in the learning procedure just as in scholastic execution and educational plan usage. Kratz (2009) found a noteworthy contrast between educators' frames of mind and Social Studies educational plan execution. Learning Social Studies carries the educator into contact with substance, objectives, showing strategies, study hall condition and school children. His aura towards the above uncovers a positive or negative attitude. Looking at this idea further Smith, Saroson & Sarason (2012) distinguished three constituents of disposition: subjective (convictions), enthusiastic (feeling) and social (activity). The psychological part independent from anyone else isn't a disposition. It rises above into feeling and afterward transforms energetically; the last stage is mentality arrangement. As it were, activity might be a piece of the mentality one has towards a thing individual or wonder.

Sterm (2013) reasons that, "the fundamental suspicion basic all these is that instructors' frames of mind are huge for educational program usage and school children' learning". Social Studies have been noted to be incorporated both in substance and approach. The acquaintance of new methodologies with learning the subject required an adjustment in the instruction of educators. Writing survey on the foundation of instructors encouraging the new social examinations at any school level shows that dominant part of them had their training with humanities or sociology foundation.

Mansir (2016) researched assessment of Social Studies educational plan execution for the achievement of citizenship training among junior optional school children of Kaduna State, Nigeria. It was led with the goals to; decide the degree to which social examinations educational plan substance has helped in the achievement of citizenship training in Kaduna State; inspect the degree to which Social Studies instructors are prepared for the accomplishment of citizenship training in Kaduna State; look at the degree to which accessible instructional materials can be used in the fulfillment of citizenship instruction in Kaduna State; evaluate how Social Studies learning condition can help in the fulfillment of citizenship training in Kaduna State; and find out the degree to which social examinations encouraging strategies are successfully utilized for the achievement of citizenship instruction in Kaduna State. Five comparing research questions were raised, while five invalid theories were planned for test. The examination was a review look into structure. A sum of 12 educators and 372 school children were inspected for the examination utilizing irregular testing procedure. Information was gathered utilizing a scientist structured instrument labeled "Social Studies Curriculum Implementation Questionnaire (SSCIQ)". Information assembled were dissected utilizing spellbinding insights, for example, mean and standard deviation while all the invalid theories were tried utilizing chi-square measurements at 0.05% alpha



degree of noteworthiness. Discoveries among others demonstrated that critical distinction exists between the social examinations educational plan substance and the degree which citizenship training can be accomplished by school children in Kaduna State. Result additionally uncovered that there is no huge contrast between low prepared social examinations educators and the accomplishment of citizenship instruction by school children in Kaduna State.

Social Studies instructors appear to come up short on the agreement about the nature and significance of the subject. A large number of them seem to show a negative comprehension of the subject (Uyoata, 2012). In any case, in spite of the general misconception, Uyoata sees that 65 percent of the grade teachers in his examination communicated an inspirational disposition to Social Studies. In the said examination, the greater part of the instructors favored Social Studies as isolated subject, forexample, history, civics, moral guidance and topography. The educators' inspirational attitude, subsequently, might have been based on the inclination for multidisciplinary approach, which has now been disposed of for the coordinated methodology.

Osho (2016) embraced an examination where he watches, among others, that instructors with inspirational attitude (who were presented to the critical thinking procedure) had higher additions from the post treatment scores on their presentation in Social Studies than their partners who utilized different strategies. Cruickshank, Jenkins and Metcalf (2013) compose that viable educators are commonly positive disapproved of people who have confidence in the accomplishment of their school children just as their own capacity to assist school children with achieving. Borich (2010) fights that successful instructors are the individuals who utilize significant verbal applause to get and keep school children effectively taking an interest in the learning procedure. In the Nigerian study hall circumstance, it is seen that numerous educators' sees social examinations as a low status subject that could be instructed at any rate subsequently making Social Studies murky and twisted in picture (Okon, 2017).

According to Maduewesi (2011), social studies curriculum is actually overloaded. Some advanced level topics are now treated in JSS Class. Some of these topics introduced into the schooltime table, though irrelevant, are made compulsory. The students hardly have enough time to do private study which is very essential. Sometimes learners are taught by disgruntled, ill-motivated teachers and this does not encourage effective teaching/learning to take place. This may eventually cause dissatisfaction in learning. Also when the topics studied in class have no social relevance to the learners, they begin to lose interest in school and may eventually leave school. Obanya (2013) observed that one way dissatisfaction is noticed in Nigeria's educational system today is a strong lack of interest in school work among students. Examination malpractice is another reason for ineffective implementation of social studies curriculum in schools.

When the learner is certain of passing his JSCE and collecting his certificates without going through the stress of studying he becomes dissatisfied of whatever the teacher does in the class. This is in support of Offorma (2015) who said that the greatest challenge to education in Nigeria today is examination malpractice.

In an empirical study by Tunarie (2010) who evaluated the NCE Social Studies programme of Rivers State College of Education. The research was carried out to evaluate the NCE Social Studies programme of Rivers State College of Education, Port Harcourt with the view to determine the extent to which the objectives of the programme are being realized. The respondents of the study were the final year students and the lecturers. Three hypotheses were raised and tested. Questionnaire and tests scores of the period under study that is, 1988/1989 were the major sources of data for the study. The instruments employed were the (X<sup>2</sup>) chi-square, phi-correlation coefficient and simple percentage in the analysis of

data. The revelation of the findings of the research work shows that the objectives of NCE Social Studies Programme are good. Others are hindrances to the achievement of the programme objectives and these include adequacy of instructional materials, text books and the predominant use of lecture methods in instructional strategies. The study equally reveals that the performance of students under study has been satisfactory in spite of the aforementioned hindrances in the proposed achievement of objectives.

Onipe (2014) carried out a study on the evaluation of Social Studies educational program on esteem explanation, ability and use; among junior optional schools school children in Kano city. The scientist embraced a clear overview, the examination test contained twenty educators, one hundred and twenty school children and twenty guardians. Irregular inspecting educating was utilized in the choice of test. The two main instrument utilized were poll and narrative sources. The essential wellspring of narrative utilized was legitimate educational plan materials and pertinent course readings framed the auxiliary source. Onipe received two ways to deal with information examination. The inherent examination of the JSS educational plan materials and factual investigation of the information gathered. The JSS Social Studies educational plan materials were exposed to basic assessment so as to dissect the segment parts. The discovering demonstrated that the school children level of significant worth explanation skill was insufficient and that instructors place a lot of accentuation on educator – focused technique than movement based or school children arranged strategy. The examination found that Social Studies goals and educational plan content are esteem arranged and that social examinations can assist with decreasing the issues of indiscipline among school children.

### **Methodology**

The method for this examination is survey research blue print. The examination concentrated on researching the degree of Social Studies educational outcome of Social Studies educational plan usage and its upgrades which are proper in instilling imperative information and qualities for accomplishing compelling citizenship in Upper Basic Education.

The population of the study consists of all the 326 Social Studies teachers in twelve 272 Secondary schools of Ekiti State. The population of students in public junior secondary schools in the state as at 2018/2019 academic session was 42, 32. Stratified sampling technique was adopted in the study. 30% of schools and 250 teachers were sampled for the study. The instrument for data collection was a questionnaire titled: Implementation of Social Studies Curriculum and Effective Citizenship Questionnaire (ISCECQ).

The reliability index of the instrument was 0.82 using Cronbach Alpha reliability method in checking the degree of consistency of the instruments. Data was analyzed using the Pearson's Product Moment Correlation at 0.05 level of significance (i.e. 95% confidence interval) with the help of Statistical package for Social Sciences (SPSS) version 20.

### **Results/Findings**

The examination of information dependent on every theory of the investigation is displayed. This is trailed by translation of results and conversation of discoveries. The result is presented hypothesis by hypothesis.

#### **Hypothesis One**

The first hypothesis states that there is no noteworthy connection between accessibility of instructional materials and educational program execution for successful citizenship. Pearson Product Moment Correlation was utilized for information examination. The aftereffect of the examination is displayed in Table 1.

The after effect of the examination in Table 2 uncovered that accessibility of instructional materials created a mean score of 15.69 with a standard deviation of 4.77 while successful citizenship delivered a mean score of 33.48 with a standard deviation of 5.89. The outcome further uncovered that the determined r-ratio of .101 got with a p-value of .111 at 248 degrees of opportunity met the condition required for noteworthiness at the .05 level. In view of this, the invalid theory which expressed that there is no huge connection between accessibility of instructional materials and educational program execution for compelling citizenship was dismissed demonstrating that there is a noteworthy connection between accessibility of instructional materials and educational program usage for effective citizenship in the study area.

**Table 1:** Pearson Product Moment Correlation analysis of the relationship between availability of instructional materials and effective citizenship (N=250)

Variables	$\bar{x}$	SD	r-ratio	df	p-level
Availability of (X) instructional materials Effective citizenship (Y)	15.69 33.48	4.77 5.89	.101**	248	.111

\*Significant at .05 level;  $p < .05$ .

### Hypothesis Two

The second hypothesis states that teacher's attitude has no significant relationship with the implementation of Social Studies curriculum implementation for effective citizenship. Pearson Product Moment Correlation was used for data analysis. The result of the analysis is presented in Table 2.

**Table 2:** Pearson Product Moment Correlation analysis of the relationship between teachers attitude and effective citizenship (N=250)

Variables	$\bar{x}$	SD	r-ratio	df	p-level
Availability of (X) instructional materials Effective citizenship (Y)	18.48 33.48	1.98 5.89	.057	248	.373

\*Significant at .05 level;  $p < .05$ .

Table 2 uncovered that instructors attitude created a mean score of 18.48 with a standard deviation of 1.98 while viable citizenship delivered a mean score of 33.48 with a standard deviation of 5.89. The outcome further uncovered that the determined r- proportion of .057 acquired with a p-estimation of .373 at 248 degrees of opportunity met the condition required for centrality at the .05 level. In light of this, the invalid theory which expressed that educator's attitude has no huge association with the execution of Social Studies educational program usage for powerful citizenship was dismissed showing that instructor's mentality has a huge relationship with the implementation of Social Studies curriculum implementation for effective citizenship in the study area.



### Discussion of findings

This section focuses directly on the discussion of findings that emerged from the result of analysis. The discussion was carried out hypothesis-by-hypothesis. It was uncovered from the discoveries acquired from examination and testing of speculation one that the invalid theory was dismissed. This inferred there is a noteworthy connection between accessibility of instructional materials and educational program execution for powerful citizenship. The finding of this examination underpins Farombi (2018) that the accessibility, sufficiency and significance of instructional materials in homerooms can impact quality educating, which can have beneficial outcome on school children's learning and Social Studies educational program execution. The knowledge from Farombi on connecting instructional assets to educational plan execution serve basic in the usage of Social Studies educational program usage. It additionally underpins the finding of Balogun (2012) that Social Studies educational plan can't be actualized viably without the presence of materials for instructing. This is on the grounds that instructional materials help the individuals who figure out how to create critical thinking abilities and logical frames of mind.

The finding of the investigation likewise bolsters the finding of Adeogun (2011) that schools, whose instructors utilize more instructional assets perform superior to schools, whose educators don't utilize instructional materials. This confirmed the examination by Babayomi (2019) that tuition based schools performed superior to government funded schools since school children and educators are furnished with adequate and quality instructing and learning assets. From this significance, schools at all degrees of training have been encouraged to have quality and sufficient instructional offices to encourage effective curriculum implementation for their students.

It was uncovered from the discoveries got from examination and testing of speculation two that the invalid theory was dismissed. This inferred there is a critical connection between educators attitude and educational plan usage for successful citizenship. The finding of this examination is pair with Kratz (2009) that there is a critical distinction between educators' dispositions and Social Studies educational program execution. Learning social examinations carries the educator into contact with substance, objectives, showing strategies, homeroom condition and school children. His manner towards the above uncovers a positive or negative mentality. Stern (2013) reasons that, "the fundamental suspicion basic all these is that instructors' frames of mind are critical for educational program execution and school children's learning". Social Studies have been noted to be incorporated both in substance and technique. The acquaintance of new methodologies with learning the subject required an adjustment in the training of instructors.

### Conclusion

In accordance with the outcomes from this research, it was concluded that: there is a significant relationship between availability of instructional materials and curriculum implementation for effective citizenship, and teachers attitude has a significant relationship with the implementation of Social Studies curriculum implementation for effective citizenship. Social Studies is one of the Nigerian school subjects which is outfitted towards the advancement and instruction of our youngsters. It give adequate open doors towards the sustaining of various sort of temperance's in the life of our young residents, for example, self-acknowledgment, better human connections, self and national solidarity, social and political progression, logical and mechanical improvement and so forth. The focal point of this incredible subject grapple on the advancement of urban ability, combination of information, aptitudes and attitude in settling cultural issues, issues and difficulties of the general public. It is a control that ruminates and investigates the dynamic circumstance of our general public and furthermore move in the direction of the changing idea of information among the citizens.

### Recommendations

The following recommendations are made to guide this study:

1. There ought to be satisfactory early planning for educators' employment based on precise information. Such planning ought to incorporate moving the teacher program from its conceptual and hypothetical direction to drawing in students in commonsense teaching methods including social constructivists, transformative and intelligent request learning.
2. Improvising with teachers from other subjects such as religious studies, accounting, business studies, agricultural science, geography, sociology, economics, political science without prior retraining is not the best for effective citizenship development. Such planning should make regular in-service training a priority for civic education teachers.
3. Teachers need to be acquainted with new Social Studies, civic and citizenship developments and how these can be incorporated into diverse aspects of classroom social studies curriculum implementation.

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