
**SOCIAL STUDIES CLASSROOM INSTRUCTIONS AND
TRANSMISSION OF CITIZENSHIP VALUES: AN INPUT
FOR NEW CITIZENSHIP EDUCATION**

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Abstract

The paper investigated the relationship between Social Studies instructions and the transmission of citizenship values: An input for new citizenship education. The purpose of the study was to assess the opinion of junior secondary school students towards Social Studies curriculum instructions as a means for transmission of citizenship values. Cross-sectional survey design was adopted for the Study. A sample of 250 respondents were selected through a stratified random sampling from a population of 12,684 from 9 public secondary schools in Bekwarra LGA of Cross River State. A questionnaire titled "Social Studies and Citizenship Values Questionnaire (SSCVQ) was used for data collection. Mean and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation Coefficient was used to test the hypotheses, at $p < 0.05$ level of significance. It was found that Social Studies curriculum instructions do influence the transmission of citizenship values among junior secondary school Students in Bekwarra, Cross River State. It was also discovered that males and females' students differ in their opinion regarding Social Studies curriculum

instructions as means for citizenship transmission. Recommendations were made that equal opportunity should be given to both male and female students especially by curriculum developers so that everyone should be able to develop his or her cognitive and physical competency, to acquire the necessary skills, attitudes and values capable of managing state apparatus.

Keywords: Curriculum instructions, Citizenship education, Citizenship values, Social Studies, Transmission.

Introduction

One of the functionality principles that is expected to influence Social Studies classroom pedagogy is on the view that Social Studies as a subject represents an interdisciplinary approach to the study of human beings in groups of interrelationships within their social and physical environments. This functionality principle placed more and underscores the role of Social Studies as an instrument for preparing and mobilizing young students in school for the purpose of cultivating and creating of awareness and understanding that would transform these students into citizens with skills, competences, moral uprightness, values and reasoned judgments to effectively live, interact, interrelate and contribute positively to economic, social, political and cultural development of their societies (Okam, 2011). In this circumstance, the main goal of Social Studies is positive values, social attitudes, norms and knowledge that is designed to generate and develop intelligent responsible and self-directing citizens who are expected to positively explore opportunities to develop their own potentialities and to contribute their maximum efforts to the improvement of group living within the societal framework of a nation.

Umaru, Egan and Iorapu'u (2015) believed that Social Studies is the title for school subject that provides for a systematic study of the social sciences in a coordinated, integrated fashion meant to help prepare youth for constructive participatory citizenship and preservation of democracy. This assertion explains the curricular

instruction of Social Studies that equipped the students with the problem-solving skills acquired through exposure to such content. By so doing, the understanding that the epistemology of the subject area is meant to incorporate inspiration from a variety of realms of learning, particularly the social sciences, thereby making the students responsive to cultural teachings such as Acknowledgement of the legitimacy of the cultural heritage of different ethnic groups, bridging meaningfulness between home and school, incorporates multi-cultural information that constitutes the ternate of citizenship values.

Citizenship values in Nigeria is expected to be transmitted through Social Studies to produce healthy, detribalized, politically oriented, good and global citizens who are patriotic, responsible, disciplined, well-informed and conscientious. In other words, citizenship education which is an extension of Social Studies is to prepares the child for social responsibility. In other word, this curriculum development subscribes to the negation of negative values bedeviling our country Nigeria, such as corruption, indiscipline, greed, tribalism, sectionalism, religious intolerance, and at present insurgency, banditry and kidnapping (Ayinde, 2016). These problems have adversely affected and still affecting the political, economic and social life of the people. These problems have generally frustrated the efforts of development in the country. To overcome these problems abinitio, the nation decided to train its citizen to acquire and develop values, attitudes and skills that will make them become citizens that can be referred to as good. To achieve this objective, the aspect of education that would be responsible for the training known as Social Studies was introduced into the school curriculum to inculcate acceptable global citizenship values. It is against this background that the researcher sought the extent to which Social Studies curriculum instructions has imbue the values of citizenship among junior secondary school students.

There were several attempts made by the government of the federation from 1979 when the civilian administration of former president Shehu Shagari initiated "Ethnical Revolution". The General Mohammadu Buhari/ General Idiagbon Military initiated "War Against Indiscipline" and General Ibrahim Babangida Military

Administration introduces Mass Mobilization for Self-reliance Social Justice and Economic Recovery. Still the problem persists and Chief Olusegun Obasanjo Civilian Regime further introduced “National Orientation Agency, and Economic and Financial Crimes Commission (EFCC) in 2005. All with the common goals of improving the knowledge and education of children and youths in the principles of citizenship and of increasing the responsibilities for playing a heightened role of affairs of government and moral uprightness for a peaceful coexistence, self-reliance, responsible citizens, corruption free society and national development.

Social Studies was introduced into the Nigerian school system purposely for the inculcation and transmission of desirable societal values, attitudes and belief systems capable of enhancing the continuous growth and development of the Nigeria society (Godabe, 2016). Still there are students brought up in the values of Social Studies to be better citizens that still constitutes the gang of Nigerians who perpetrate evil activities as against the effective citizenship transmission embedded in positive social attitudes and values. These evil perpetrated includes, corruption, vandalism, arson, raping, theft, thuggery, electoral malpractices, examination malpractices among others. These actions are far from the realities of the desired citizenship education.

Purpose of the Study

The aim of the study was to examine the relationship between Social Studies curriculum instructions and transmission of citizenship values among junior secondary school students in Bekwarra Local Government Area of Cross River State. Specifically, the objectives of the study were to:

- i. find out the extent to which Social Studies curriculum instructions influence the transmission of citizenship values among junior secondary school Students in Bekwarra, Cross River State
- ii. determine the extent to which male and female junior secondary II students differ on the effectiveness of Social

Studies as a means for the transmission of citizenship values in Bekwarra.

Research Questions

The following research questions guided the study:

- i. To what extent does Social Studies curriculum instructions influence the transmission of citizenship values among junior secondary school Students in Bekwarra, Cross River State?
- ii. To what extent do male and female junior secondary II students differ on the effectiveness of Social Studies as a means for the transmission of citizenship values in Bekwarra?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

H₀1: There is no significant relationship between Social Studies curriculum instructions and the transmission of citizenship values in Bekwarra, Cross River State

H₀2: There is no significant difference between the male and female students on Social Studies curriculum instruction effectiveness as a means of transmitting citizenship values among Junior secondary school students in Bekwarra, Cross River State.

Methods

The study adopted a cross-sectional survey design. The cross-sectional survey design is a type of survey design which involves the collection of data in order to answer questions concerning the current status and phenomenon of the subject under study (Ugodunluwa & Awotunde, 2007). The population of the study consisted of all 12,684 junior secondary II students from 9 public secondary schools in Bekwarra Local Government Area of Cross River State. A sample of 250 students were selected as respondents through stratified random sampling technique. The instrument used

for data collection was researchers constructed questionnaire titled “Social Studies and Citizenship Values Questionnaire (SSCVQ). The instrument was validated by two experts, one from Social Studies and the other from Test and Measurement Units in Faculty of Education, University of Calabar. The internal consistency of the instrument was established by using the Cronbach Alpha and subjected to SPSS which yielded a reliability coefficient of $r=0.71$ and was considered reliable. The mean, standard deviation, Pearson’s Product Moment Correlation (PPMC) and t-test statistic using the Statistical Package for the Social Sciences (SPSS) version 2.5. were used for data analysis.

Results

Research Question One: To what extent does Social Studies curriculum instructions influence the transmission of citizenship values among junior secondary school Students in Bekwarra, Cross River State?

Table 1: Influence Social Studies Curriculum Instructions and Transmission of Citizenship Values

S/N	Statement	N	Mean	SD
1	Through Social Studies classroom instructions students are made aware of their freedoms like freedom of worship of conscience, association and assembly	245	3.08	0.84
2	Citizenship transmission through Social Studies fosters in students an awareness of fundamental human rights such as the right to life, personal security and ownership of private property	245	2.94	0.82
3	Through Social Studies students learn to be open minded, to be objective and to respect the reasoning process	245	3.02	0.80
4	Citizenship transmission through Social Studies fosters the spirit of religious tolerance in the interest of national integration	245	2.84	0.99
5	Social Studies fosters the spirit of shared responsibility for the common good of society and the survival of the individual	245	2.69	0.97

The result in Table 1 shows that the extent to which Social Studies curriculum instructions influence the transmission of citizenship values among junior secondary school Students in Bekwarra, Cross River State are; through Social Studies classroom instructions students are made aware of their freedoms like freedom of worship of conscience, association and assembly has a mean response of 3.08, Citizenship transmission through Social Studies fosters in students an awareness of fundamental human rights such as the right to life, personal security and ownership of private property has a mean response of 2.94, through Social Studies students learn to be open minded, to be objective and to respect the reasoning process with a mean response of 3.02, citizenship transmission through social studies fosters the spirit of religious tolerance in the interest of national integration has a mean response of 2.84, and Social Studies fosters the spirit of shared responsibility for the common good of society and the survival of the individual has a mean response of 2.69. All the items 1,2,3, 4 and 5 mean response are above 2.50 and are therefore accepted. This therefore, implies that Social Studies curriculum instructions do influence the transmission of citizenship values among junior secondary school Students in Bekwarra, Cross River State.

Research Question Two: To what extent do male and female junior secondary II students differ on the effectiveness of Social Studies as a means for the transmission of citizenship values in Bekwarra?

Table 2: Differences in Male and Female Students Opinion on the Effectiveness of Social Studies as Means for the Transmission of Citizenship Values

S/N	Statement	Male		Female	
		Mean	SD	Mean	SD
1	Through Social Studies classroom instructions inculcates a sense of justice and equality before the law	3.36	0.85	3.23	0.90
2	Social Studies inculcates a sense of national unity consciousness and loyalty to the nation	2.45	1.00	2.99	0.84
3	Social Studies teaches that the citizen has a right to criticize government policies, decisions and actions if they contravene the laws of the country	2.99	0.92	2.41	0.99
4	Social Studies is regarded as a subject of prime relevance for achieving social harmony as it focuses on man, his problems and how he can find solution to the problems	2.87	1.08	2.91	1.04
5	Citizenship transmission through Social Studies portrays corruption in all its forms as a social evil to be detested and achievement is high	2.57	0.96	2.43	0.62

The result in Table 2 shows the extent to which male and female junior secondary II students differ on their opinion about the effectiveness of Social Studies as a means for the transmission of citizenship values in Bekwarra. Item one on Social Studies classroom instructions inculcates a sense of justice and equality before the law was accepted by the male and female students with a mean response 3.36 and 3.23 as one of the effective means through which Social Studies transmit citizenship values, item 2 on Social Studies Education inculcates a sense of national unity, consciousness and loyalty to the nation was not accepted by male students with a mean score of 2.45 while the female students accepted the statement with a mean response of 2.99, item three on Social Studies teaches that the citizen has a right to criticize government policies, decisions and actions if they contravene the laws of the

country was accepted by male students with a mean response of 2.99 and was rejected by female students with a mean of 2.41, item four on, Social Studies is regarded as a subject of prime relevance for achieving social harmony as it focuses on man, his problems and how he can find solution to the problems was accepted by both sex with a mean of 2.87 and 2.91 respectively. Item five on Citizenship transmission through Social Studies portrays corruption in all its forms as a social evil to be detested and achievement is high was accepted with a mean response of 2.57 by male students and rejected by female students with a mean of 2.43. This implies that male and female junior secondary II students differ on their opinion about the effectiveness of Social Studies as a means for the transmission of citizenship values in Bekwarra.

Hypothesis One: There is no significant relationship between Social Studies curriculum instructions and the transmission of citizenship values in Bekwarra, Cross River State.

Table 3: Correlation Between Social Studies Curriculum Instructions and Transmission of Citizenship Values

Variables	N	\bar{X}	SD	Df	Cal. r-value	Crit. Value	Decision
Social Studies curriculum instructions	245	3.3515	40.276				
Citizenship values	245	3.1293	57.031	244	.165	.047	Rejected

From Table 3, the correlation value is .165 and the P value is .047. Since the P value (0.047) is less 0.05, we reject the null hypothesis and conclude that there is a significant relationship between Social Studies curriculum instructions and the transmission of citizenship values in Bekwarra, Cross River State.

Hypothesis Two: There is no significant difference between the male and female students on Social Studies curriculum instructions

effectiveness as a means for transmission of citizenship values among junior secondary school students in Bekwarra, Cross River State.

Table 4: Summary of t-test Difference between Male and Female Students on Social Studies Curriculum Content Effectiveness as a Means for Transmission of Citizenship Values

Gender	N	\bar{X}	SD	T	df	P	Decision
Male	132	101.51	9.386				
				-.478	243	.633	Rejected
Female	113	102.03	9.179				

The t-test analysis presented on Table 4 shows that the $t_{cal} = -.478$ at $df = 243$, $p = 0.633 > 0.05$. Hence, the null hypothesis which states that there is no significant difference between the male and female students on Social Studies curriculum instructions effectiveness as a means for transmission of citizenship values among Junior secondary school students in Bekwarra, Cross River State was rejected.

Discussions

The study revealed that Social Studies curriculum instructions do influence the transmission of citizenship values among junior secondary school Students in Bekwarra, Cross River State. This outcome signified that since most religions have the pursuit of peace as their cardinal principle, citizenship transmission through Social Studies advocates the use of religion as a vehicle for achieving social harmony and that citizenship transmission through Social Studies enables the students to understand the interrelationship that exist within his nation and world at large. The finding supported assertion by Enu and Effiom (2012) that Social Studies is a subject equipped both the young and old with the critical thinking required for making sound judgements and taking appropriate actions that will contribute to sustainable development of human society and the physical environment.

The corresponding hypothesis when tested shows that the findings was rejected this rejection is in consonance with that Ayinde (2016) sees Social Studies in junior secondary school as a different content, as the data or information Presented in relation to a topic, concepts, and generalizations. Supporting the content areas of Social Studies Okam (2011) found out that Social Studies content areas for junior secondary school are selected from the social sciences which includes, classic discipline like Psychology, Sociology and Anthropology, policy disciplines like Political Science, Economics, Government or Civics, Humanities like Literature, Music, Religion and Arts and the new focus like Environmental Education, among many others.

The research question two revealed that male and female junior secondary II students differ on their opinion about the effectiveness of Social Studies as a means for the transmission of citizenship values. The result was tested hypothetically and the outcome was accepted, this implying that there was significant difference between the male and female students on Social Studies curriculum instructions effectiveness as a means for transmission of citizenship values among junior secondary school students in Bekwarra, Cross River State. This result is in line with that of Godabe (2016) who reflects that the likelihood of factors such as gender, customs, and traditions, religion, and family education and background do exert influence on the human resources development of an individual serious concern to our young people. In this context, gender is considered as a societal construct that separate the roles expectations of male and females.

Conclusion

Based on the findings of this study, teaching strategies that are creative, problem solving, report-back sessions, small group discussion, panel of experts, brain storming, that are more of learner centered are required to propel the students critical thinking ability and logical reasoning that makes a complete and responsible citizenship. Therefore, the study concluded that Social Studies curriculum instructions do influence the transmission of citizenship

values among junior secondary school Students in Bekwarra, Cross River State, that male and female junior secondary II students differ on their opinion about the effectiveness of Social Studies as a means for the transmission of citizenship values and that there was significant difference between the male and female students on Social Studies curriculum instructions effectiveness as a means of transmitting of citizenship values among junior secondary school students.

Recommendations

There should be general awareness on the importance of Social Studies as an agent of positive change in the society. Most especially now that religious, ethnic and cultural intolerance, injustices, disobedient to constituted authority is in the increase in the Nigerian society. Equal opportunity should be giving to both male and female students especially by the curriculum developers in term of skills acquisition so that everyone should be able to develop his or her cognitive and physical competency, to acquire the necessary skills, attitudes and values capable of managing state apparatus. Social Studies teachers should be encouraged and motivated to undergo workshops, seminars and other forms of training programmes capable of equipping them in the appropriate pedagogical skills needed for the all-round development of the learners.

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