
**STAKEHOLDERS' PERCEPTIONS OF
EFFECTIVE TEACHING, CREATION OF
SKILLS AND REALISATION OF
FUNCTIONAL EDUCATION IN SOCIAL
STUDIES IN A NEW WORLD**

Sylvester Ade **BAALE**
*Arts and Social Sciences Education Department,
University of Ibadan, Nigeria*

Abstract

This paper was primarily motivated by the extent to which students' inadequate knowledge in the concepts of Social Studies. The outcome of which have now experience different social problems having negative results in the lives of this generation of youths which makes life difficult. The paper therefore investigated stakeholders' perceptions concerning effective teaching, creation of skills and the realization of functional education in Social Studies. The statistical method used comprises of frequency, percentages, Mean (\bar{x}) score and t-test. Results indicate significant relationship in variables that teaching Social Studies inject skills of creativity in learners; that there is quality preparation in Social Studies teaching. It concludes that ICT should be an important tool to teach Social Studies against their Null hypotheses ($t = -1.09, 0.58$ and $1.08 < 5\%$ alpha value). However the result also showed a significant relationship between the variables that those teaching Social Studies are not versed in education reforms; it went further to say that the curriculum content inadequacy will not make the

realization of the goal of functional education possible as against the alternate hypotheses ($t=-3.21$ and $2.32 > 5\%$, alpha value). This is an indication of teachers of Social Studies being exposed to educational reforms but curriculum content is inadequate in realizing functional education. The paper recommends that Social Studies are needed for creative skills in learners while ICT should be used in teaching Social Studies. The paper, therefore, concludes that Social Studies are taught using concepts drawn from the social sciences, while Social Studies curriculum should be reviewed to meet the present challenges in life.

Keywords: Concepts, Curriculum, Education, Reforms, Skills, Social Studies.

Introduction

The 1969 National Curriculum Conference, which saw the emergence of Social Studies emphasized teaching values. This stemmed from the experience of the civil war that started on the 26th of July 1967. It necessitated the need for a subject that could reflect on and bring unity among the people and provide for the needs and aspirations of the entire citizens. After the civil war, many workshops were organized to propagate the teaching of the subject. Among them was the 1971 primary school Social Studies curriculum conference, which was held in Ibadan. This was followed by the conference for teachers colleges also in Ibadan. The Nigerian Social Studies program fully began in 1973. Teaching Social Studies was borne out of the need to tackle various social problems like drug abuse, cultism, terrorism, kidnapping, banditry, unemployment, religious intolerance and corruption (Nwaubani, 2005). Social Studies is not a subject of its own; it combines social sciences and humanities like History, Psychology, Sociology, Economics, Geography and Political science to form its contents. It integrates knowledge from these disciplines (Nelson, 2001). The aim of Social Studies is a clear reflection of what education is out to achieve, which are contained in the Federal

Republic of Nigeria NPE (2013). They are Integration in the area of national consciousness and unity, making public attitudes and values that will make citizens survive. It trains the mind in order to understand our environment that will lead to acquiring skills with our abilities.

In the face of the current challenges, Social Studies cannot be said to have achieved its objectives. Not that it is not a good school subject, but research has shown that current societal issues are neither contained in the Social Studies curriculum nor discussed in class (Libresco, 2003 cited in Malinowski, 2012). On the need to add current societal issues in the curriculum by making different connections with people in different places in order to foster the needed peace and progress, Mosbory (2002) cited in Malinowski (2012) states that there is a need for an innovative Social Studies curriculum content that will incorporate the current social problems we are facing.

Teaching concepts, value and skills is important because Social Studies teaches skills, information and value perceptions. This paper emphasise concepts. Concepts, according to Ajiboye, Adu and Amosun (2005), is a generalized ideas. The philosophy behind teaching Social Studies helps to train people to be competent, just, fair, and of good behaviour to make them function to contribute to a free and democratic nation; which means those intended for must acquire skills, values, knowledge and attitudes that will give them awareness of their rights. The subject is compulsory and is taught in junior secondary schools (NPE 2013). Universal Basic Education programme embrace Social Studies. To succeed in its delivery, we need specialists who are versed in the subject matter. In a study conducted by Nwogu (2007) and Ibiam (2007), it was revealed from their findings that those teaching the subject do not have enough knowledge in the requirement of the subject.

This research work used Fleming's VAK (1995) learning style theory which is based on neuro-linguistic programming. According to Fleming, teachers must use a variety of techniques to give students the best chance to learn. Social Studies teachers can use many methods to teach. For instance among the methods are

the project method, questioning method, note taking, lecture method, among others. Teaching require more practical approach. Social Studies is the study of society where most of its contents are drawn from societal theories.

To make this effective, different strategies need to be in place. Therefore, we need practical method and ingenuity (Adamechi & Romaine, 2000; Ukeje, 2000). In the submission of Nwazuoke (2007), Social Studies teachers should interpret creative skills through making them to think relatively on problems that are national and personal. Teachers need to be trained and deliver well to students. This is part of the requirements of functional education and of course the essence of instruction in Social Studies. It accounts for why implementation of the subject with modern methods is necessary. The social problems we are facing stemmed from inadequate knowledge of students in Social Studies concepts which has effects on the young generations (Adebisi, 2013). Most of our children now take to social vices One of the reasons for teaching this subject is to make them have the ability for good decisions that will benefit the citizens.

Social Studies concepts was defined in various ways by scholars and educational bodies. The views of Odey (2019) and Kazi (2017) confirmed that it equips students with the skills needed to face the challenges in the society and also show its uniqueness. Social Studies education will equip all citizens the requisite knowledge of dealing with social problems that keeps ravaging the world. That is why its introduction into the school curriculum is welcomed. Teachers should use their knowledge and experience to make the teaching reflect world experience. In Nigeria, it is assumed that teachers do not have in depth knowledge of relating concepts with reality. Objectives of Social Studies include acquiring of values, knowledge and, skills that are necessary in national development. Its teaching should address contemporary persistent social problems of human survival in the society. This calls for retraining of teachers and evaluating the contents of the curriculum to meet these current challenges, the

needed materials that will help to teach values and proffer solutions to the social problems bedeviling us.

Objectives of the Study

This study ultimately determined the effects of Social Studies concepts in a new world. Specific objectives are to:

- i. determine the perceptions of teachers to Social Studies concepts in a new world;
- ii. identify ways of improving Social Studies teaching to meet the present challenges in life; and
- iii. evaluate the extent to which Social Studies teaching will lead to realization of functional education.

Research Questions

The questions answered in the study are:

- i. What is the teachers' perception on the concept of Social Studies?
- ii. How do we improve Social Studies teaching in order to meet the present challenges in life?

Hypothesis

H.: There is no significant relationship in reforms in the education industry and Social Studies curriculum content.

Methods

The study employed survey design which is aimed at determining the perception of teachers to Social Studies concepts and how to make the teaching effective in order to meet the present challenges in life. This study was carried out in Ondo Northern Senatorial District with five schools across the Senatorial district. Teachers teaching Social Studies and their students in the selected schools were used. Two questionnaires were designed by the researcher.

They are Questionnaire on Teachers perception to the concept of Social Studies (QTPSS) and Questionnaire on Improving Teaching Method to meet the present challenges in life (QITM), these were distributed. The questionnaires were structured on a scale of SA, A, D and SD to elicit their responses on the

research questions raised for the study. There were 20 students each from the five schools selected based on proportional sampling. Civic Education and Social Studies teachers' selection were based on purposive sampling technique. One hundred copies of each of the questionnaires were administered. For the teachers, the reliability was established through a test retest method. Preliminary work took place in some schools in Akure. A period of two weeks was allowed, with the same set. Reliability for teachers was 0.82, while students questionnaire measured 0.78 which means that the instruments were good. Thereafter, twenty copies of the questionnaires were administered in the selected schools making a total of one hundred each. All the instruments were retrieved.

Results

Research Question 1: What is the teachers' perception on the concept of Social Studies?

Table 1: Distributions of Teachers respondents on the concepts of Social Studies for a new world

Statement on employing concepts of Social Studies for teachers	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		M	F	T
	M	F	M	F	M	F	M	F			
1. Social Studies are taught to inject creative skills to learners	28 12.6%	32 17%	10 4.5%	20 11%	3 1.4%	2 1.1%	4 1.8%	1 0.6%	45	55	100
2. There is quality preparation in the teaching of Social Studies	20 10.4%	20 9.6%	24 12.5%	20 9.6%	5 2.6%	6 2.9%	3 1.5%	2 1.0%	52	48	100
3. ICT should be used in teaching Social Studies	20 10.6%	15 7.05%	10 5.3%	10 4.7%	20 10.6%	20 9.4%	3 1.6%	2 0.9%	53	47	100
4. Social Studies teachers are exposed to reforms in the education industry	5 2.15%	20 11.4%	10 4.3%	20 11.4%	10 4.3%	5 2.9%	18 7.7%	12 6.8%	43	57	100
5. Social Studies curriculum content is inadequate in realizing functional education	15 8.1%	20 9.2%	15 6.48%	13 5.9%	12 6.5%	8 3.7%	15 8.1%	5 2.3%	54	46	100

Source: Field Survey (2022)

Table 1 showed that 12.6% (28) of male and 17.6% (32) of female respondents strongly agreed while 4.5% (10) of male and 11% (20) of female agreed that Social Studies are taught to inject creative skills to learners respectively. Meanwhile the paper revealed that 1.4% (3), 1.8% (4) of male and 1.1% (2), 0.6% (1) of female disagreed and strongly disagreed that Social Studies teaching inject creative skills to learners in the new world. This is an indication that majority of the respondents especially female teacher strongly agreed with issue of the concept of Social Studies in the new world.

Hypothesis: There is no significant relationship in reforms in the education industry and Social Studies curriculum content.

Table 2: Statistics on T- test for teachers on education reforms and adequacy of curriculum content

Statement on employing concepts of Social Studies for teachers	Mean		Median		Standard Deviation		T- test
	M	F	M	F	M	F	
1. Social Studies are taught to inject creative skills to learners	11.25	13.75	7	11	10.03	12.97	-1.09
2. There is quality preparation for Social Studies teaching	13	12	12.5	13	9.14	8.12	0.58
3. ICT is important in Social Studies teaching	13.25	11.75	15	12.5	7.19	6.65	1.08
4. Teachers teaching Social Studies are exposed to education reforms	10.75	14.25	10	16	4.66	6.26	-3.21
5. Curriculum content of Social Studies is inadequate in realizing functional education.	13.5	11.5	13.5	10.5	1.50	5.68	2.32

Source: Field Survey (2022)

Table 2 also analyses test statistics to further assess the differences in the average values of the respondents in order to see whether statistical significant exist in the teachers of Social Studies being exposed to education reform and Social Studies curriculum

content adequacy in realizing functional education. Our t-value in this case showed a positive result in the response of male and female samples having probability of getting a t-value from -2 to +2 when the Null hypothesis is true.

Research Question 2: Hypothesis: How do we improve Social Studies teaching in order to meet the present challenges in life?

Table 3: Students response on teaching of Social Studies to meet the present challenges in life

Statement on employing concepts of Social Studies for students	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Total
1. Our teachers use instructional materials	25%	31%	34%	10%	100
2. Our teachers teach well	50%	35%	10%	5%	100
3. Our teachers come to class with required text-books and follow the syllabus	40%	35%	15%	10%	100
4. Our teachers sequence activities such that students follow along and learn as planned	35%	25%	24%	16%	100
5. Our Teachers connect the content of Social Studies to real-world contexts	25%	30%	20%	25%	100

Results in table 3 revealed that a large proportion agreed that their teachers use instructional materials. 25/5 strongly agreed 31% Agreed. The total percentage response for the affirmative response is 56%. On the other hand 34% disagreed, and 10% strongly disagreed. The total percentage is 44%. This is an indication that instructional materials are not adequately used in the class. 50% of the students strongly agreed that they are well taught and 35% agreed. This means a total of 85% supported the question. The 15% that do not agree might have their reasons which should put teachers on their toes. On teachers going to class with required

books, and follow the syllabus, 40% strongly agreed and 35% agreed. The total number of acceptance stand at 75%.

Discussions

Results showed the average score of male and female to be (Mean = 11.25 and 13.75), respectively. This is an indication that the average numbers of female are more than male, which confirms higher acceptance of female that Social Studies teaching inject creative skills on learners. This conformed to the submission of Libreso (2003) cited in Malinowski (2012). It also corroborated the fact that there is a need for current societal issues (innovation) in Social Studies curriculum content. Meanwhile, this paper revealed that the majority of the female supported the fact that Social Studies teaching inject creative skills to learners. On quality preparation in teaching the subject, male respondents have higher mean than female, although the difference is not much, which again confirm quality preparation in the teaching. The acceptance of use of ICT in teaching Social Studies is more for male than female teachers. This supports effective implementation of Social Studies teaching with modern methods in line with vocational ideals of UBE. Both respondents responded positively. On exposure to reforms in education, female has higher mean than male. This may be due to the fact that they have more time than the males. The general opinion here does not negate the claim but the females believe more that there is reform in the education industry. It can also be that the male expect more reforms than what was experienced. Question on Social Studies curriculum adequacy in content on realizing the goal of functional education had the mean () 13.5 score of male that it is inadequate is higher than that of female with 11.5 mean (). It is clear that male teachers support reforms and want a review of the curriculum in Nigeria.

The results also showed a significant relationship between the two variables that Social Studies teaching inject creativity in learners, that there is quality preparation in Social Studies teaching and that ICT is important in teaching Social Studies against their Null hypothesis. This is because the asymptotic

values were less than the probability at 5% level of significance. ($t = -1.09, 0.58$ and $1.08 < 5\%$ alpha value). The result showed a significant relationship between the variables in questions 4 and 5 that teachers teaching the subject are not exposed to reforms in the education industry and curriculum content of the subject is adequate in realizing functional education as against the alternate hypothesis ($t = -21$ and $2.32 > 5\%$, alpha value). It can be deduced that students gain a lot in the classroom. This corroborated the view of Adebisi (2013) that it is when students are not well taught that the needed skills needed to fight social problems will not be achieved. There are average number of acceptance of the view that teachers sequence activities in the classroom and connect the content to real world experience. 35% of them strongly agreed to the fact that teachers sequence activities such that students follow along and learn as planned, 25% (GA) while 24% (GD) and 16% (SA) 25% (GSD) with assertion that their teachers connect the content of Social Studies to real world contents; 30% agreed to this while 20% disagreed and 25% strongly disagreed. It corroborates the views of Odey (2019) and Kazi (2017) that Social Studies concepts equips students with skills needed to face the challenges in the society can be realized when the responses on strongly agreed and agreed are higher.

Conclusion

Social Studies is taught using concepts drawn from the social sciences and other disciplines. This is made up of knowledge, skills and attitudes. There is need for teacher to embrace this concept and realize that it is taught to inject creative skills to learners. Results of findings indicate that some teachers teaching Social Studies were not exposed to education reforms. The curriculum content of Social Studies is said to be inadequate in realizing functional education. Going by this, there is need for review of curriculum in line with the present problems being faced in the society.

Recommendations

Teaching Social Studies should be accorded priority so that learners will be well-equipped and achieve the needed skills for development, in, this case, the objectives needs more attention. Weekly teaching periods allocated to Social Studies lessons should be increased, there should be laboratories /classrooms for Social Studies teachings the new curriculum to be adopted should emphasize more on teaching concepts, values and abilities. Good textbooks should be made available for teaching Social Studies; another area is that too much ambiguity in the concepts of Social Studies should be reduced.

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