

**TEACHERS' PERCEPTION OF SOCIAL  
STUDIES AS A PEDAGOGICAL TOOL FOR  
CITIZENSHIP TRANSFORMATION AND  
POSITIVE CHANGE IN NEW NIGERIA**

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**Abstract**

*Social Studies is a subject designed for knowledge, skills and values acquisition to transform citizens to become agents of change in their immediate and global environment. This study investigated teachers' perception of Social Studies as a pedagogical tool for Citizenship transformation and positive change in new Nigeria. It was guided by three hypotheses. Descriptive survey design was adopted for the study. The population consisted of 166 Social Studies teachers from 47 public secondary schools in Ogbomoso. A total of 118 Social Studies teachers was sampled using purposive sampling technique. Teachers' Perception of Social Studies Curriculum Questionnaire (TPSSCQ) with reliability coefficient of 0.98 was used for data collection. Percentage and Independent t-test was used to analyze the data at 0.05 level of significance. Findings from the study revealed that Social Studies curriculum content is a pedagogical tool suitable for citizenship transformation and positive change in new Nigeria. Based on these findings it was recommended that,*

*Social Studies teachers in secondary schools should be sensitized on how to transform citizens through Social Studies contents to become agents of positive change in Nigeria.*

**Keywords:** *Teachers' perception, Social Studies, Pedagogical tool, Citizenship transformation, Positive change.*

### **Introduction**

The goals and philosophy of education in Nigerian society are the most driving tools for Social Studies curriculum which is based on learners' development into a sound and effective citizens. Learners' full integration in environment is determined by orientation through formal and informal school setting. Social Studies curriculum was officially introduced into Nigeria's school system with the birth of the national policy of education in 1977 (Ojedokun, 2018).

The main purpose of introducing Social Studies was to solve societal problems and to develop learners on how to become good citizens. Social Studies curriculum is concerned with selection of learning experiences from various disciplines to build learners who will have positive impact on himself and the society at large. Social Studies enables citizens to be socially and morally transformed through life enhancing and supportive skills (Mofoluwawo, 2011).

It is worth to note that, since independence in 1960, Nigerians have been experiencing various problems such as Unemployment, poverty, bribery and corruption, drug addiction, election rigging, examination malpractices, communal conflicts, kidnapping, robbery, ritual killing, rape among others (Dania & Eboh, 2013). These problems seem to have brought about backwardness and negative image to Nigeria. Some countries of the world have been preventing Nigerian from migrating to their country. These have specifically affected development both at the local and national levels.

In the same vein, Elbadawi and Sambanis (2000) asserted that Social Studies itself was purposely introduced partially in response to these social challenges that have bedeviled the society with obvious consequences. Scholars believed that Social Studies curriculum, if well implemented, could help to get to the root of Nigerians' problems. Social Studies is a tool for survival in any society where teachers' perception is channeled towards quality service delivery where citizens become active contributors of the societal development (Ojedokun, 2018).

Therefore, teachers' perception of Social Studies curriculum in resolving societal challenges has implications for the realization of the set objectives. If teachers of Social Studies see the curriculum as being practicable and result-oriented in nature, they will work towards achieving its mandate through principles and practice in classroom setting (Saba & Abubakar 2015).

Arising from the foregoing, it is obvious that if the societal vices are not prevented and checked teachers will continue to see the introduction of Social Studies as just one of those subjects whose curriculum has little or nothing to do in restructuring society towards new Nigeria. It is upon the need to use Social Studies curriculum, as perceived by teachers, to assess teachers' perception of Social Studies curriculum as a pedagogical tool for national development in Nigeria.

The main purpose of governance in Nigeria is to pool both human and material resources together towards national development and to ensure general well-being of her citizens. This could only be feasible in an atmosphere of peace, harmony and tranquility as it is generally acceptable that no society can develop to its full potentials amidst chaos. The situation appears more worrisome as it is suspected that most of the able bodied men who are perpetrators of the societal problems are being taught Social Studies whose curriculum is designed to inculcate values of harmonious living in citizens.

Therefore, the approach of teachers towards teaching Social Studies in Secondary schools should accommodate different methods and relevant teaching materials that will enhance acquisition of skills, values and knowledge. This is because it is

believed that proper implementation of Social Studies curriculum could definitely have a transferred positive effect on learners, and the masses who would at all times, stand against bad attitude that will prevent peace in the country. It is against this background that the present study investigated Social Studies teachers' perception of Social Studies as a pedagogical tool for citizenship transformation and positive change in new Nigeria.

### **Purpose of the Study**

The main purpose of the study is to investigate teachers' perception of Social Studies as a pedagogical tool for citizenship transformation and positive change in new Nigeria in Ogbomoso. Specifically the study sought to:

- i. determine the perception of male and female teachers on Social Studies curriculum as a pedagogical tool for citizenship transformation and positive change in Nigeria;
- ii. examine the perception of Social Studies teachers on Social Studies curriculum as a pedagogical tool for citizenship transformation and positive change in Nigeria base on qualifications; and
- iii. investigate the perception of Social Studies teachers on Social Studies curriculum as a pedagogical tool for citizenship transformation and positive change in Nigeria base on teaching experience.

### **Hypotheses**

On basis of the research questions raised the following hypotheses were raised and tested;

- Ho1: There is no significant difference in the perception of male and female teachers on Social Studies curriculum as a pedagogical tool for citizenship transformation and positive change in Nigeria
- Ho2: There is no significant difference in the perceptions of Social Studies teachers on Social Studies curriculum as a pedagogical tool for citizenship transformation and positive change in Nigeria based on teachers' qualifications.

Ho3: There is no significant difference in the perception of Social Studies teachers on Social Studies curriculum as a pedagogical tool for citizenship transformation and positive change in Nigeria based on teachers' teaching experience.

### **Methods**

This study employed descriptive survey design. The population of the study is all Social Studies teachers in Ogbomoso in Oyo State. Record at the Oyo State Universal Basic Education Board shows that there are 167 Social Studies teachers in Ogbomoso, Oyo State. The sample for this study consisted of 118 respondents selected from Social Studies teachers in upper basic schools in Ogbomoso, Nigeria. Ogbomoso comprises of Ogbomoso-North, Ogbomoso-South, Ori-Ire Local Government. Simple Random technique was used to select the public schools while Purposive random sampling technique was employed to select the respondents in upper basic schools in Ogbomoso, Nigeria.

The structured instrument titled Teachers Perception of Social Studies Curriculum Questionnaire (TPSSCQ) was used. It was divided into two sections. Section 'A' dealt with the bio-data of the respondents, section 'B' provided ten items based on teachers' perception of Social Studies curriculum as a pedagogical tool for positive change in Nigeria. The questionnaire was prepared on four-point modified Likert scale, Strongly Agree, Agree, Disagree, and Strongly Disagree coded 4, 3, 2 and 1 respectively.

The validity of the instrument was determined by the experts in Department of Social Sciences Education, University of Ilorin for face and content validity. The reliability of instrument was analyzed using Cronbach alpha test, the researcher subjected each item on questionnaire to a reliability test and 0.73 reliability coefficient was established. The data collected were analyzed using percentage while t-test was used to test the hypotheses at 0.05 level of significance.

## Results

### Demographic Characteristics of the Respondents

**Table 1: Distribution of Respondents base on Gender**

| Gender     | Frequency | Percentage |
|------------|-----------|------------|
| Female     | 72        | 61.0       |
| Male       | 46        | 39.0       |
| Percentage | 118       | 100.0      |

Table 1 shows that out of 118 respondents for this study 72 (61.0%) were female, while 46 (39.0%) were male teachers. This indicated that Social Studies female teachers were more than their male counterparts among the respondents for this study.

**Hypotheses 1:** There is no significant difference in the perception of male and female teachers on Social Studies curriculum as a pedagogical tool for citizenship transformation and positive change in Nigeria

**Table 2: The t-test analysis of the teachers' perception on Social Studies as pedagogical tools for citizenship transformation and positive change in new Nigeria based on gender**

| Gender | N   | X     | S.D   | df  | t-cal | t-tab | Sig. |
|--------|-----|-------|-------|-----|-------|-------|------|
| Male   | 46  | 2.174 | 0.227 | 146 | 0.813 | 1.94  | 0.00 |
| Female | 76  | 2.167 | 0.215 |     |       |       |      |
| Total  | 118 |       |       |     |       |       |      |

Table 2 shows the t-test analysis of the teachers' perception on the basis of gender. 46 of the respondents were male with a standard deviation of 0.227 while the female were 76 with 0.215 as their standard deviation, the t-calculated was 0.813 at 0.05 alpha level and 146 degree of freedom while t-tab was 1.94. Since the t-calculated was not greater than the t tabulated, the hypothesis which state that is no significant difference between male and

female teachers' perception on Social Studies curriculum as a pedagogical tool for citizenship transformation and positive change in Nigeria was not rejected.

**Hypotheses 2:** There is no significant difference in the perceptions of Social Studies teachers on Social Studies curriculum as a pedagogical tool for citizenship transformation and positive change in Nigeria based on teachers' qualifications.

**Table 3: The t-test analysis of the teachers' perception on Social Studies as pedagogical tools for citizenship transformation and positive change in new Nigeria based on Qualifications**

| Qualifications                  | N   | X     | S.D   | df  | t-cal  | t-tab | Sig.   |
|---------------------------------|-----|-------|-------|-----|--------|-------|--------|
| B.Sc,B.A.Ed<br>(Social Studies) | 104 | 1.546 | 1.315 | 168 | 12.315 | 1.96  | 10.356 |
| B.Sc, B.A.<br>(other courses)   | 14  | 3.214 | 4.412 |     |        |       |        |
| Total                           | 118 |       |       |     |        |       |        |

Table 3 shows the t-test analysis of the teachers' perception on teachers' qualifications. 104 Social Studies teacher were qualified (BSc. BA. Social Studies) with a standard deviation of 1.315 while Social Studies teachers that were not qualified ( BSc. and BA.) were 14 with 4.412 as their standard deviation, the t-calculated was 12.315 at 0.05 alpha level and 168 degree of freedom while t-tab was 1.96. Since the t- calculated was greater than the t tabulated, the hypothesis which state that there is no significant difference in the perception of Social Studies teachers on Social Studies curriculum as a pedagogical tool for citizenship transformation and positive change in Nigeria based on teachers' qualifications was rejected.

**Hypotheses 3:** There is no significant difference in the perception of Social Studies teachers on Social Studies curriculum

as a pedagogical tool for citizenship transformation and positive change in Nigeria based on teachers' teaching experience.

**Table 4: The t-test analysis of the Teachers' Perception on Social Studies as Pedagogical Tools for Citizenship Transformation and Positive Change in new Nigeria based on Experience**

| Teaching Experience | N   | X     | S.D   | df  | t-cal  | t-tab | Sig.  |
|---------------------|-----|-------|-------|-----|--------|-------|-------|
| Less than 5 years   | 35  | 3.105 | 4.312 | 176 | 12.415 | 1.86  | 9.256 |
| 6 years and above   | 83  | 1.454 | 1.243 |     |        |       |       |
| Total               | 118 |       |       |     |        |       |       |

Table 4 shows the t-test analysis of the teachers' perception on the teachers' teaching experience. 35 Social Studies teacher were having less than 5 years of teaching experience with a standard deviation of 4.312 while the Social Studies teachers that were having above 6 years' teaching experience with a standard deviation of 1.243 and the t-calculated was 12.415 at 0.05 alpha level and 176 degree of freedom while t-tab was 1.86. Since the t-calculated was greater than the t tabulated, the hypothesis which state that there is no significant difference in the perception of Social Studies teachers on Social Studies as a pedagogical tool for citizenship transformation and positive change in Nigeria based on teachers' experience was rejected.

### **Discussions**

The outcome of the data analyzed revealed that there is a strong perception of Social Studies teachers on the Social Studies as tool for citizenship transformation and positive change in Nigeria. This finding is in consonance with that of Mezieobi (2011) who discovered that Social Studies has the potency of preventing corrupt practices among youths in Nigeria.

Again, there was a significant difference between male and female teachers' perception on Social Studies curriculum as a pedagogical tool for citizenship transformation and positive

change in Nigeria. This finding is in line with that of Olayiwola (2013) who revealed that the perception of individual on issues varies and can be determined by circumstances surrounding the parties involved. This also disagreed with the view of Solomon, (2013) who discovered that gender has no significant effect in the teachers' perception of Social Studies as an instrument of transformation and national unity.

Also, the result shows that there was a significant difference between the perception of Social Studies teachers on Social Studies as a pedagogical tools for citizenship transformation and positive change in Nigeria based on teachers' qualification. This also buttresses the view of Abdu-raheem (2018) who noted that teachers' qualification is a determinant factor of teaching and learning output in all educational level. The higher the qualification of a teacher the more of the learning outcome.

The study revealed that there was a significant difference in the perception of Social Studies teachers on Social Studies as a pedagogical tool for citizenship transformation and positive change in Nigeria based on teachers' experience. The finding is consistent with that of Adedoja, and Fakokunde, (2010) which indicated that teachers' experience are highly importance in the perception of Social Studies as an instrument of social change in Nigeria.

### **Conclusion**

Social Studies is a pedagogical tool for citizenship transformation and positive change in Nigeria if qualified teachers are handling the teaching of Social Studies with appropriate teaching method and teaching resources in our schools. Curriculum of Social Studies at Junior Secondary Schools should be subjected to periodic review in order to withstand the needs and the frequent changes in the society. The finding also revealed that many qualified and experienced Social Studies teachers are teaching the subject in schools. But there is need for Social Studies teachers to update their knowledge through seminars, workshops, conferences and in-service training and the parents, teachers,

school counselors, need to work together in helping students to accomplish their goals so that Social Studies will remain a viable pedagogical tool for citizenship transformation and positive change in Nigeria.

### **Recommendations**

Social Studies curriculum contents should continue to be taught by qualified and experienced teachers to depict pedagogical tool for citizenship transformation and positive change in society. In order to update the knowledge of the Social Studies teachers, in-service training should be incorporated and organized in the teaching service to improve service delivery. The contents of Social Studies need to be restructured to proffer solutions to contemporary challenges and to equip the learners with skills to solve critical impending social problems in Nigeria. Teachers of Social Studies should teach the subject with passion and enthusiasm to gain the interest of the students for citizenship transformation and positive change. Social Studies should be made compulsory in all levels of education in order to become a tool for citizenship transformation in Nigeria.

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