

# **Assessment of Social Studies Objectives in Basic Education Programme in Ijebu Ode Metropolis of Nigeria**

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## **Abstract**

Basic Education has been regarded as the most important level of education because it is the foundation which other levels of education are built on. Nigerian government makes it free and compulsory because of its significance and the vital role it plays in the lives of the younger ones in the society. Social Studies has been recognized as a vital subject that helps learners in the acquisition of range of knowledge, skills and attitudes that are expected by the basic education students, hence the development of functional citizens in the society. The study examines how far the teaching of social studies at the basic education has contributed to the achievement of the general social studies objectives. 300 J.S. 3 students were used for the study. Achievement of Social Studies Objectives Scale (ASSOS) was used to gather information from the participants who were randomly selected from six schools in Ijebu Ode metropolis of Nigeria. Data collected was analysed using simple percentage and Chi-square. The result shows that Social Studies created awareness of social and physical environment of the students (3.302); and that it also enhanced the development of basic skills in the students (3.05). The result shows that Social Studies is a very important subject in basic education for the making of effective citizens. It was recommended that government and school administrators should always provide necessary encouragement to Social Studies teachers so that they will do more in imparting necessary knowledge, attitude and skills to the students.

**Key Words:** Basic Education, Social Studies, Social Studies Objectives

## **Introduction**

Many nations of the world really value education, and Nigeria is not excluded. Nigeria is one of the nations of the world that values education. Nigeria sees education as an excellent instrument for effecting national development, thus education is used to achieve the nation's needs. The former president of Nigeria, Chief Olusegun Obasanjo on 30<sup>th</sup> September 1999 launched the Universal Basic Education (UBE) Programme in Nigeria. The programme was seen as a good opportunity for improving the literacy level of Nigerians as well as solving the problem of educational system in Nigeria. Basic Education according to Federal Republic of Nigeria (2004), is a type of education comprising of 6 years of primary education and 3 years of junior secondary school education. The policy stipulates that the basic education shall be free and compulsory.

The UBE programme has three main components, namely: Universal, Basic and Education. Universal means that it's for everyone, irrespective of tribe, culture or race and class. The term 'basic' depicts that the education is fundamental or essential, and that it must be given at all cost. The term 'education' means acquisition of necessary knowledge. UBE programme can thus be seen as that type of education that every individual must have. It must not be a privilege, but a right, and it should be the sum total of an individual's experiences no matter his class or background.

The UBE arrangement is that the first nine years must be free, uninterrupted and compulsory. The goals of UBE, according to Federal Ministry of Education (2013), are to:

1. Universalize access to basic education
2. Provide conducive learning environment and to eradicate illiteracy in Nigeria within the shortest possible time

The Nigerian government recognizes the need for Social Studies Education in building the desired social orientation needed after independence in mobilizing the young citizens for national

development; no wonder its inclusion as a core subject at the 9-year basic education level in Nigeria. Social Studies was adopted in Nigeria about 50 years ago as a result of the quest for relevance in the Nigerian education contents. The traditional subjects like geography, history and civics inherited from the colonial education system were criticized for not being relevant both in purpose and content to the immediate needs of the Nigerian child and the society at large (Mbaba and Omabe, 2012). It was also recorded that the traditional subjects encouraged learners to know more about the colonial master's country than about their own environment and the pressing problems in their society (Reuben 2012).

Social Studies is concerned with the study of man within the context of his environment, that is his social, physical, political, economic, cultural and technological environment (Dasimeokuma,2017). Idu (2011) opines that Social Studies can be referred to as an integrated subject that focuses on the study of political, economic, cultural, and environmental aspects of society which deals with the past, present, and future events. National Council for the Social Studies (NCSS, 2009) defines Social Studies as the integrated study of the social sciences and humanities to promote civic competence. Dhandhanian (2016) notes that Social Studies is a branch of study which deals with human beings, their behaviours, growth and development, relationships, resources they use and the various institutions they require to function and carry on their life smoothly. For example, family, school, workplace, government, judiciary, recreation clubs, etc. All these aspects of life are inter-related and interdependent on one another. Whether one is a doctor or an engineer or a chartered accountant, an artist or a teacher, we all live in a society, interact with individuals belonging to different cultural and socio- economic backgrounds, adapt to various situations and circumstances, and also adhere to certain societal norms in order to lead a peaceful and productive life.

Idu (2011) states that the purpose of Social Studies is enormous. The primary purpose of Social Studies is to help young people make

informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The emphasis on the young ones here connotes their role as the leaders of tomorrow whose decisions and actions will go a long way in sustaining the much needed democracy. Social Studies touches on every facet of human existence and it has long been identified as a veritable tool or avenue for reshaping society. According to Akinlaye (2003), the following are the goals and objectives of Social Studies:

1. To create an awareness and an understanding of our social and physical environment as a whole in its natural, man-made, cultural and spiritual resources for national development.
2. To develop a capacity to learn to acquire certain basic skills including not only those of listening, speaking, reading and writing and of calculation, but also those skills of observations, analysis and inference which are essential to formation of sound social, economic and political judgment.
3. To ensure the acquisition of that relevant body of knowledge and information which is an essential prerequisite to personal development as well as positive personal contribution to the improvement of mankind.
4. 4. To develop a sympathetic appreciation of the diversity and inter-dependency of all members of the local community and the wider national and international community.
5. To develop in students positive attitudes of togetherness, comradeship and cooperation towards a healthy nation. The inculcation of appropriate values of honesty, integrity, hard-work, fairness and justice at work and play, as well as ones contribution to the development of the nation.

Social Studies education as a field of study has a lot of contributions towards the attainment of the national objectives because it involves

the adult and the young within the society. It helps in the development of the competencies of citizens so as to enable them solve and manage the socio-economic and physical forces arising in their midst. The importance of the introduction of social studies education into Nigerian school's curriculum cannot be overemphasized. This is due to the fact that it infuses in the young a love of the country, thereby fostering national unity which is essential to our development as a nation (Sheshi, 2002).

Social studies education plays a very vital role in the development of the critical and national thinking ability of the citizens for practical social life, promoting of political literacy and encouraging democratic values and principles in tackling dynamic problems in the society. It also enables citizens to develop positive attitudes towards other people and towards citizenship, and also to contribute their best towards the welfare of the society and nation building (Dasimeokuma, 2017).

Sheshi, (2002) states that Social Studies Education in Nigeria has a special task to perform in transforming Nigeria into a modern state. They include: healing the social, political and religious wounds of the past decades, nurturing the most recent hopes in good ethnic group relationship and nationalism, and the engendering of constructive reforms to make the nation a just and progressive society. It also helps to foster the desire for self-reliance, national efficiency and national pride.

Social studies education contributes in the attainment of national goals through citizenship education. It contributes in making citizens understand the diversity among the people of Nigeria, and further leads them to see the cooperation and later dependence among them which are among the major elements of nation building. It further plays the role of making the people appreciate and respect the cultural diversity of Nigeria and to realize the need for cooperation, tolerance, unity and people in the country.

Meanwhile, Okam cited in Mezeobi, Fubara and Mezieobi (2013), affirms the shortcomings of Social Studies when he

states that, "...Social Studies education in Nigerian schools and colleges... has failed in its educational mission in Nigeria or rather is falling in this enterprise" (p.210). This position was re-echoed by Osakwe (2012) that Nigerian Social Studies should begin to focus on restructuring and reconceptualising to make the subject more relevant to current challenges, events and developments. It has been observed that despite the teaching of Social Studies at the basic level, the youths, even the adults still exhibit some increasing level of lawlessness and undemocratic practices which constitute a serious setback to the attainment and sustainability of democratic culture in Nigeria. Some Nigerians have little or no concern for the civil society. There is neglect of civic duties by some of the citizens, while many demonstrate intolerance and disrespect to the rule of law. Nigeria has been faced by an array of political, economic and social problems; such as ethnic crises, loss of value, negative attitude to national issues, lack of patriotism, political gansterism, immoral conduct, disrespect to rule of law and so on (Adediran, 2015)

Thus, it is of importance to examine if Social Studies teaching at the basic education level is helping to facilitate the achievement of the general Social Studies objectives among the youth and teenagers in Nigeria. Hence, the study assessed the essence of achievement of Social Studies objectives in basic education schools in Ijebu- Ode, Nigeria, with a view to determine its success or failure.

### **Purpose of the Study**

The main purpose of the study is to examine if Social Studies objectives have been achieved at the Basic Education level, using the last class of the basic education level in Ijebu-Ode metropolis of Nigeria; while the specific purposes are to examine if Social Studies was able to:

1. create awareness and understanding of social and physical environment to the Basic Education students in Ijebu-Ode Local Area of Ogun State.
2. develop in the students certain basic skills

3. inculcate in the students relevant body of knowledge and information that are essential prerequisite to personal development
4. develop in the students, the sympathetic appreciation of the diversity and inter-dependency of all members in our society.
5. develop in students positive attitudes of togetherness, comradeship and cooperation towards a healthy nation.

### **Research Questions**

The following research questions were answered in the study:

1. Does the learning of Social Studies help in creating awareness and understanding of social and physical environment to the Basic Education students in Ijebu-Ode Local Area of Ogun State?
2. Does the learning of Social Studies help the Basic Education students in the development of basic skills?
3. Does the learning Social Studies help the Basic Education students in the inculcation of the relevant body of knowledge and information that are essential to personal development into the students?
4. Does the Learning of Social Studies assist Basic Education students to have sympathetic appreciation towards diverse members in the society into the students?
5. Does the learning of Social Studies help the Basic Education students to develop positive attitudes of togetherness, comradeship and cooperation towards a healthy nation?

### **Method**

The study adopted descriptive research design. The population of the study comprised all secondary schools in Ijebu-Ode metropolis of Nigeria. The sample of the study involved six junior secondary schools, which were randomly selected within the city. The schools selected were state government owned and were co-educational

schools, which allowed the inclusion of both males and females students. Fifty Junior Secondary (J.S.). 3 students were purposively selected from each of the schools for the study. JS 3 students were considered for the study because they were the students at the last class of the basic education, hence it was believed that the achievement of Social Studies objectives could be best assessed in them.

The study made use of questionnaires, which was tagged: Achievement of Social Studies Objective Scale (ASSOS). The ASSOS has two sections: Section A and B. Section A was for demographic data. It was geared towards eliciting information about the personal data of the participants, such as respondent's 'Age Range', 'Sex', 'Religion' and 'Ethnicity'. Section B consisted 20 items based on 4 point Likert Scale of Strongly Agree (SA) Agree (A), Disagree (D) and Strongly Disagree (SD).

The validation of the ASSOS was done using face and content validity through peer/expert review. To ensure the validity of the instrument, it was also administered to thirty (30) students of Odua Comprehensive High School, Imoru, in Ijebu – Ode, which was not among the school initially selected. The reliability co-efficient was determined using Cronbach Alpha, which showed high reliability and generated  $\alpha = .631$ . This showed that the instrument was reliable. Data was analyzed using Simple Percentage and Chi-square analytical method.

## **Analysis and Result**

**Research question 1:** Does the learning of Social Studies help in creating awareness and understanding of social and physical environment to the Basic Education students in Ijebu-Ode Local Area of Ogun State?

This question was answered with frequency counts, percentage, mean and chi-square derived from analysis items 1, 2, 3, 4, and 5. The results are shown in table 1.



**Table: 1 Descriptive Statistics on Awareness of Social and Physical Environment**

	N	Mean	Std. Deviation	Minimum	Maximum
Awareness of Culture	300	3.70	.479	2	4
Awareness of Natural Resources	300	3.25	.651	1	4
Awareness of major cities in Nigeria	300	3.11	.802	1	4
Cohabiting with others of different religions	300	3.08	.866	1	4
Understanding of people of different background	300	3.37	.805	1	4

### Chi-Square

**Decision Rule:** (i) If grand mean is greater than 2.5, it is agreement

(ii) If grand mean is lesser than 2.5, it is disagreement

The determinant value is 2.5.

$$\text{The Grand mean} = \frac{3.7+3.25+3.11+3.08+3.37}{5} = \frac{16.51}{5} = 3.302$$

The Grand Mean (3.302) is greater than the Determinant Value (2.5). This shows that the learning of Social Studies helps in the creation of awareness and understanding of social and physical environments of the Basic Education students in Ijebu-Ode Local Area of Ogun State.

**Table 2: Frequency Test Statistics on Awareness of Social and Physical Environment**

	Awareness of Culture	Awareness of Natural Resources	Awareness of major cities in Nigeria	Cohabiting with others of different religions	Understanding of people of different background
Chi-Square	226.940 <sup>a</sup>	236.293 <sup>b</sup>	143.120 <sup>b</sup>	109.253 <sup>b</sup>	209.360 <sup>b</sup>
Df	2	3	3	3	3
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 100.0.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 75.0.

**Research Question 2:** Does the learning of Social Studies help the Basic Education students in the development of basic skills?

This question was answered with frequency counts, percentage, mean and chi-square derived from analysis items 6, 7, 8, 9, and 10. The results is shown in table 3.

**Table 3: Descriptive Statistics on Acquisition of Basic Skills**

	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Minimum</i>	<i>Maximum</i>
Love for reading about the world around	300	3.17	.759	1	4
Contribution to reasonable discussions	300	3.08	.776	1	4
Listening to learn more	300	3.32	.791	1	4
Marking Analysis	300	2.79	.838	1	4
Making logical conclusion about issues	300	2.89	.871	1	4

*Chi-Square Test*

The determinant value is 2.5.

$$\text{The Grand mean} = \frac{3.17+3.08+3.32+2.79+2.89}{5} = \frac{15.25}{5} = 3.05$$

The Grand Mean (3.05) is greater than the Determinant Value (2.5). This shows that the learning of Social Studies helps the Basic Education students to acquire basic skills like reading, listening, making reasonable contributions to issues, making analysis and making logical conclusions about issues

**Table 4: Frequency Test Statistics on Acquisition of Basic Skills**

	Love for reading about the world around	Contribution to reasonable discussions	Listening to learn more	Marking Analysis	Making logical conclusion about issues
Chi-Square	157.200 <sup>a</sup>	153.200 <sup>a</sup>	168.613 <sup>a</sup>	103.013 <sup>a</sup>	139.227 <sup>a</sup>
Df	3	3	3	3	3
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 75.0.

**Research Question 3:** Does the learning Social Studies help the Basic Education students in the inculcation of the relevant body of knowledge and information that are essential to personal development into the students?

This question was answered with frequency counts, percentage, mean and chi-square derived from analysis items 11, 12, 13, 14 and 15. The results is shown in table 5.

**Table 5: Descriptive Statistics on Acquisition of Relevant Knowledge for Personal Development and Contribution to Mankind**

	N	Mean	Std. Deviation	Minimum	Maximum
Knowing more about health issues	300	3.00	.929	1	4
Knowing more about technology	300	2.55	.915	1	4
Knowing more about family issues	300	3.45	.714	1	4
Knowledge about issues in the country	300	3.04	.967	1	4
Making Positive contributions to the lives of family members and friends	299	3.23	.853	1	4

*Chi-Square Test*

The determinant value is 2.5.

$$\text{The Grand mean} = \frac{3.00+2.55+3.45+3.04+3.23}{5} = \frac{15.25}{5} = 3.054$$

The Grand Mean (3.054) is greater than the Determinant Value (2.5). This shows that the learning of Social Studies helps the Basic Education students to acquire relevant knowledge for personal development and contribution to mankind.

**Table 6: Frequency Test Statistics**

	<i>Knowing more about health issues</i>	<i>Knowing more about technology</i>	<i>Knowing more about family issues</i>	<i>Knowledge about issues in the country</i>	<i>Making Positive contributions to the lives of family members and friends</i>
Chi-Square	67.547 <sup>a</sup>	52.453 <sup>a</sup>	229.680 <sup>a</sup>	81.813 <sup>a</sup>	137.562 <sup>b</sup>
Df	3	3	3	3	3
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 75.0.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 74.8.

**Research Question 4:** Does the Learning of Social Studies assist Basic Education students to have sympathetic appreciation towards diverse members in the society into the students?

This question was answered with frequency counts, percentage, mean and chi-square derived from analysis items 16, 17, 18, 19 and 20. The results is shown in table 7.

**Table 7: Descriptive Statistics on Appreciation of the Diversity and Interdependence of all Members of the Country**

<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Minimum</i>	<i>Maximum</i>
Understanding of diverse ethnic groups in Nigeria	300	3.52	.706	1	4
Awareness of different types of religions in Nigeria	300	3.37	.776	1	4
awareness of the strength and weakness of various types of ethnic groups	300	3.09	.835	1	4
Tolerance of others from different ethnic groups	300	3.19	.879	1	4
Tolerating and appreciating people of different religion	299	3.18	.926	1	4

*Chi-Square Test*

The determinant value is 2.5.

$$\text{The Grand mean} = \frac{3.52+3.37+3.09+3.19+3.18}{5} = \frac{16.35}{5} = 3.27$$

The Grand Mean (3.27) is greater than the Determinant Value (2.5). This shows that the learning of Social Studies helps the Basic Education students to in appreciating the diversity and interdependence of all members of the country

**Table 8: Frequency Test Statistics**

	Understanding of diverse ethnic groups in Nigeria	Awareness of different types of religions in Nigeria	awareness of the strength and weakness of various types of ethnic groups	Tolerance of others from different ethnic groups	Tolerating and appreciating people of different religion
Chi-Square	276.987 <sup>a</sup>	193.840 <sup>a</sup>	116.080 <sup>a</sup>	134.187 <sup>a</sup>	139.033 <sup>b</sup>
Df	3	3	3	3	3
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 75.0.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 74.8.

**Research Question 5:** Does the learning of Social Studies help the Basic Education students to develop positive attitudes of togetherness, comradeship and cooperation towards a healthy nation?

This question was answered with frequency counts, percentage, mean and chi-square derived from analysis items 21, 22, 23, 24 and 25. The results is shown in table 5.

**Table 9: Descriptive Statistics on Development of Positive Attitude and Contribution to a United Nigeria**

	N	Mean	Std. Deviation	Minimum	Maximum
Understanding citizenship in Nigeria	300	3.29	.877	1	4
Awareness of rights of citizens in Nigeria	300	3.03	.925	1	4
Knowledge of obligations of citizens in Nigeria	300	3.01	.929	1	4
Knowledge of all the states and their capitals with their location in Nigeria	300	2.97	1.011	1	4
Love for my country Nigeria	300	3.15	1.020	1	4

*Chi-Square Test*

The determinant value is 2.5.

$$\text{The Grand mean} = \frac{3.29+3.03+3.01+2.97+3.15}{5} = \frac{15.45}{5} = 3.09$$

The Grand Mean (3.09) is greater than the Determinant Value (2.5). This shows that the learning of Social Studies helps the Basic Education students in the development of positive attitude and contribution to a united Nigeria.

**Table 10: Frequency Test Statistics**

	Under- standing citizenship in Nigeria	Aware- ness of rights of citizens in Nigeria	Knowledge of obliga- tions of citizens in Nigeria	Knowledge of all the states and their capitals with their location in Nigeria	Love for my country Nigeria
Chi-Square	164.027 <sup>a</sup>	75.387 <sup>a</sup>	71.707 <sup>a</sup>	61.920 <sup>a</sup>	122.240 <sup>a</sup>
Df	3	3	3	3	3
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 75.0.

**Discussion of the Findings**

The result shows that the learning of Social Studies helps in the creation of awareness and understanding of social and physical environments of the Basic Education students in Ijebu-Ode city of Nigeria (3.302). This implies that Social Studies assist the students to know the world around them, from the family to neighbourhood, and to the larger Society. Social Studies enables the students to understand how the world and different societies have evolved, the important events that have occurred in the past, enduring ideas and eminent personalities that have created an impact and affected the lives of people both locally and globally. It also helps students to understand how different societies are structured, managed and government. (Opah, Edinyang and Sheshi, 2014 and Dasimeokuma, 2017).

The result reveals that the learning of Social Studies helps the Basic Education students in the development of basic skills (3.05), such as skills of reading, of speaking, of thinking, of analysing, and of calculating. Social Studies inculcate higher order thinking abilities and skills like – Comprehension, Application, Analysis, Evaluation and Synthesis, Creativity in students. This is in support of Dasimeokuma (2017) who opines that Social studies education plays a very vital role in development of the critical and rational thinking ability of the citizens for practical social life, promoting of political literacy and encouraging democratic values and principles in tackling dynamic problems in the society. Idu (2011) buttresses that Social Studies require the students to acquire life long skills (Idu, 2011)

More so, the study explains that the learning of Social Studies supports the Basic Education students in the inculcation of the relevant body of knowledge and information that are essential to personal development of the individuals (3.054). This is in support of Dasimeokuma (2017) who opines that the learning of Social Studies exposes the students to the knowledge of natural Resources, Water Resources, Transport, Communication, Caste System, Political Ideologies, Social Reformers, Our Cultures, etc. To Dasimeokuma, Social Studies gives students a chance to gain appropriate information and data in various contexts, and that the appropriate experiences further enhance the students' understanding about how different things and people affect their day to day lives. He added that the knowledge can be further put to use to foster creativity.

Again, the study reveals that the Learning of Social Studies assist Basic Education students to have sympathetic appreciation towards diverse members in the society (3.27). This is in line to Dasimeokuma (2017) and Shesi (2002) who state that Social Studies contributes in making citizens understand the diversity among the people of Nigeria, and further leads them to see the cooperation and later dependence among them which are among the major elements



of nation building. It further plays the role of making the people appreciate and respect the cultural diversity of Nigeria and to realize the need for cooperation, tolerance, unity and people in the country.

Lastly, the study reveals that Social Studies helps the Basic Education students to develop positive attitudes of togetherness, comradeship and cooperation towards a healthy nation (3.09). Social Studies is to teach students the citizenship skills that are required as people living in a democracy. Educating students on the importance of citizen involvement is the first step in creating a better society. In support of this, Abubakar (2013) states that Social Studies prepares students for identifying social issues of the past, helps them understand their significance in today's world, and motivates them to solve future challenges facing the nation, hence development of a healthy nation.

## **Conclusion**

The study reveals that Social Studies objectives have been achieved through the learning of Social Studies contents. This shows that Social Studies is a very important subject in basic education for the making of effective citizens. Social Studies at the Basic Education level has assisted the students to be aware and understand their social and physical environment; to develop the necessary certain basic skills; to inculcate the relevant body of knowledge and information that are essential prerequisite to personal development; to develop the sympathetic appreciation of the diversity and inter-dependency of all members in our society and to develop positive attitudes of togetherness, comradeship and cooperation towards a healthy nation.

## **Recommendations**

Though it has been observed that Social Studies has positive impacts on the basic education students in Ijebu-Ode metropolis of Nigeria, it is still important to recommend that:

1. Government and school managements should always provide necessary encouragement, inform of workshop, seminar, training, e.t.c to Social Studies teachers so that they will do more in imparting necessary knowledge, attitude and skills to the students.
2. Social Studies teachers should always make use of necessary instructional materials for the teaching of Social Studies contents in order to enhance the maximum learning of these contents
3. Social Studies students should always be taking out for field trips to create more awareness of the world around them.
4. Further study should also be carried out in other regions and zones in Nigeria and outside Nigeria to see if truly the objectives of Social Studies have been achieved.

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