

PERCEPTION OF STUDENTS ON EFFICACY OF SOCIAL STUDIES IN PROMOTING CONFLICT RESOLUTION SKILLS IN KADUNA STATE, NIGERIA

BY

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Abstract

The study is titled “Perception of Students on Efficacy of Social Studies in Promoting Conflict Resolution Skills in Kaduna State, Nigeria”. The study used survey research design and 372 out of the total Social Studies students of NCE from Federal College of Education, Zaria participated in the study. Purposive sampling technique was used to select the sample. The study used structured questionnaire titled “Conflict Resolution through Social Studies Education Questionnaire (CRESEQ). The instrument was duly validated. The reliability coefficient obtained after pilot testing is 0.85. The arithmetic mean and standard deviation are used in answering the questions raised by the study while t-test independent sample was used in testing the null hypotheses at 0.05 level of significance. The study discovered that there is no significant difference between the views of NCEII and NCEIII students on the efficacy of Social Studies Education in teaching conflict resolution skills in Kaduna State. The study recommends that the curriculum of Social Studies in Colleges of Education be subjected to periodic review in order to take care of the emerging issues of national importance and make it more relevant to the socio-political, economic and educational need of contemporary.

Keyword: Effectiveness, Social Studies, Conflict resolution and Teaching

Introduction

Social Studies Education seeks to equip its products with requisite knowledge, skills, values and attitudes to confront the problems of their environment and to enable them live together in peace and harmony and to contribute to the development of their society. However, social relationships and other forms of social interaction among human beings are prone to a swing from harmony to conflict, which makes it easy to surmise that conflict is inherent part to human existence. Dabey, (1991) further states that, “Conflict is neither good nor bad, but intrinsic in every social relationship from marriage to international diplomacy. Whenever two or more people are gathered, there is conflict or potential conflict. The real issue is not the existence of conflict but how it is handled”. As stated above, conflict is inevitable in human and organizational relationships and will naturally occur with the passage of time. In some cases, and if it occurs at its optimum level, conflict will stimulate changes and improvements in the decision-making process as well as the operations of the organization.

Conflict, from another but supportive angle, is a process exhibiting two parts; a desirable positive aspect (dialectician) which breaks conservatism and ensures social progress and an avoidable negative aspect leading to destruction, if not contain or reconstructed. This negative aspect is violent behaviour which is the job of both the AU and UN to contain or reconstruct, or both. Conflict resolution is therefore a necessity here. Conflict resolution is primarily addressed at regaining or sustaining, developed ways of life, or both. The most destructive form of conflict is war and “violence caused by the power of the gun in Africa has been the most violating power on the continent, it continues to cause famine and the mass displacement of people. It causes mass migration and traumatizes young and old, women and men and the impersonal environment”. Conflict prevention therefore describes a whole range of development and crisis intervention efforts (such as undertaken by the AU and UN) to

reconcile parties and groups with incompatible interest and to prevent the pursuit of divergent goals from degenerating into armed violence (Francis, 2005).

Conflicts in Africa breach the peace of the continent and disrupt the social order and development. Although this trend is global, conflict in Africa has been most frequent, intensive and destructive. The two clear examples of this are the Rwanda genocide and that of Darfur crisis in the Sudan theaters of war, as in reference to Morocco, Sierra Leone, Liberia, Guinea-Bissau, Cote D'voire, Mali, Chad, Congo, Burundi, Angola, Namibia, Zimbabwe, South Africa, Somalia, Zaire, Ethiopia, Eritrea, etc among others are clear examples of Africa's dilemma, i.e. peace and development. In fact, there is a superfluity of inter-state and intra-state conflicts as well as inter-communal clashes all over the continent (Galadima, 2005). Nigeria, like other nations of the world has experienced and continues to experience conflicts with serious consequences on the people. Since independence to the present moment, Nigeria has witnessed numerous conflicts (civil war and civil disturbances) during which many lives and valuable assets were lost. As the nation is moving towards democratization, more conflicts have been witnessed and are expected, what is required is high sense of maturity and patriotism in managing emerging conflicts. It is against this background that the researcher intends to find out the students' perception on effectiveness of social studies education in teaching conflict resolution skills in Kaduna State.

Purpose of the Study

The main objective of this study is to examine perception on effectiveness of social studies education in teaching conflict resolution skills in Kaduna State. To accomplish the aforementioned, the specific objective of the study is to:

- i. Determine the perception of students on effectiveness of Social Studies education in teaching conflict resolution skills in Kaduna State.

Research Question

The following research question has been advanced for this study:

- i. What is the perception of students on effectiveness of Social Studies education in teaching conflict resolution skills in Kaduna State?

Research Hypothesis

The following null hypothesis is formulated and tested at 0.05 level of significance:

H_0 : There is no significant difference in the mean perception of students on effectiveness of Social Studies education in teaching conflict resolution skills in Kaduna State;

Methodology

The design for this study is survey design. According to Olayiwola (2010) this research design permits the gathering of information through the use of questionnaires and interviews, from a population based on appropriate sampling techniques. The population of the study consists of all NCE II and NCEIII students of Social Studies in Colleges of Education in Kaduna State as at 2015/2016 academic session with a population 5677 respectively. The study used 372 students as sample size. The study utilized 95 percent confidence level and margin error of 5 percent in sample size determination using sample size table by Research Advisors (2006) as a guide. This study used structured Questionnaire titled "Conflict Resolution through Social Studies Education Questionnaire (CRESSEQ), as a means of data collection. The questionnaire was designed based on four-point modified Likert scale in which respondents were required to respond to each item in terms of degrees of agreements and disagreement and there were Thirty (30) items. The respondents are expected to react to each item on a four point scale ranging from Strongly Agree (SA) 4, Agree (A) 3, Strongly Disagree (SD) 2 and Disagree (DA) 1. The instrument was duly validated by experts. The pilot study was carried out on thirty (30) NCE students of Social Studies Education in FCT College of Education, Zuba. And a coefficient of 0.847 was realised. This is supported by Danjuma and Muhammad (2011) who assert that an instrument is considered reliable if its reliability co-efficient is between 0.64 and 1.

Descriptive and inferential statistical techniques were used in the analysis of the data. Descriptive statistics involves the use of frequencies and percentages, which were used to compute the bio-data variable of the respondents. The study used Mean and standard deviation to answer the research questions raised by the study. In addition, t-test statistic was used to test the null hypotheses. According to Ekeh (2003), t-test was used for determining the significant differences between two means. The hypotheses were tested at 0.05 alpha level of significance and 95 percent confidence level.

Results

Research Question 1: What is the perception of students on effectiveness of Social Studies education in teaching conflict resolution skills in Kaduna State?

Table 1: perception on the effectiveness of Social Studies teaching conflict resolution skills

Level	N	Mean	Mean diff.	Std. Dev	Std. Dev diff.
NCEII	190	86.7368		6.53474	
NCEIII	182	86.2363	0.5005	5.32628	1.20846
TOTAL	372				

Details of descriptive statistic in Table 1 shows the cumulative mean perception of students on the efficacy of Social Studies Education in teaching Conflict Resolution skills in Kaduna State. The cumulative mean view of the respondents are 86.7368 and 86.2363 for NCEII and NCEIII students respectively. It can be said that the mean and standard deviation differences are 0.5005 and 1.20846 respectively, which are very small in value and negligible.

Test of Null Hypothesis

Hypothesis One: There is no significant difference in the mean perception of students on effectiveness of Social Studies education in teaching conflict resolution skills in Kaduna State;

Table 2: Mean difference between NCEII&NCEIII students in teaching conflict resolution skills

Level	N	Mean	Std.dev	Df	t-cal	t-crit	Sig (p)	Decision
NCEII	190	86.7368	6.53474					
NCEIII	182	86.2363	5.32628	370	0.808	1.96	0.420	H ₀ Retained

Calculated t <1.96, calculated p > 0.05

Results of the independent t-test statistics in Table 2 shows that there is no significant difference between the perception of NCEII and NCEIII students on the effectiveness of Social Studies Education in teaching conflict resolution skills in Kaduna State. The calculated p value of 0.420 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.808 is less than the t-critical value of 1.96, at Df 370. Consequently the null hypothesis is hereby retained.

Discussion

The study discovered that there is no significant difference between the perception of NCEII and NCEIII students on the effectiveness of Social Studies Education in teaching conflict resolution skills in Kaduna State. According to Ololobou (2010), among the general aims of social studies education is the development of an understanding of the environment in the learners. Further, Okonkwo (2004) opined that social studies education develops in the learners the demonstration of flexibility and a willingness to accept necessary changes within a system... for the good of all. In a related development, Aibangbe (2004) stated that social studies education develops in the learners the ability to adapt to their changing environment.

Social studies education, through its objectives and curriculum contents promote social awareness and critical judgment as well as constructive effective thinking in learners. This view is buttressed further by Okonkwo

(2004). He opined that social studies education exposes learners to the problems in the society and equip them with necessary skills needed for their survival. In a related development, Aibangbe (2004) asserts that social studies education raises a generation of individuals, who can think critically for themselves, respect the views and feelings of others and appreciate all those values specified under the nation's broad national objectives. Mezieobi, Fubara and Mezieobi (2008) identified; reflective thinking goal development of critical thinking, enlightened patriotism.

Conclusion

Based on the findings of this research it concludes that the NCE Social Studies students in Kaduna State affirmed the potentiality of Social Studies education in teaching conflict resolutions skills. Conflict prevention avoids conflict together or evades the re-engagement of conflicts, it is the conflict resolution procedure in conflict prevention that actually serves to deflate ensuring conflicts, conflict resolution has therefore made necessary the allied processes of peace-keeping (halting wars) peace-making (containing hostilities) and peace-building (preventing further hostilities or recurrence of war).

Recommendations

Judging from the findings of the study, it is recommended thus;

1. The teachers should pay attention to Social Studies objectives and contents that relate to conflict resolution whether or not their locality is involved in violence.
2. Social studies education teachers should endeavour to attend seminars, workshops, conferences and in-service training in conflict resolution.

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