

**PERCEPTION OF SECONDARY SCHOOL TEACHERS' ON THE INTRODUCTION OF  
SOCIAL STUDIES AT CURBING SOCIAL VICES IN KADUNA SOUTH LOCAL  
GOVERNMENT AREA**

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**Abstract**

*This study investigated the perception of secondary school teachers on the introduction of social studies in Kaduna South Local Government Area of Kaduna State. A total number of three (3) research objectives and research questions each were formulated and tested in this study. The research design used in this study was descriptive survey, using researcher designed questionnaire. The target population for this study was two hundred and ninety - two (292) teachers. Out of this figure, there are one hundred and nineteen (119) male teachers and one hundred and seventy - three (173) female teachers. Since the population is not too large, the researchers considered the use of the entire population as sample size. The selected schools include GJSS, Kakuri; GSS Television; GJSS Kakuri and Queen Amina College, Kaduna. A self - designed and validated instrument titled "social studies teachers improvised instructional materials questionnaire" (SSTQIMN) was used to elicit information from the respondents. The research instrument was subjected to both face and construct validity measures for consistency. The reliability of the instrument was ensured at 0.89 reliability coefficient. Data were analyzed using descriptive statistics of frequency counts and percentages. The findings of this study revealed that social studies was introduced into junior secondary schools to help students to understand their environment better and how they can tap into natural resources around them for own benefits. The outcome of this study also suggests that social studies is adequate enough to help reduce incidences of social vices among the junior secondary school students. It was evident from the responses of the respondents that demonstration or any other practical related strategy can be used in social studies to help reduce incidences of social vices among the junior secondary school students. In addition, the study revealed that social studies curriculum is adequate to help reduce incidences of social vices among the junior secondary school students. Among others, it was recommended that efforts should be made to intensified reasons why social studies is taught to junior secondary school students over and over again. There is need for teachers to educate the students and society on the adequacy of social studies to help curb incidences of social vices among the students in the study locality. Pre-service training of teachers should endeavour to drill the future teachers on the importance of competence at their work place and determine to achieve school goals at this level. Finally, social studies curriculum is adequate enough to help reduce or eradicate increasing cases of social vices among the students if well implemented.*

**Keywords: Perception, Social Studies, Secondary School and Teachers**

**Introduction**

It is crystal clear that man have not fully understand his/her environment as much as he/she should. With this fact set to either be approved or disapproved, there is therefore the need for man to further understand his/her society, the way and manner things are and how it could be better than it used to be. The reason is not far-fetched as different situations are being unfolded daily making one if not all to keep asking questions. Prior to its introduction in Nigeria, the national philosophy of education recognizes the need for social studies education to help in building the desired social orientation needed after independence in mobilizing the young citizens for national development. The subject was adopted in Nigeria about 50 years ago as a result of the quest for relevance in the Nigerian education. The traditional subjects like geography, history and civics inherited from the colonial education system according to Mbaba and Omabe (2012) were criticized for not being relevant both in purpose and content to the immediate needs of the Nigerian child and the society at large.

The traditional subjects also encouraged learners as well as teachers to know more about the colonial master's country than about their own environment and the pressing problems in their society (Ikem and Reuben, 2012). Social studies in several nations of the world are essentially introduced to meet certain specific needs and aspirations of the people. In Britain for instance, social studies was introduced into the school curriculum after the first and second world wars as panacea for resolving her social problems (Edinyang and Ubi, 2013). The Nigerian society is not an exception to this. This however, partly explains why social studies has been given a pride of place at all levels of Nigerian education industry. Though, as useful as the subject is to the moral and intellectual development of the child as well as the acquisition of necessary skills for building the nation, there has been a gap in the implementation of Nigeria social studies curriculum. Social studies are offered only at the primary and junior secondary schools, making it difficult for proper shift from the senior secondary to the tertiary level of education.

Of concern today, is the fact that the society is faced with all manners of social vices amongst the youths which if social studies had been well taught would have made the society a better place to live in. Diverse opinion exists as to those who supported its introduction and otherwise. Similarly, the need to adapt our education to the needs of the Nigerian society had started before and even continued after independence. Amidst all this, many educational elites began to recognize the functional inadequacies of the educational system as inherited from the colonial education which failed to develop positive values, attitudes and habits in members of her own society. This perhaps could be attributed to the fact that social studies were taught then as British oriented and has nothing to offer to the typical Nigerian child. Ultimately, the objective of teaching social studies was thus to train reasonable, responsible, productive and well - behaved citizens. This study was intended to find other perceptions of secondary school teachers to why social studies was introduced apart from what has been mentioned or explained.

There is a definite goal for adopting any innovative educational programme and that is- change for the better. The national philosophy of education in Nigeria recognizes the need for social studies education in building the desired social orientation needed after independence in mobilizing the young citizens for national development. The subject was adopted in Nigeria about 50 years ago as a result of the quest for relevance in the Nigerian education. Social studies in several nations of the world are essentially introduced to meet certain specific needs and aspirations of the people. Social Studies has come to be accepted as "a school subject that should assist students to acquire the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society" (Alberta, 2000). National development remains a challenge that preoccupies all nations of the world that aspire for greatness.

Social Studies Education touches on all aspects of societal development; be it political, economic, social, cultural, technological or educational. In Nigerian context, the goals of Social Studies curriculum design is aimed at building a sound and balanced mind as a foundation for functional social education directed towards the development of intelligent, responsible and self-directing citizen. Integrating and dispensing social knowledge through the instrumentality of Social Studies curriculum design in Nigerian schools is directed towards the following objectives: 1) Self-confidence and initiatives;

2) Power of imagination and resourcefulness;

3) Desire for knowledge and continued learning;

4) Sense of compassion for the less fortunate;

5) Sense of respect for and tolerance of the opinion of others;

6) Social values and attitudes such as: cooperation; participation; interdependence; openmindedness; honesty; integrity; trustworthiness; diligence and obedience.

7) A spirit of national consciousness and patriotism (Garb, Singh, Yusuf and Saad, 2012).

There is a wide range of methods used in the teaching of social studies both in primary and secondary schools but all are considered under two types. These are: (a) transmission of content method which lays emphasis on giving information to the students, thereby making them a passive consumer of that information. An example is the lecture method. On the other hand, (b) problem solving method gives the students the opportunity to participate actively in the learning process. Examples of this type of methods are dramatization and inquiry. It should be noted that social studies use problem solving method of

teaching particularly at the primary and secondary levels of education. However, the transmission of content is not completely useless because it can be used to achieve some specific objectives. Some of the methods are explained below.

a. Problem Solving Method: This method, according to Jaomilek cited by Abati (2023) involves more than simply knowing where to go to get needed information. It requires an attitude of curiosity, the ability to analyze a problem, the ability to make and set hypothesis and the ability to use information in validating conclusion. In other words, problem solving method involves the process of discovering a problem, thinking and collecting information, analyzing the information and finding solution to the problem.

b. Discussion Method: This is a verbal interaction and exchange of ideas among students. It can take the form of group discussion, brainstorming, round table discussion, panel discussion and devil's advocates. The method is organized on the principle that knowledge and ideas of several people have greater merit than those of single person. It is therefore a learning process which requires team work.

c. Dramatization Method: This is a situation where pupils act and demonstrate the role of others. According to Bozimo and Ikwumelu (1999) miming, play let, roleplay, simulation, monologue/dialogue and puppetry are techniques that can be used in dramatization method.

d. Simulation Method: Simulation is to act the exact way as it happened. The method is a dynamic and lively way of presenting thought-provoking ideas and problems in our social life. There are three types namely: simulation activities, simulation games and historical simulation. All are relevant and important to the teaching of Social Studies.

e. Questioning Method: This is one of the most frequently used teaching methods in schools. Questions are very important in developing critical thinking abilities in pupils, as such are fundamental tools in teaching. Question according to Bozimo and Ikwumelu in Abati (2023) can take any of the following forms: focusing, probing, summarizing and reviewing questions.

f. Field Trip Method: This is usually done outside the classroom. It is a trip to an educative place such as market, dam, ministry and traditional ruler's palace, among others, under the guidance of a teacher. This is an important method of teaching social studies because it provides experience to the learner which cannot be brought into the classroom.

Recall that social studies was introduced into the nation's educational system in response to help address societal challenges that have bedeviled man's environment long ago. Before now, the vicinity of where man lives have been full of so many social vices especially amongst the teenagers such that if the schools through what they teach won't come to its aids. It may degenerate into a full-blown wars, chaos, restlessness and undesirable elements in the society. No doubt, this will breed wrong sets of future leaders who may not be entrusted with the position of authority in this nation or elsewhere because of their unworthy characters which cannot be passed on to those coming after them. In a similar vein, other barriers identified in this paper include the failure of social studies as a subject to achieve the intended purpose, concerned expressed about how social studies can be used in curbing social vices in the society if well taught and the need to employ appropriate instructional strategy to assist social studies teachers in teaching the subject such that its objectives would be accomplished.

### **Objectives of the Study**

The following are the objectives of this study include:

1. Find out the reasons for the introduction of social studies as a school subject in junior secondary schools of Kaduna South Local Government Area.
2. Investigate how social studies as a school subject can help curb incidences of social vices among junior secondary schools in Kaduna South Local Government Area.
3. Ascertain the instructional strategy to use for the introduced social studies to help curb incidences of social vices among junior secondary schools of Kaduna South Local Government Area.

### **Research Questions**

The following questions were formulated in the course of this study to which answers are being sought.

1. What are the reasons for the introduction of social studies as a school subject in junior secondary schools of Kaduna South Local Government Area?
2. Do social studies as a school subject adequate to curb incidences of social vices or not among junior secondary schools in Kaduna South Local Government Area?

3. What instructional strategy would be used in social studies to help curb incidences of social vices among junior secondary schools of Kaduna South Local Government Area?

**Methodology**

This study was facilitated via descriptive survey research design. This method was considered suitable as it enabled the researchers to investigate the already existing situation and acquire first-hand information from the respondents in order to interpret, discuss and report situations as they exist. The target population for this study was two hundred and ninety-two (292) teachers. Out of this figure, there are one hundred and nineteen (119) male teachers and one hundred and seventy-three (173) female teachers. Since the population is not too large, the researchers considered the use of the entire population as sample size. The selected schools include GJSS, Kakuri; GSS Television; GJSS Kakuri and Queen Amina College, Kaduna. A self-designed and validated instrument titled “social studies teachers improvised instructional materials questionnaire” (SSTQIMN) was used to elicit information from the respondents. The research instrument was subjected to both face and construct validity measures for consistency. The reliability of the instrument was ensured at 0.89 reliability coefficient. Data were analyzed using descriptive statistics of frequency counts and percentages.

**Results**

**Research Question 1:** What are the reasons for the introduction of social studies as a school subject in junior secondary schools of Kaduna South Local Government Area? The expressed views are classified into frequencies and percentages along the four - point scale and their respective mean scores were computed and indicated in table 1.

**Table 1: Respondents’ opinions on reasons for the introduction of social studies as a school subject in Junior Secondary Schools of Kaduna South LGA**

S/N	Statements	Response categories				MEAN	Rank
		SA	A	D	SD		
1.	Helps man to understand his environment better.	100	98	98	10	2.9412	1
2.	Assist man to acquire knowledge and skills to utilize local resources well.	87	112	92	15	2.8856	2
3.	Compulsory subject to be offered by all students.	78	106	107	15	2.8072	5
4.	Understand how one subject is related to another.	84	116	78	28	2.8366	3
5.	Foundation subject to help take advance subjects at higher level or class.	59	145	94	8	2.8333	4
6.	Help man relate with another from within and outside their communities.	86	96	93	31	2.7745	6
<b>Cumulative mean</b>						<b>2.892</b>	

*Standard/decision mean = 2.500*

The reason for introducing social studies is quite obvious to students in one way or the other. This is just as the cumulative mean agreement level of 2.892 is higher than the standard mean of 2.5000. For instance, many of the respondents were of the opinion that strike do interrupt with the implementation of primary school curriculum. This statement recorded the highest mean response of 2.914 as details showed that a total of 198 were in agreement while the rest of 108 were in disagreement. Another of its impact, is that it leads to production of Half-baked graduates. This statement further recorded the second highest mean response of 2.8856. The details of this showed that while 199 of the respondents were in agreement, the rest of 107 disagreed.

**Research Question 2:** Do social studies as a school subject adequate to curb incidences of social vices or not among junior secondary schools in Kaduna South Local Government Area? The expressed views are classified into frequencies and percentages along the four - point scale and their respective mean scores were computed and indicated in table 2.

**Table 4.2.2: Respondents’ opinions on adequacy of Social Studies as a subject to curb incidences of Social Vices among Junior Secondary Schools in Kaduna South LGA**

S/N	Statements	Response categories				MEAN	Rank
		SA	A	D	SD		
1.	Teaching of social studies helps to reduce incidences of	72	137	89	8	2.8922	4

	social vices.						
2.	Topics treated in social studies indirectly preaches to students on the consequences of their involvement in any form of social vices.	101	108	77	20	2.9477	1
3.	Social studies help to groom young learners from the earlier stage on good morale.	97	87	103	19	2.8562	6
4.	Social studies is all encompassing to help learners in all areas of life.	87	82	105	32	2.7320	7
5.	Social studies is relatively inadequate to help reduce rampant cases of social vices among the young learners.	86	107	99	14	2.8660	5
6.	Inadequate home training by parents of their wards in this school.	106	91	92	17	2.9346	2
<b>Cumulative mean</b>						<b>2.8922</b>	

**Standard/decision mean = 2.500**

Information from the above table dwelt on adequacy of social studies to help curb incidences of social vices among junior secondary schoolstudents in Kaduna South Local Government Area. This is just as cumulative mean level of 2.8922 is higher than the 2.5000 standard/decision mean. Specifically, the main cause of strike is attributed to hike in standard of living with poor remunerations. This particular statement attracted the highest mean response of 2.9477. Details of this further showed that while a total of 209 were in agreement, only 97 of the other respondents were in disagreement. Another cause of students' unrest could be traceable to the inadequate home training by parents of these children. This statement recorded the second highest mean of 2.9346 with details showing that while a total of 197 were in agreement, the rest of 109 other respondents were in disagreement. Arising from this, there are convincing evidence to show that many causes of strike in public primary schools could affect the smooth implementation of its curriculum.

**Question Three:** What instructional strategy would be used in social studies to help curb incidences of social vices among junior secondary schools of Kaduna South Local Government Area? The expressed views are classified into frequencies and percentages along the four - point scale and their respective mean scores were computed and indicated in table 3.

**Table 3: Respondents' opinions on instructional strategy best used in social studies to help curb incidences of social vices among junior secondary schools of Kaduna South LGA**

S/N	Statements	Response categories				MEAN	Rank
		SA	A	D	SD		
1.	There is no single instructional strategy that can best be used in social studies to curb vices.	80	117	99	10	2.8725	6
2.	Demonstration method is best among other strategies in social studies to help curb incidences of social vices among the students.	130	85	81	10	3.0948	1
3.	Instructional strategy to use by social studies teacher to curb incidences on social vices depends on situation.	91	109	94	12	2.9118	3
4.	Social studies teachers are deficit in identifying what method is best for them to help eradicate cases of social vices among the learners.	95	122	71	18	2.9608	2
5.	Focus of every social studies teacher is on knowledge not backed up by examples and consequences of negative students' action.	99	88	98	21	2.8660	7
6.	Helping students to be aware of the consequences of their decision in life is best tackled using demonstration method.	90	16	82	18	2.9085	4
<b>Cumulative mean</b>						<b>2.8922</b>	

**Standard/decision mean = 2.500**

From the outcome of the analysis undertaken in table 4.2.3, it was obvious that adopting a more suitable strategy would help reduce incidences of social vices among the junior secondary school student in the study area. This was because the cumulative mean agreement level of 2.8922 is higher than the 2.5000

standard/decision mean. Specifically, the main measure taken is to organize regular consultation with all stakeholders in the school on matters affecting the smooth implementation of its programme. This statement attracted the highest mean response of 3.0948 with details showing that while 215 respondents agreed, the rest of 91 others disagreed on this. Also, another measure taken is to improve communication system between the school and students' union. This is just as the statement recorded the second highest mean response of 2.9608 with details showing that while 217 respondents agreed, and the rest of 89 others disagreed.

### **Discussion of Findings**

This study investigated the perception of secondary school teachers on the introduction of social studies in Kaduna South Local Government Area of Kaduna State. A total number of three (3) research objectives and research questions each were formulated and tested in this study. In research question I, reasons for the introduction of social studies as a school subject in junior secondary schools of Kaduna South Local Government Area was examined. The outcome of this analysis suggests diverse reasons why social studies was introduced into secondary schools in the first instance. The subject was adopted in Nigeria about 50 years ago as a result of the quest for relevance in the Nigerian education. Social studies in several nations of the world are essentially introduced to meet certain specific needs and aspirations of the people. Social Studies has come to be accepted as "a school subject that should assist students to acquire the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society" (Alberta, 2000).

In research question II, how social studies as a school subject can curb incidences of social vices among junior secondary school students in Kaduna South Local Government Area was examined. The subject social studies can adequately help to curb incidences of social vices amongst the secondary school students if well taught and its primary objectives is applied appropriately to societal growth and development. T

he need to ascertain what instructional strategy would be used in social studies to help curb incidences of social vices among junior secondary school students of Kaduna South Local Government Area was examined in research question III. Several instructional strategies have been applied to the teaching of social studies at this level with little or no successes at all. Indeed, where a suitable method is adopted by its teachers to equipped the learners with the right knowledge, skills and values needed for their growth. It will go along way to help not to be involved in any social vices or come out of it if already in.

### **Conclusion**

It is quite important that the objectives for which social studies was introduced in the first place at the secondary school levels should be adhered to. The idea behind this is to help address numerous societal challenges which we currently battle with. To resolve this, the students need to be properly taught in the schools where they attend as well as to be an ambassador through which increasing cases of social vices can be minimized or eradicated. In order to achieve all these, the place of instructional strategy adopted by secondary school teachers requires thorough scrutiny. This may be traced to the period of their training and with collaboration with critical stakeholders, check-mated before too late.

### **Recommendations**

Based on the findings from the analyzed data, the researcher recommended as follows:

1. Efforts should be made to intensified reasons why social studies is taught to junior secondary school students over and over again.
2. There is need for teachers to educate the students and society on the adequacy of social studies to help curb incidences of social vices among the students in the study locality.
3. Pre-service training of teachers should endeavour to drill the future teachers on the importance of competence at their work place and determine to achieve school goals at this level.

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