

**IMPACT OF SOCIAL STUDIES CURRICULUM IN PROMOTING NATIONAL INTEGRATION  
AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA**

**BY**

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**Abstract**

*This study was designed to examine the Impact of Social Studies Curriculum in Promoting National Integration Among Junior Secondary School Students in Kaduna State, Nigeria. The design of the study was survey method. The population of the study consists of 9630 students in the study area and the sample size of 369 was used based on research advisors (2006) table for sample selection. The study was carried out with the used of the structured questionnaire entitled "Researcher Made Questionnaire". The data collected were analyzed using the t-test statistics, means and standard deviations. The result of the study revealed that there is no significant difference in the mean opinion scores of students in relation to gender on how social studies education can assist Junior Secondary School students in tolerating the attitude of their class mates of different cultural background. Some recommendations were made which include the need for Social studies to be made compulsory in all schools and on all classes as it has the capacity to unite learners from different background. The study concluded that the teaching of Social Studies as a core subject in junior secondary school has the potential of inculcating tolerance and positive attitude towards diversity among its adherent. This will eventually culminated into making positive impact in assisting JSS students to tolerate the attitude of their class mates of different cultural groups. In the light of the foregoing, it is recommended that Social Studies should be made compulsory in all schools and in all classes/levels as it has the capacity to unite learners from different background.*

**Keywords: Curriculum, Diversity, Impact, National integration, Social studies**

**Introduction**

Nigeria as a multicultural nation has experienced various crises as a result of differences in culture and religion. This has brought about ideological differences among her people. Therefore, there is a great need for the nation to be integrated for peaceful co-existence of her people and development. Social Studies education as a problem solving discipline can be used to transform the nation into a united and peaceful country. The Federal Republic of Nigeria (2014) endorsed education as an instrument par excellence for promoting national integration and development. Indeed, the philosophy of Nigeria education is based on the: development of the individual into a sound and active citizen; full integration of the individual into the community and provision of equal access to educational opportunity for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system. The vision behind these goals is to produce pupils who are worthy, competent and willing to work for the promotion of a progressive, united and self-reliant nation. This is the background in which social studies operates, expected to make an impact on the lives of pupils by reflecting changing social needs, problem and aspirations. Social Studies education was introduced at various level of education to help in producing good citizen at the primary and junior secondary school level, the offering of social studies education is compulsory, but at senior secondary school level, it is elective in order to produce good teachers to teach the subject at these level, it is offered in all classes in grade (ii) teachers training college of education.

Kissock, (1981:3) sees Social Studies as "a programme of study which instill in students the knowledge, skills, attitude and actions it considers important concerning the relationships human beings have with each other, their word and themselves." Ololobou (2004:251), define Social studies as an organized, integrated study of man, his environment, both physical and social emphasizing on cognition, functional skills and desirable attitude and action for the purpose of producing an effective citizen. According to this definition, Social studies consciously seek to promote; cognition; that is, knowledge, comprehension or understanding, application, analysis synthesis and evaluation as relevant to physical and environmental constituents which include earth materials, relief features, atmospheric processes, water bodies, the vegetal cover, the lower animals, man material and non-material cultures, respectively. Functional skills; these acquisition of which make the client more productive and effective in managing the self and relating with the physical, social, economic and political environment. One may recognize communication, intellectual, manipulative study and group-work skills, among others. Desirable Attitude and

Actions; Such Attitude and Actions are supportive of the developmental process. They include patriotism, honesty, love, truthfulness, punctuality, peaceful co-existence, creativity, functional inter dependence, wise use of scarce resources, etc.

The focus of Social Studies therefore is essentially man, the society and the environment and its ultimate goal is to equip individual with knowledge and understanding for effective relationship and living. The Social Studies programme is the totality of experience and understanding a child gets having been exposed to a course of studies based on man's problem in his environment. These types of programme enable learners solve various complex problems, which confront them daily as individuals and as members of social group or the society. It therefore, offers the child a richer preparation for life. According to Isola (2010) National integration is the major factor in national development. Any nation not grounded in non-perishable integration cannot make progress. Falade and Orungbemi (2011) emphasized that African nation need urgent innovative integration orientation programmes that can facilitate the development for core values as well as civic and political ideals in the citizens. The Kaduna state dream of national integration, peace and development can only come to reality with the internalization of the enshrine in the national Anthem and pledge which reflect the national value of honesty, loyalty, cooperation and patriotism among our youths (Ajere and Oyinloye, 2011).

The Nigeria society has suffered so much due to lack of understanding and acceptance of our different cultural and religious ideologies. Nigeria is one hundred years old and fifty-three years from political independent, yet no significant development has taken place, instead the resources which apparently should be used for the development of the nation are used to repair facilities that were destroyed as a result of conflict. On the other hand, social studies objectives must be effectively used by the teacher and students alike since it was meant to solve problems that face man and his environment using the three domains of educational objectives. The main concern of the study is to examine whether or not Social Studies teaching and learning inculcate in learners with regard to the knowledge and attitude like tolerance, cooperation, enquiry, discovery, right thinking and curiosity for national integration and development in order to contribute to national development. It is against this background that this study examined the Impact of Social Studies Curriculum in Promoting National Integration among Junior Secondary School Students in Kaduna State, Nigeria.

### **Objective of the Study**

- i. Examine how Social Studies education assists Junior Secondary School students in tolerating the attitude of their class mate of different cultural background.

### **Research Question**

- i. What is the difference in the mean scores of students in relation to gender on how Social Studies education can assist Junior Secondary School students in tolerating the attitudes of their class mates of different cultural background?

### **Null Hypothesis**

- i. There is no significant difference in the mean scores of students in relation to gender on how social studies education can assist Junior Secondary School students in tolerating the attitude of their class mates of different cultural background

### **Methodology**

The study employed the survey design. According to Osuala (2005) is of the opinion that survey method study both large and small population by selecting and studying sample close from the population to discover the relative incidence distribution and inter-relation of sociological and psychological variable. The population of the study is made up of JSSIII Social Studies students in Zaria Education Zone of Kaduna state totaling 9630. The sample of this study consists of 369 JSSIII Social Studies in Zaria Education Zone, Kaduna State. The decision to use 369 sample size is based on the Research Advisors table of sample specification. The proportionate stratified and simple random sampling techniques were used. The researcher used structure questionnaire as data collection instrument. The measurement scale is a four point modified Likert scale i.e. SA, A, D, SD. The content and construct validity of the questionnaire was ascertained by experts. To support these, Berge (2002) stated that for any research instrument to ascertain the appropriateness of the validity it should be given to a panel of experts to determine if its content can elicit desired data. The reliability coefficient index stood at 0.78 determined using Cronbach Alpha formula for determining reliability coefficient was used. The study used the assertion of Danjuma and Muhammad (2011) which stress that an instrument is reliable if its reliability co-efficient lies between 0.64 and 1. The research question was

analysed using arithmetic mean and standard deviation while the null hypothesis was tested using the independent samples t-test at 0.05 level of significance. According to Ekeh (2003) t-test should be used for determining significant difference between two means.

### Results

**Question One:** What is the difference in the mean scores of students in relation to gender on how Social Studies education can assist Junior Secondary School students in tolerating the attitude of their class mates of different cultural background?

**Table 1a: Impact of Social Studies in Assisting JSS Students to Tolerate the Attitude of Their Class Mates of Different Cultural Groups**

S/N	Items Statement	Response categories				Mean
		SA	A	D	SD	
1.	Social studies education equips learners with right skills and knowledge from different cultural groups.	111	113	62	83	2.683
2.	Social studies education does not equip learners with right skills and knowledge from different cultural groups.	75	76	118	100	2.341
3.	Social studies education is an Important instrument which plays a vital role in tolerating the attitude of learners from different cultural groups.	121	110	78	60	2.791
4.	Social studies education is not an Important instrument which plays a vital role in tolerating the attitude of learners from different cultural groups.	70	67	113	119	2.238
5.	Social studies teachers use teaching method that promote cooperation, team spirit and sharing.	106	116	88	59	2.729
6.	Social studies teachers does not use teaching method that promote cooperation, team spirit and sharing.	69	70	129	101	2.29
7.	Teaching of social studies promotes tolerance among students from different cultural groups.	96	101	92	80	2.577
8.	Teaching of social studies does not promote tolerance among students from different cultural groups.	69	70	116	114	2.255
9.	Social studies education provides necessary Information on tolerance of attitude to learners.	104	95	91	79	2.607
10.	Social studies education does not provide necessary Information on tolerance of attitude to learners.	59	69	123	118	2.187
<b>Aggregate</b>						<b>2.57</b>

Responses in Table 1a showed that Social Studies have high positive impact in assisting Junior Secondary School students to tolerate the attitude of their class mates of different cultural groups, as the cumulative mean agreement of 2.57 was above the 2.50 aggregate mean. Specifically they believe Social studies education is an important instrument which plays a vital role in tolerating the attitude of learners from different cultural groups, as this item attracted the highest mean response of 2.791 as details showed that while a total of 231 were in agreement, the rest 138 were in disagreement. This explain while most disagreed with the negative statement that asserts that Social studies education does not provide necessary Information on tolerance of attitude to learners, as this had the least mean agreement of 2.187 as only a total of 128 were in agreement while the rest 241 were in disagreement.

**Hypothesis:** There is no significant difference in the mean scores of students in relation to gender on how social studies education can assist Junior Secondary School students in tolerating the attitude of their class mates of different cultural background

**Table 2: Descriptive mean statistics difference on how Social Studies education can assist J.S.S students in tolerating the attitude of their class mates of different cultural background based on gender**

Variable	Gender	N	Mean	Std	Mean diff	Remarks
social studies education can assist J.S.S students in tolerating the attitude of their class mates of different cultural background;	Male	203	27.054	1.968	0.174	Both male and female students have the same mean score on how social studies education can assist J.S.S students in tolerating the attitude of their class mates of different cultural background
	Female	166	26.879	1.835		

Results of descriptive statistic in Table 1b statistics showed that that there is no significant difference in the mean scores of students in relation to gender on how social studies education can assist J.S.S students in tolerating the attitude of their class mates of different cultural background. Their mean score on how social studies education can assist J.S.S students in tolerating the attitude of their class mates of different cultural background on the basis of gender are 27.054 and 26.879 by male and female respectively. The mean difference stood at 0.174. This shows that both have the same level of mean score in this regard.

### Discussion

The study found no significant difference in the mean perception scores of students in relation to gender on how social studies education assists J.S.S students in tolerating the attitude of their class mates of different cultural background. Social Studies education is considered essential for worth living, that promote national integration and unity in the Nigeria society. This is based on the fact that much of the content of the knowledge in Social Studies is drawn from the realities of the learner environment (Nigeria Environment). This will enable the students in their early age to have a better understanding of the ethnic composition of their nation and the link between them and the benefits of living, developed an understanding of their immediate environment, educating young citizen certain skill that will enable them to deal with and manage the forces of the world in which they live, schooling or working together as a nation and undermining ethnic sentiments. Arisi (2011) stated that the parameter of social studies emphasizes that whatever society 'man' lives, he must do at list two main things, first, he must interact with his fellow man, secondly, he must adopt himself to the environment and make himself fully useful.

In support, Joof, Mezieobi and Amadi (1994) maintained that Social studies play important role in national development in that it equip the learner with the skills and capabilities for independent problem solving and exposing the learner to make input in knowledge through their own generalizations. In another dimension, Nwakoby (1988) report that the federal government proposes that social studies should be a means of achieving creativity, self-reliance and independence of mind, nationalist outlook and freedom from mental colonization. Another very important feature of social studies education according to Mezieobi (2014) is its social relevance or social sensitivity, and the ability to mirror the realities of the environment, community, society in which social studies is taught.

### Conclusion

The study concluded that the teaching of social studies as a core subject in junior secondary school has the potential of inculcating tolerance and positive attitude towards diversity among its adherent. This will eventually culminated into making positive impact in assisting JSS students to tolerate the attitude of their class mates of different cultural groups.

### Recommendations

In the light of the foregoing, it is recommended that:

1. Social studies should be made compulsory in all schools and in all classes/levels as it has the capacity to unite learners from different background.
2. Teaching of social studies as a core subject in junior secondary school must be designed to serve as potential of inculcating tolerance and positive attitude towards diversity among its adherent

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