

## Investigation of Students' Perception of Social Studies Education for Effective Citizenship in Federal College of Education, Pankshin, Nigeria

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**Abstract.** The introduction of social studies as a school programme was basically meant to solve problems of man arising from his daily interaction with the environment. This would in turn enable him to acquire basic skills, competences and effective citizen. However the views held by different people about the discipline over the years has declined the realization of this object. The purpose of this study is to investigate students' perception of Social Studies Education with bearings on effective citizenship in Federal College of Education Pankshin in Plateau State. The cross-sectional survey research design is adopted to answer the research questions and four (4) hypotheses raised in the study. The stratified sampling technique is used to select a sample size of 253 students from the population of 265 students. 28 items were drawn in a questionnaire which was later subjected to descriptive and inferential statistics for data analysis. The mean and standard deviation are used for the research questions while the Pearson moment correlation was adopted in analyzing hypothesis one and the remaining the T-test of independent samples is used. The results indicated that students positively perceived all the social studies traditions identified in the study at varying degree. The findings further established that, there is no significant difference between male and female students perception of the content of social

studies education. But there is a linear relationship between two students perceived the goals of the discipline and the extent of their implementation to promote effective citizenship it was thus, recommended among others the need for teachers to introduce students to the major traditions in social studies so as to enhance their perception of the subject.

**Keywords:** Student, Perception, Social Studies, Education, Effective Citizenship

### 1. Introduction

Over the passage of time, man has been faced with numerous challenges in his struggles to survive with a constrained environment. This has given rise to thought processes on the need for an educational programme that would go a long way towards solving the problem arising from man's interactions with his immediate environment. Furthermore, there is a need to help man understand himself, his relationship with others and the complexities present in his physical, social, economic, cultural and political environments. Thus, the main philosophy behind teaching social studies according to Okamoto (1998) is to measure in terms of its contributions at mobilizing learners to cultivate an awareness that could transform them into skilled, competent and effective citizens.

Social studies is therefore an integrated subject that exposes learners to desirable knowledge, attitudes, values and skills necessary for effective socio-civic life. However, for social studies education to achieve its lofty goals and objectives, the learners must have a good perception of the subject matter. Perception refers to the process in which sensory information are organized and interpreted by living organisms to make meaning (Mukherjee, 2002). Perception of social studies education therefore refers to analysis, synthesis and integration of concepts and generalizations related to man and his environment. It is the process of attaining awareness or understanding of social studies education as an integrated curriculum for promoting effective citizenship. Generally, the perception of what social studies education is to the perceiver (students) is related to information about the subject available to the students over the years. This in turn will determine his or her behavior. This shows that perception plays an important role in behavioral changes in students.

Social studies education is perceived differently by different people, Irmiya (2007) observed that, the differences in the perception of social studies have created misconceptions in the minds of ignorant people. It is important to add that, this problem of misconception of social studies is found even among teachers and students alike of social studies in schools. To some people, it is the study of social sciences which includes economics, sociology, anthropology, geography and political science; to others, it is reflective inquiry leading to critical thinking and problem solving; while another group sees it as citizenship transmission; and yet to another group, it is an integration of concepts and ideas from different subject areas. The above conceptions of social studies education are all relevant depending on the needs and aspirations of the society where it is used.

However, in Nigeria the integrated approach which fuses and integrates concepts and ideas from the social sciences, humanities and liberal arts has become the mainstream of social studies education (Irmiya, 2007). The difference in the conception of the goals and content of social

studies education results into confusion among teachers and students on what constitutes the subject matter or not. This is a fundamental problem that needs to be addressed if the subject is to make any meaningful impact on the learners. Most research studies on perception of social studies education in Nigeria are centered on the teachers' point of view and as such this study is therefore meant to fill the gap by assessing students' perception of social studies education. It is also meant to give students an opportunity to express their opinions on the impact of the subject matter with regards to the attitudes and dispositional of its learners towards effective citizenship.

Since students at this level are teachers in training, their perception of the goals and content of the subject will go a long way in influencing their practice after school. Al-Gharibi (2008) revealed that, although students viewed learning social studies as enjoyable, they did not see social studies as useful for a career or even being related to their lives. Also, Al-Nofli (2010) examined the perception of 407 Social Studies teachers about Social Studies goals and content areas in Oman. Findings showed that, teachers perceived current events, core values, environmental education, geography, history, family life education and public issues as the most important content areas of social studies. It further revealed that, though social studies teachers viewed all social studies goals as important, the perceived implementation of the goals was lower than that of its importance.

Moreover, Yusuf, Agbonna, Jekayinfa and Saliu (2011) examined the effects of citizenship education component of Social Studies on civic literacy and attachment of upper basic students in Ilorin metropolis using the Quasi-experimental design. The results revealed that the more the students were exposed to citizenship components of Social Studies on a regular basis, the more they acquired the needed civic literacy and attachment. In a related study, Yusuf (2005) investigated the influence of Social Studies education on students' opinions on political participation and democratic reforms in Nigeria using a twenty item questionnaire. The results further showed that Social Studies

students have a more positive opinion on political participation than none Social Studies students. It is therefore, the direction of this article to seek to assess students perception of the goals and content of social studies education as relevant to responsive and responsible citizenship in Federal College of Education, Pankshin. The results also revealed that, both Social Studies students and none Social Studies students have positive opinion about democratic reforms. There is no doubt that the two studies clearly confirm the unprecedented role of Social Studies education in developing effective and viable citizens for nation building.

### 1.1 Aim and Objectives of the Study

The general objective of this study was to assess students' perception of social studies education with bearings on effective citizenship in Federal College of Education, Pankshin. It specifically aimed to achieve the following:

- To find out students perception of the content of social studies education.
- To find out students perception of the goals of social studies education as relevant citizenship.
- To find out students' perception of the extent to which the goals of Social Studies education are implemented to promote effective citizenship.
- To find out teachers effectiveness in teaching social studies to promote effective citizenship.
- To assess the availability of instructional materials for teaching social studies for promoting effective citizenship.
- To find out the methods commonly used in teaching social studies for promoting effective citizenship.
- To find out whether gender affect students' perception of the Social Studies education with bearings on effective citizenship.

### 1.2 Research Questions

The following research questions were used to guide the study:

- What is the nature of students' perception of the content of social studies education?
- How do students perceive the goals of social studies education as relevant to effective citizenship?
- How do students perceive the extent to which the goals of social studies education are implemented to promote effective citizenship?
- How effective do teachers teach social studies education to promote effective citizenship?
- To what extent does gender affect students' perception of social studies education for as relevant to effective citizenship?

### 1.3 Hypotheses

- There is no significant relationship between students' perception of the goals of Social Studies Education and the extent to which they implement for promoting effective citizenship.
- There is no significant difference between the nature of perception of male and female students of the content of social studies education.
- There is no significant difference between male and female students perception of the goals of social studies education as relevant to effective citizenship.

## 2. Factors that Affect Perception

There are various factors that influence students' perception of objects, events, issues, problems and subject matters. Mallum and Haggai (2002) identified interest, need, experience and ability as major factors that affect perception of students.

Students learn, about things that interest them faster and perceive them better, this means they devote their time and energies to understand what they value and show little to no interest in what they don't value. Consequently, in teaching and learning social studies, learning experiences and materials should be carefully selected in

accordance to the interests and aspirations of learners. This will ensure that students get opportunities to contribute in building curriculum content and promote effective perception of the subject by students.

Secondly, students' needs vary as their aspirations increase. Their interests in issues and events are aroused in order to meet their daily needs. Here needs increase the general arousal and changes in perceptual pattern in the direction that promises some satisfaction (Blair, Jones and Simpson, 1975). Based on the above, social studies teachers should endeavor to present issues that help learners meet their various needs (cognitive, effective and psychomotor) while experience, the way people perceive things varies based on their previous experiences. People link what they see, smell, hear and touch with something they have experienced in the past (Mallum and Haggai, 2002). As such teachers should provide their students with learning experiences that are linked to their previous experiences.

### 3. Theoretical and Conceptual Framework

The framework utilized here is the Gestalt Theory of Perception as propounded by a group of German Psychologists known as "Gestalt School of Psychology" which arose in 1890 as a reaction to the prevalent psychological theory of the time. The theory states that the whole is more than the sum of any different parts put together, that people perceive objects, issues and phenomena better when their characteristics are taken as a total figure or the whole rather than the component parts. To them, things are affected by where they are and by what surround them, so that things are better described as more than the sum of their parts. They also believe that context is very important in perception. The Gestalt theorists identified four laws that enhance perception:

- **Law of Similarity:** Grouping of figures/characteristics that have similar elements to form a pattern or concept.
- **Law of Proximity:** A pattern is easily seen when similar objects appear together.

- **Law of Continuity:** Patterns are more easily formed when similar parts of a figure appear in lines either straight or curved.

- **Law of Closure:** That closed or partially closed figures are more readily perceived than open figures.

The implication of these laws to students' perception of Social Studies Education is that students will have a good perception of the object when learning experiences are arranged on the basis of their connectedness and relationships to one another.

The implication of this to social studies teachers is for them to give appropriate stimuli to learners through motivation and thought provoking messages and questions so as to promote good perception among students. Again learning experiences in form of concepts and generalizations in social studies are to serve as input stimuli to the students. The stimuli students receive from social studies content serve as raw materials that are processed in the brain to give meaning. From the above analysis, it is clear that the Gestalt Theory of Perception is considered potentially helpful in understanding students perception of social studies education with bearings on effective citizenship. The theory is relevant to this study because it provides the basis for understanding the various issues and fundamental principles that surround students perception of the goals and content of social studies as an integrated discipline. Therefore, Gestalt Theory of Perception is the theoretical framework against which this article is based, because perception of social studies education is based on the principles of the theory which emphasizes integration of knowledge into the whole.

### 4. Aims and Objectives of Social Studies

Social studies aims are objectives that differ from society to society, as such the needs and aspirations of societies are not the same, and also their demands change with time to meet the challenges at hand. As a result, what is termed as social studies intentions change from time to time and from country to country. Mathias in Irmiya (2007) also identified some

general aims and objectives of social studies in schools:

- To make children aware of the existence and availability of a large body of factual information and society and how to get them.
- Providing them with opportunities of acquiring knowledge about society and learning experiences that are relevant to their present and future needs.
- Help children develop approaches and methods that will allow for discovering relationships between facts and issues to enable them see themselves as part of a whole. These aims and objectives are general in nature, cutting across all levels of our educational system which warrants a review of these objectives of social studies at the tertiary level in Nigeria.

### 5. The Concept of Effective Citizenship

Effective citizenship means at its simplest, a situation where members or national community are ready, willing and able to get involved in social, economic, political and cultural activities for the overall development of the society. Writing in this direction, the National Council for the Social Studies (2002) defined an effective citizen as one who has the knowledge, skills and acts that are necessary for sustaining a democratic society. This implies that, effective citizenship involves acquiring civic knowledge, developing participation skills and values in the total way of life of members of the society Lar (1999) also defines effective citizen as one whose life is a good example to the fellow citizens. He works for the collective benefit of the society and is ready to defend the integrity of his or her nation even if it results to losing his or her life.

Effective citizenship according to Akinlaye et al (1997) includes those qualities desirable in the political, civic and personal daily living forever of society. The authors further opined that effective citizenship connotes the following:

- Acceptance of civic responsibilities and discharging them to the best of one's ability.
- Knowledge of the techniques of social actions and how to cooperate with others in implementing and achieving such social action.

- Assumption of personal responsibility to contribute towards a well-informed climate of opinion on current national and state social, economic and political matters.
- Efficiently responsible family member who assumes his or her full responsibilities for maintaining the civic standards his community and the society at large. Consequently effective, citizenship is integral to the creation of sustainable local communities, state and nation at large.

### 6. The Attributes of an Effective Citizen

Effective citizens are informed, good and active members of the society that are able and willing to work for the common good of society. A society with effective citizens is capable of overcoming all odds and create opportunities for development. Effective citizens have a number of qualities favourable for nation building.

These good attributes includes:

**A. Acquisition of broad based knowledge:** Good citizens have an indepth knowledge of people, history, traditions and problems from where he comes.

**B. Enhanced skills and competences of participation:** There are different forms of skills that citizens need in order to function effectively. They include social skills, intellectual skills, manipulative skills among others. Obi (2007) observed that effective citizens display skills such as self-confidence, initiative, open-mindedness and cooperation which are necessary for effective participation in socio-civic activities.

**C. Responsible attitudes and values:** Obi (2007) observed that it is only through critical thinking, social behaviors and actions that members of the society can improve human conditions of living. Each effective must acquire and be able to display desirable values and attitudes such as cooperation, honesty, integrity, accountability, respect for the rule of law and rights of others.

**D. Enlightened Patriotism:** Hornby in Iyela (2004) defines patriotism as the love for and loyalty which an individual has for his country. Each citizen should be patriotic by the by

demonstrating loyalty to the nation on all his actions, dealings and utterances as well as respect the national symbols.

**E. Embraces core democratic values:** in a democratic society such as ours, effective citizens must imbibe fundamental democratic values and principles. Adebince (2004) observed that effective citizens must understand that other citizens of the society also have rights and duties in the state, and that they have to work in harmony with one another in order to realise their personal and societal oaks.

### 7. Students' Perception of Social Studies Education

Social studies education is perceived differently by different people. Kazi (2007) affirms that "many people often get confused on the nature of social studies in our society schools and colleagues". The difference in the perception of social studies has created misconceptions in the minds of ignorant people (Irmiya, 2007). The situation where trained teachers and students of social studies find it difficult to cowhide the subject is and what it intends to transmit in learners is unacceptable. The fact remains that how teachers or students - to the teachers perceive social studies education determine the way they will teach it.

A few literature reviews center on students' perception of social studies education. Since students of colleges are teachers in training, literatures on teachers perception of social studies is applicable to them. Over the years, social studies educators and professional organizations have identified three perceptions of social studies (Ogunsanya, 1984). These orientations include citizenship transmission, social science and reflective inquiry.

The citizenship transmission perception of social studies is based on the belief that the ultimate goal of social studies js gives inculcate in learners values, skills and knowledge that will enable them become good citizens. It involves indoctrination of what is believed to be core knowledge, values and beliefs of society (Al-Nofti, 2010). Those who subscribe to this orientation equate social studies with citizenship education. They hold that the general purpose of

the subject is to transmit citizenship virtues to students so they could become active citizens. However, Irmiya (2007) warned that in the Nigerian context, social studies goes beyond citizenship education or political education.

The second perception called social science orientation focuses on teaching knowledge and skills from the social sciences discipline. The purpose of social studies under this orientation is to inculcate social science knowledga to learners. To achieve this, knowledge from different subject areas like economics, geography, political science, history, sociology and anthropology are put together and taught as social studies. Though, there js a close relationship between social studies and the social science disciplines, the two are not the same (Irmiya, 2007). She further stressed that social studies goes beyond the social sciences as it also covers issues from the liberal arts subjects.

The third orientation is reflective inquiry approach. This perception emphasized the cultivation of research a d problem solving skills in the learners. The conception of social studies is based kb the belief that human beings will always face personal and societal problems, as such, they need skills of problem solving. Akin layers et al (1997) observed that social studies should develop in learners the ability to make reflective decisions, so as they solve both personal and societal social problems.

The integrated approach is the latest perspective that is advocated by contemporary social studies experts. People who perceive social studies along these lines see the subject as the fusion of carefully selected concepts and generalizations from social sciences, humanities and liberal arts for the purpose of developing the total faculty of the learners. This approach sees social issues and problems in their connectedness as they occur in real life situations instead of in compartments or separate forms (Irmiya, 2007). There the integrated conception of social studies is the most accepted perception of the subject in Nigeria (NERDC, 1973; Ogunsanya, 1984; Irmiya, 2007).

From the above analysis, it is obvious that there exist different perceptions of the goals and nature of social studies education. The conceptions and misconceptions are partly caused by the dynamic nature of social studies. What constitutes social studies in one society may not be in another, and what is promoted today may not be the next time. There is also the teacher factor because specialists from the social sciences disciplines that are teaching social studies tend to emphasize their traditional subject areas at the expense of social studies approach to addressing issues.

**8. Methodology and Procedure**

The study employed a cross-sectional survey design to investigate students’ perception of social studies education with bearing on effective citizenship in Federal College of Education Pankshin. The design is appropriate because data was collected from a sample of 2010/2011 students of social studies department of Federal College of Education Pankshin. The population of the study comprised of all NCE students in department of social studies in FCE Pankshin totally 1263 NCE students with 654 male and 604 female students. The sample of this study consisted of 253 respondents selected from the population of 1263 NCE students which according to Ibanga (2002) consisted of

20% of the total population of the study which is a representative sample of 20-30% of the population ideal for a survey study, out of which 129 respondents are male and 124 are female. Stratified sampling technique was used to select the sample respondents. The instrument used for data collection was a well-structured questionnaire called students perception of Social Studies Education questionnaire (SPSSEQ) and was scored using a four-point Likert scale. A reliability co-efficient of 0.71 was obtained which is an acceptable co-efficient for the study.

**9. Findings and Discussion**

The mean and standard deviation were used to answer the seven (7) research questions. Any item or a group of items as the case may be with mean of 2.5 and above was accepted as a factor. However, any item or factor with mean less than 2.5 was rejected. In essence, any mean score of 2.5 and above indicated acceptance while anything less than that indicated. The direct method is of advantage to the study because it ensures that questionnaires are reasonably completed and collected as well. It also gives the researcher opportunity to make clarifications where necessary. This method also reduces loss of questionnaires as they are collected immediately after completion.

**Research Question One:** What is the nature of students’ perception of the content of Social Studies education in promoting effective citizenship?

**Table II:** Mean response on Nature of Students’ Perception of the Content of Social Studies Education.

S/No	Statement	SA (4)	A (3)	D (2)	SD (1)	Total	(X) (Mean)	SD	RANK
1	It is citizenship education	151	87	4	6	878	3.54	2.151	1 <sup>st</sup>
2	It is reflective inquiry	82	105	56	5	759	3.06	2.013	4 <sup>th</sup>
3	It is social science structure	89	106	49	4	778	3.13	2.128	3 <sup>rd</sup>
4	It is an integration of concepts and ideas about man within his environment	150	81	12	5	872	3.52	2.183	2 <sup>nd</sup>

Table I indicated that students supported all the conceptions of social studies education identified in this study at varying degree. By ranking, citizenship education (=3.54) was top, secondly integration of concepts and ideas about man within his environment (M=3.52), thirdly social science structure (M=3.13) and lastly reflective inquiry (M=3.06). The result clearly showed a trend of indefinite perception of the content of social studies education as it relates to developing effective citizenship among students.

**Research Question Two:** How do students perceive the goals of social studies education as relevant to effective citizenship?

**Table III:** Mean Response of Students’ Perception of the Goals of Social Studies Education.

S/N	Statement	SA (4)	A (3)	D (2)	SD (1)	Total	(X) (Mean)	SD	RANK
1	Helps students develop social skills for good life	143	95	9	1	876	3.53	2.176	2 <sup>nd</sup>
2	It prepares students for active life in the society	137	92	15	4	950	3.83	3.05	1 <sup>st</sup>
3	It makes students become effective citizens	137	93	15	3	860	3.47	2.168	4 <sup>th</sup>
4	Helps students acquire knowledge about social studies	137	100	8	3	867	3.50	2.172	3 <sup>rd</sup>
5	Helps students develop good attitudes	120	104	19	5	835	3.37	2.161	6 <sup>th</sup>
6	Help students learn about Nigeria diverse culture	118	111	17	2	841	3.39	2.149	5 <sup>th</sup>
7	Help develop in students responsible values	103	111	29	5	808	3.26	2.138	7 <sup>th</sup>

Table above shows that social studies students supported all goals of social studies education suggested in this study at different degree. According to the students responses, the goals were ranked from the top with: it prepares students for active life in society (M=3.83), helps students develop societal skills for good life (M=3.53), helps students acquire knowledge about society (M=3.50) makes students become effective citizens (M=3.47), help students learn about Nigeria diverse culture (M=3.39), and lastly it helps students develop good attitude (M=3.37).

**Research Question Three:** How do students perceive the extent to which the goals of social studies education are implemented to promote effective citizenship?

**Table IV:** Mean response of students’ perception of the extent to which social studies goals are implemented.

S/N	Statement	SA (4)	A (3)	D (2)	SD (1)	Total	(X) (Mean)	SD	RANK
1	Social studies goals are adequately implemented	98	79	51	20	751	3.03	1.913	1 <sup>st</sup>
2	They are sufficiently implemented to enhance students social skills	80	96	56	16	736	2.96	1.803	3 <sup>rd</sup>
3	They are adequately implemented to promote good attitudes in students	76	90	68	14	724	2.92	1.796	6 <sup>th</sup>
4	They are fully implemented to enhance students’ knowledge of the society	82	94	63	9	745	3.00	1.905	2 <sup>nd</sup>
5	The goals are adequately implemented to enhance students’ participation in society	78	90	69	11	731	2.95	1.816	4 <sup>th</sup>
6	They are sufficiently implemented to develop good attitudes and values in students	94	69	62	23	730	2.94	1.809	5 <sup>th</sup>

Table IV revealed that students perceived the implementation of social studies goals as sufficient to promote effective citizenship. The fact that all the items scored above 2.5 affirmed this position. However the perceived implementation of the various areas of the goals varies with the top most implementation to enhance students social skills (M=3.03), e.t.c.

**Research Question Four:** How effective do teachers teach social studies education to promote effective citizenship?

**Table V:** Mean Response of Teachers’ Effectiveness in Teaching Social Studies

S/N	Statement	SA (4)	A (3)	D (2)	SD (1)	Total	(X) (Mean)	SD	RANK
1	Teachers do actively involve students in teaching process	78	97	62	11	738	2.98	1.961	3 <sup>rd</sup>
2	Teachers attend lessons regularly/punctually	76	94	69	9	733	2.96	1.958	4 <sup>th</sup>
3	Teachers use instructional materials regularly	79	91	57	21	724	2.92	1.816	5 <sup>th</sup>
4	Teachers show good mastery of social studies	95	87	51	15	758	3.05	2.101	2 <sup>nd</sup>
5	Teachers employ variety of strategies and technique in teaching	96	96	49	7	777	3.13	2.206	1 <sup>st</sup>

As shown in table V students supported all the ingredients of effective teaching identified in this study as indicated by an average opinion of above 2.5. The average response across the items ranked from the top most starting with teachers employ variety of strategies and technique in teaching (M=3.13), teachers show good mastering of social studies (M=3.05), teachers actively involve students in teaching process (M=2.98), teachers attend lessons regularly and punctually (M=2.96), and lastly teachers use instructional materials regularly (M=2.92).

**Research Question Five:** What are the available instructional materials for teaching social studies education in promoting effective citizenship?

**Table VI:** Mean response of available instructional materials for teaching social studies education.

S/N	Statement	SA (4)	A (3)	D (2)	SD (1)	Total	(X) (Mean)	SD	RANK
1	Relevant social studies textbooks are made available	110	90	40	8	788	3.22	2.20	2 <sup>nd</sup>
2	Computer/internet services are available for learning	75	88	70	15	709	2.86	1.68	3 <sup>rd</sup>
3	There is a social studies workshop	118	99	28	3	828	3.34	2.261	1 <sup>st</sup>

The table above indicated that students supported the availability of all the instructional resources identified in this research study by an average response of above 2.5. However, their degree of acceptance varies across the items. The top most when ranked is availability of social studies workshop (M=3.34), followed by availability of social studies textbooks (M=3.22), and lastly is availability of computer/internet services (M=2.86).

**Hypothesis One:** There is no significant relationship between students’ perception of the goals of social studies education and the extent to which they are implemented to promote effective citizenship.

**Table VII:** Pearson correlation of students’ of the goals of social studies education and the extent to which they are implemented.

Variables	Statistics								
	N	X	df	□	SD	r <sub>cal</sub>	r <sup>2</sup> <sub>CAL</sub>	r <sub>table</sub>	Decision
Students’ perception of goals social studies		52.73							
Perception of implementation	248	47.00	246	0.05	35.10	0.77	0.59	0.195	Reject H <sub>0</sub>

The result shows that the calculated r-value of 0.77 is greater than r-table of 0.195 at 0.05 level of significance with a degree of freedom of 246. Hence, the null hypothesis is rejected. This implies that there is a significant relationship between students’ perception of the goals of social studies education and the extent to which they are implemented to promote effective citizenship. The coefficient of determination (r<sup>2</sup>) indicated that 59% of the variation in students’ perception of the extent to which the goals of social studies education are implemented to promote effective citizenship is accounted for by the variation in their perception of the goals of social studies education as relevant to effective citizenship.

**Hypothesis Two:** There is no significant difference between the nature of perception of male and female students of the content of social studies education.

**Table VIII:** T-test comparison of the nature of perception of male and female students of the content of social studies education

Gender	N	X	SD	α	df	t <sub>cal</sub>	t <sub>crit</sub>	Decision
Male	125	35.23	2.413	0.05	246	1.165	1.960	Retain H <sub>0</sub>
Female	123	33.96	2.265					
Total	248							

The calculated t- value of 1.165 is less than table value of 1.960 at 0.05 level of significance with a degree of freedom of 246 from table above hence, there is no sufficient evidence to reject the null hypothesis. This implies that there is no significant difference between the nature of perception of male and female students of the content of social studies education.

**Hypothesis Three:** There is no significant difference between male and female students perception of the goals of social studies education as relevant to effective citizenship.

**Table IX:** t-test comparison of male and female students’ perception of the goal of social studies education.

Gender	N	X	SD	α	df	t <sub>cal</sub>	t <sub>crit</sub>	Decision
Male	125	26.19	3.015	0.05	246	2.008	1.960	Reject H <sub>0</sub>
Female	123	30.14	3.201					
Total	248							

The calculated t-value of 2.008 is greater than table value of 1.960 at 0.05 level of significance with a degree of freedom of 246, thus there is enough evidence to reject the null hypothesis. This means that there is a significant difference between male and female students perception of the goals of social studies education as relevant to effective citizenship.

### 10. Discussion of Results

The findings shows there is an eclectic perception of the content of social studies education across the traditions of citizenship education, reflective inquiry, social science structure and integrated framework among-students. The result revealed that respondents positively endorsed all the four models but in varying degree. This result is an line with the findings of Orimoloye (183, Olawepo (1984), Jekayinfa (2004) among other, who established a trend of eclecticism among teachers and students of social student about what constitute the content of the subject. The conceptions and perceptions are all relevant depending on the nature and goals of the society in question.

Moreover, the study revealed a statistical difference between male and female students perception of the nature of the content of social studies education.

Secondly, students with a mean of 3.48 positively endorsed all the goals of social studies education identified in this study as relevant to promoting good citizenship traits in students. The result confirmed the vital role of social studies education in promoting good attitude; knowledge, values and social skill in students so as to enable them become responsible members of the society. This is in line with the finding of Almaamari (2009) who reported in a research that participants viewed social studies as a means to build national pride and unity; understand right and responsibilities; develop positive attitudes and patriotism. Supporting this view, Yusuf et al (2010 and Yusuf 2005) observed the unprecedented role of social studies education in developing effective and viable citizens for nation building. However, there is a statistical difference between male and female perception of the goals of social studies education as relevant to effective citizenship.

Thirdly, respondents positively endorsed the extent to which the goals of social studies education are adequately implemented to promote citizenship virtues among students. This implies that the goals are not mere good intentions but practicable objectives that have been capable of transforming citizens to responsible members of the society. This result is in consonance with the finding of Yusuf et al (2011) who revealed that the more students were exposed to social studies on a regular basis; the more they acquired the needed Civic literacy and attachment. On the contrary however, Al-Gharibi (2008) reported in a research finding that respondents viewed the implementation of social studies education as not related to their lives.

In another development, the study established a significant linear relationship between student perception of the goal of social studies education and the extent to which they are implemented to promote effective citizenship. This implies that respondents see the goals of social studies as relevant and also practicable in promoting good citizenship virtues. A careful look at the mean of the two groups revealed that the mean of students' perception of importance of social studies goals was higher than that of implementation. This finding is in line with that of Al-Nofli (2010) who revealed that though respondents viewed social studies goals as important, the perceived implementation of the goals was lower than that of importance. The implication of this finding is that there is need to intensify efforts toward realizing the lofty objectives of the subject. The result of this study also revealed a positive endorsement of teachers' effectiveness in teaching social studies by a mean of 3.19 of responses of the respondents. This means that a significant number of respondents believe that social studies teachers have a good mastering of the subject matter and its pedagogical ingredient for promoting effective teaching and learning. This finding is however contrary to the view of Mezeobi (1999) who lamented that the malfunction of the social studies curriculum is due to the inability of teachers of the subject to display professionalism in teaching.

## 11. Conclusion

Social studies education as an integrated discipline can only be meaningful to the learner and the society in general when it is properly perceived. As shown by the outcome of this study, there is an eclectic perception of the subject of social studies education among students. There is a general agreement among the student across social studies traditions of citizenship education, integrated conception, social science structure and reflective inquiry. The need for experts in the field to emphasize the integrated model as it incorporate all the other traditions in social studies education. Although there is a significant linear relationship between the positive perception of students of the goal of Social Studies and their implementation, there seems to be slight different between the two as indicated by their means. The mean score of implementation is lower than that of importance of the goals of the subject. There is therefore an urgent need to enhance the implementation of social studies goals so as to enhance students' perception of the subject.

## 12. Recommendations

Based on the findings of the study the following are recommended:

- Social studies teachers should endeavour to introduce their students to the major traditions in social studies education so as to enhance their perception of the subject.
- Ministries of education and social studies organizations should work together so as to enhance the implementation of social studies goals for the development of effective citizens.
- Teachers of social studies should endeavour to display professionalism in the teaching process so as to promote effective citizenship among learners.
- Social Studies teachers should patronize the learner-centered methods of instruction so as to instill in learners discovery and investigative skills.

- Social Studies experts and curriculum developers in the field should emphasize the integrated model in social studies education as it is the only tradition that is in consonance with the philosophy of the subject.
- Ministries of education and other relevant agencies should provide computer/internet facilities to colleges of education so as to enhance the performance of teachers and students.

on civic literacy and attachment of upper basic students in Ilorin Metropolis, Nigeria. *African journal of Political Science and International Relations*. Vol. 5 (9), pp 437-441. <http://www.academicjournals.org/AJPSI>

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