

Teachers' Perception on Nature, Scope and Methodology of Social Studies in Secondary Schools in Ekiti State

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Abstract

The study investigated teachers' perception of nature, scope and methodology of Social Studies as a discipline in secondary schools in Ekiti State Nigeria. The population comprised all Social Studies teachers in Ekiti State. The sample was made up of 200 male and female Social Studies teachers who were selected using stratified sampling technique. A self-designed questionnaire was used for data collection. The reliability coefficient of 0.86 was obtained for the instrument. Data collected were analysed using descriptive and inferential statistics. The results showed that there was no significant difference between male and female teachers' perception of Social Studies. Similarly, there was no significant difference between graduates and non-graduates teachers' perception of Social Studies. Moreover, there was no significant difference between specialists and non-specialists in Social Studies teachers' perception of Social Studies in terms of nature, scope and methodology. It is recommended that ministries of education in the states in collaboration with reputable publishing houses like the Evans Heinemann and University Press Limited should be encouraged to organize writer's workshop to produce textbooks and teaching materials for both the non-graduates and graduates Social Studies teachers to enhance effective teaching. Government should organize seminars and workshop for Social Studies teachers to improve the standard in teaching Social Studies.

Keywords: Perception, Sex, Social Studies, Graduates, Methodology, Specialists.

Introduction

Proper teaching of Social Studies at the various levels of educational institution in Nigeria entails adequate knowledge of the teachers teaching this subject as a discipline in terms of contents scope, nature

and teaching method. It is important that the teachers teaching Social Studies must be well informed and as well as be equipped in order to be able to teach this subject meaningfully. It is not an over statement that most of teachers teaching Social

Studies in the schools today still have poor idea of what Social Studies is in terms of its nature, scope, contents and teaching methods. It is observed that most of the teachers had no formal training and exposure to effective teaching of Social Studies contents and methods of teaching it. They perceived the subject as a new field, quite strange to them. Social Science teachers who teach Social Studies teach students in the areas they are specialists such as History, Geography, Economics, Psychology, Government, Accounting, and Christian Religious Studies under the Social Studies umbrella. The teachers were not well equipped to put up with the demands that Social Studies teaching required of them.

According to Ajiboye (2002) for effective teaching of Social Studies both male and female teachers should develop the capacities of learners to think intelligently on environment/Social issues and problems to make effective personal and rational decisions. Ololobou (2010) opined that students learn how female teachers in the classroom teach the virtues of activity, discovery, inquiry, discussion, values clarification and field work (Direct experience) institutional integrated approaches and the shortcomings of the persistent traditional chalk and talk expository methods of the class teacher. Akinlaye, Mansaray and Ajiboye (2006)

asserted that a lot of studies seem to exist on the meaning, nature and effective instructional strategies available for the teaching of the Social Studies.

In the opinion of Kadiri, Ololobou, Ahmad and Zuru (2007) logical steps in Social Studies curriculum development are worthy of consideration for the purpose of achieving any set goals of developing and improving. Onoja (2004) in his study perceive Social Studies as a common learning of man's interaction with his social and physical environment. He seems to be of the view that Social Studies is not a study but a way of life which focuses on the totality of man. This explains why the subject is different in nature, content and scope from the traditional school subjects. In the assertion of Kadiri et al (2007) based on the scope and nature of Social Studies both male and female Social Studies teachers perceive Social Studies as citizenship education because the discipline centers around human behaviour, values and attitudes as they affect life in the society. Uko and Okebe (2011) posited that Social Studies is perceived as a unified and integrated content, which utilizes concepts and generalization drawn from the traditional subjects especially the Social Sciences in solving the problems of man in his environment. The usefulness of Social Studies is enhanced when it is seen as a way of looking at society in order to understand

social problem and thereby help to seek solution to them.

In the assertion of Ajiboye (2002) Social Studies draws its inspiration, content, knowledge, values, skills and institution methodologies from the Social Sciences dealing with man or human relationships. According to Onoja (2004) the integrated nature of Social Studies is more suited to a better understanding of man's realities than the compartmentalized nature of the separate subjects with this, teachers teaching separate subjects are able to teach Social Studies as Social Studies have its integrated curriculum from Social Science Subjects. Inquiry, discussion, questioning, self discovery, field trip and construction methodologies are used by specialists and non specialists Social Studies teachers. Ololobou (2010) posited that Social Studies by nature is an integrated body of knowledge based on concepts drawn mainly from the Social Sciences, also by nature and scope Social Studies content is influenced by the Social Sciences. Ajiboye (2002) opined that Social Studies curriculum in which the non-specialists and specialists are able to follow and handle to enhance effective teaching. Social Studies teachers with regardless of their areas of specialization are able to teach the subject to achieve better understanding of the students, they would then be better equipped to live and interact more

effectively and meaningfully within their environments with various methodology applied in teaching the subject.

According to Akinlaye et. al. (2006) Social Sciences are regarded as a parent discipline of Social Studies in which teachers of both fields have adequate skills of teaching the subjects effectively. Social Studies teachers have effective training about the nature, content and scope of Social Studies at their various level of education. The changes advocated in the Social Studies curriculum were not accompanied by changes in the skills and attitudes of the teaching personnel that is graduates and non- graduates.

In the assertion of Akinlaye et al (2006) the inspiration of Social Studies is to get younger learners in school to better understand the intricacies of man's existence on earth in which teachers in fields have adequate skills of teaching the subjects effectively. Social Studies teachers have effective training about the nature, content and scope of Social Studies at their various level of education. The changes advocated in the Social Studies curriculum were not accompanied by changes in the skills and attitudes of the teaching personnel that is graduates and non-graduates. Adewuya (2001) reported that teachers have ability to apply various methods to put his information across to learners. Teachers build on previous

experience of the learners and also recognizing individual differences physical (socio-economic status). This study investigated teachers' perception of nature, scope and methodology of Social Studies as a discipline in secondary schools in Ekiti-State.

Purpose of Study

1. It examined how teachers in secondary schools in Ekiti State perceive the discipline of Social Studies in terms of nature, scope and method of teaching the subject.
2. It explored the difference between male and female teachers perception of Social Studies as a discipline.
3. It sought to find out the difference between the graduates and non graduates teachers of Social Studies as a discipline.
4. It also investigated the difference between the specialists and non specialist teachers of Social Studies as a discipline in secondary schools.

Research Questions

The following research questions were raised in the study:

1. What is the perception of teachers about the nature and scope of Social Studies?

2. What is the perception of teachers about methodology of Social Studies?

Hypotheses

1. There is no significant difference between male and female teachers' perception of Social Studies as a discipline.
2. There is no significant difference between the graduates and non graduates Social Studies teachers' perception of Social Studies as a discipline in secondary schools.
3. There is no significant difference between the specialists and non Specialists teachers' perception of Social Studies as a discipline in secondary schools.

Methodology

The study adopted a descriptive research design of the survey type. The population of the study comprised all 807 Social Studies teachers in all secondary schools in Ekiti State. The sample consisted of 200 Social Studies teachers of public secondary schools selected from the three senatorial districts of Ekiti State such as Ekiti North senatorial district, Ekiti Central Senatorial district and Ekiti South Senatorial district. Out of 202 public secondary schools in Ekiti State, 53 secondary schools were used based on

stratified random sampling technique. Male teachers chosen from the three senatorial districts were 89 and Female were 111 such as Ekiti North senatorial, Ekiti Central senatorial and Ekiti South Senatorial districts. Two local governments were selected from each senatorial district to carry out the research work using simple random sampling method. A self developed and validated instrument was used to collect data for the study was face and content validated. A trail testing was carried out on 20 Social Studies teachers not included in the sample. The instrument was administered twice on the respondents within an interval of two weeks. Two scores were obtained and correlated using Pearson

Product Moment Correlation Analysis. A coefficient of 0.89 was obtained. This was high enough for the study. Data collected for the study were analysed using both descriptive and inferential statistics. The general questions were answered by using descriptive statistics such as frequency count, percentage scores. The hypotheses were tested using t- test statistics at 0.05 level of significance.

Results

The results of the study are presented based on the research questions and research hypotheses.

1. What is the perception of teachers about the nature and scope of Social Studies?

Table 1: Frequency counts and percentages of teachers' perception of the nature and scope of Social Studies

S/N	ITEMS	AGREE	%	DISAGREE	%
1	AGREE	173	86.5	27	13.5
2	Social Studies derives its content from various separate school subjects like Economics, History, Geography, Government	184	92	16	18
3.	Social Studies by nature is an integrated body of knowledge based on concepts drawn mainly from the Social Sciences.	168	84	32	16
4.	By the nature and scope of Social Studies its content is influenced by the Social Sciences disciplines.	171	85.5	29	14.5
5.	Social Sciences are regarded as a parent discipline of Social Studies	181	90.5	19	9.5
	TOTAL AVERAGE	17.54	87.7	24.6	14.3

Table 1 shows that 86.5% agreed that Social Studies presents knowledge as a specialized fragments while 13.5%

disagreed that Social Studies presents knowledge as a specialized fragments. 92% agreed that Social Studies derives its

content from various separate school subjects like Economics, Geography, History, Government ,while 18% disagreed that Social Studies derives its content from various separate school subjects like Economics, Geography, History, Government. Also, 84% agreed that Social Studies by nature is an integrated body of knowledge based on concept drawn mainly from the Social Sciences while 16% disagreed that Social Studies by nature is an

integrated body of knowledge based on concept drawn mainly from the Social Sciences. 85.5% agreed that by nature and scope of Social Studies its content is influenced by the Social Science disciplines. 90.5% agreed that Social Sciences is regarded as a parent discipline of Social Studies while 9.5% disagreed that Social Studies is regarded as a parent discipline of Social Studies.

Table 2: Frequency counts and percentages of teachers' perception of the methodology of Social Studies

S/N	ITEMS	AGREE	%	DISAGREE	%
6	Discussion method is an essential component of Social Studies learning	155	75.5	45	22.5
7.	Students understand Social Studies concepts better when they are taught with inquiry method of teaching	148	74	52	26
8.	Field trips are very components of effective teaching method in Social Studies.	162	81	3.8	19
9.	Questioning method should be frequently used in Social Studies classroom	158	79	42	21
10.	Construction method and use of models, role play, maps and other related visual materials are effective Social Studies teaching and learning.	176	88	24	12
	TOTAL AVERAGE	159.8	79.9	40.5	20.1

Table 2 shows that 77.5% agreed that discussion method is an essential component of Social Studies learning while 22.5% disagreed that discussion method is an essential component of Social

Studies learning. 74% agreed that students understand Social Studies concepts better when they are taught with inquiry method of teaching while 26% disagreed that students understand Social Studies

concepts better when they are taught with enquiry method of teaching. 81% agreed that field trips are very components of effective teaching method in Social Studies while 19% disagreed that field trips are very components of effective teaching method in Social Studies. 79% agreed that questioning method should be frequently used in Social Studies classroom while 21% disagreed that questioning method should be frequently used in Social Studies classroom. 88% agreed that construction method and used of models, role play,

maps, other related visual materials are effective aspects of effective Social Studies teaching and learning while 12% disagreed that construction method and used of models, role play, maps, other related visual materials are effective Social Studies teaching and learning.

Hypothesis 1

There is no significant difference between the male and female teachers perception of Social Studies as a discipline.

Table 3: t-test analysis of teachers' sex on perception of Social Studies

GENDER	N	X	SD	df	T _{cal}	T _{tab}
Male	89	85.26	7.17	198	0.863	1.96
Female	111	84.29	8.44			

p>0.05 (not significant)

Table 3 shows that the t-calculated and t-tabulated as 0.863 and 1.96 respectively at 0.05 level of significance. Therefore the null hypothesis is not rejected.

Hypothesis 2

There is no significant difference between the graduates and non graduates Social Studies teachers perception of Social Studies as a discipline in secondary school.

Table 4: t-test analysis of qualification on perception of Social Studies

QUALIFICATION	N	X	SD	Df	T _{cal}	T _{tab}
Non graduates	76	83.83	8.53	198	1.252	1.96
Graduates	124	7.46	7.46			

P>0.05 (not significant)

Table 4 shows the t- calculated and t- tabulated as 1.252 and 1.96 respectively at 0.05 level of significance. Therefore the null hypothesis is not rejected.

Hypothesis 3

There is no significant difference between non specialists and specialists

Social Studies teachers in secondary schools.

Table 5: t-test analysis of teachers' area of specialization on perception of Social Studies

Area of Specialization	N	X	SD	Df	t _{cal}	t _{table}
Non Specialist	67	84.57	7.57	198	0.194	1.96
Specialist	133	84.8	8.08			

P>0.05 (not significant)

Table 5 shows that the t-calculated value and the tabulated value as 0.194 and 1.96 respectively at 0.05 level of significance. Since the calculated value is lower than the tabulated value, this implies that there is no significant difference between specialists and non specialists. Therefore the null hypothesis is not rejected.

Discussion

The study revealed that there is no significant difference between the male and female teachers' perception of Social Studies as a discipline in terms of nature, scope and method of teaching Social Studies. The study shows that there is no sex determinant in the teachers' perceptions of Social studies in terms of method of teaching Social Studies. It agrees with Ajiboye (2002) that for effective teaching of Social Studies teachers should develop the capacities of learners to think intelligently on environmental/Social issues and problems to make effective personal and rational decisions. It is also observed that the male and female perception of Social Studies in terms of nature and scope is relatively high.

Based on the methodology, male and female teachers are exposed to various method of teaching Social Studies such as

discussion, field trip, note taking, role play and students find it interesting as it boost their performances in the classroom. This agrees with study of Ololobou (2010) who opined that students learn how female teachers in the classroom teach the virtues of activity and teaching methods of the class teacher.

The result reveals that there is no significant difference between graduates and non graduates teachers of Social Studies as a discipline. The findings show that the same curriculum is designed for both the non graduates and graduates to teach Social studies subject at various levels in the school. They have skills and ideas about the subject matter. This agrees with the studies of Ololobou (2010) who asserted that it is possible that the changes advocated in the Social Studies curriculum were not accompanied by changes in the skills and attitudes of the teaching personnel i.e graduates and non graduates. This study also in support of Akinlaye, et al (2006) who asserted that the inspiration of Social Studies is to get younger learners in school to better understand the intricacies of man's existence on earth in which teachers in fields have adequate skills of teaching the subjects effectively. Social Studies teachers have effective training about the nature, content and scope of Social Studies at their various

level of education. The changes advocated in the Social Studies curriculum were not accompanied by changes in the skills and attitudes of the teaching personnel that is graduates and non- graduates.

Based on methodology, graduates and non graduates have good understanding of the various methods of teaching Social Studies, it enhances grasp of knowledge on the students and better understanding of subject by the learners during teaching in the classroom. Social Studies methodologies help to arouse the interest of the students while learning. This agrees with the study of Ajiboye (2002) who opined that Social Studies curriculum in which the non-graduates and graduates are able to follow and handle to enhance effective teaching. Social Studies teachers with regardless of their level are able to teach the subject meaningfully with various methodologies applied in teaching the subject.

The result also revealed that there was no significant difference between the specialist and non specialist teachers perception of Social Studies as a discipline .It is also observed that the specialist and non specialist teachers perception of Social Studies in terms of nature and scope is relatively high. Specialist and non specialist Social Studies teachers perceive the subject

as that the structure of the subject is put together from the Social Sciences which are concerned with human realities.This agrees with the study of Ajiboye (2002) who opined that Social Studies draws its inspiration, content, knowledge, values, skills, institution methodologies which both the non-specialists and specialists are able to teach the subject meaningfully. Social Studies teachers with regardless of their areas of specialization are able to teach the subject to achieve better understanding, they would then be better equipped to live and interact more effectively and meaningfully within their environments with various methodology applied in teaching the subject. Social Studies by nature is an integrated body of knowledge based on concepts drawn mainly from the Social Sciences.

This support with study of Adewuya (2001) who asserted that teachers determine the nature and scope of the subject matter and that could be taught by any subjects teachers such as Economics, Geography, Government and History. This is done to organize classroom work in order to ensure maximum and effective participation of learners.The usefulness of Social Studies is enhanced when it is seem as a way looking at society in order to understand social problem and thereby help to seek solution to them.It was

found that on the methodology of Social Studies, that the specialists and non specialists Social Studies teachers have positive perception of social Studies such discussion, inquiry, fieldtrips, note taking, questioning and construction methods are essential components and effective teaching methods in Social Studies. With these methods both the specialist and non specialist teachers teach Social Studies meaningfully and actively in the classroom. This agrees with Studies of Adewuya (2001) that teachers have ability to apply various methods to put his information across to learners. Teachers build on previous experience of the learners and also recognizing individual differences physical (socio-economic status).

In the opinion of Ajiboye (2002) traditional sources of knowledge for Social Studies are the Social Science discipline such as Geography, Economics, Government and Government hence both the non- specialists and specialists are able to teach the subject effectively and allows activeness of the learners in the class.

Conclusion

Based on the findings of the study, both male and female Social Studies teachers have the same perception of Social Studies. It

also revealed that sex does not determine the perception of Social Studies teachers about Social Studies. There was no significant difference between the perception of the graduates and non graduates Social Studies teachers. Also there was no significant difference in the perception of specialist and non specialist Social Studies teachers.

Recommendations

Based on the findings of the study, it was recommended that the ministries of education in the states in collaboration with reputable publishing houses like the Evans Heinemann and University press limited should be encouraged to provide current, adequate textbooks and teaching materials for both the non graduates and graduates Social Studies teachers to enhance effective teaching.

To produce enough qualified (specialists) teachers in this subject, federal government should encourage teachers and other higher institutions through seminars and conferences to expand the present scope of training teachers of Social Studies.

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