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**ASSESSMENT OF THE ACTUALIZATION OF SOCIAL  
STUDIES CURRICULUM FOR EFFECTIVE CITIZENSHIP  
IN JUNIOR SECONDARY SCHOOL IN OGBA/EGBEMA/  
NDONI LOCAL GOVERNMENT AREA OF RIVERS STATE**

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**Abstract**

*This study was carried out to assess the actualization of Social Studies curriculum for effective citizenship in Junior Secondary Schools in Ogba/Egbema/Ndoni Local Government Area of Rivers State Nigeria, out of the three ethnic zones in Ogba/Egbema/Ndoni Local Government Area 250 respondents was sampled, two hypothesis were tested in the study. Survey research design was adopted using stratified random sampling techniques in selecting the 250 respondents. An approved items of four point likert scale questionnaire instrument was used for the data collection. The data collected was analyzed using Pearson's Product moment correlation statistical tool. The study produced a result that revealed that there is a significant relationship between accessibility, availability of instructional materials and curriculum assess for effective citizenship and teachers' attitude has a significant relationship with the evaluation of Social Studies curriculum for effective citizenship. It was recommended among others that government at various levels and*

*private schools owners should employ qualified trained teachers of Social Studies who could teach various contents of the subjects with appropriate strategies and materials.*

**Keywords:** Assessment, Actualization, Social Studies curriculum, Effective citizenship.

## **Introduction**

Nigeria is a multi-cultural entity which was colonized by using the English government within the 19th hundreds of years. Education is a matured vintage idea that has existed because man possessed the universe. Guidance is a device for sending what is beneficial from ages to a long time. The goal of schooling is to deliver skillful individuals from all well-known public, guidance as an device of development seems to change our social climate with human knowledgeable. Children when given sufficient practise in most of the people through schooling makes for future pioneers, development and headway of the majority. Training is viewed as a basis for person flip of activities and cultural headway.

Training can be taken into consideration as a widespread tool for the orderly and supportable human and growth improvement of any countries. Schooling is considered as a route of getting statistics, talents, views hobbies, capacities, competencies and the social requirements of a well-known public with the aid of sending it to the more youthful while improve ceaseless development of most of the people. Ukeje in Eberinga (2012) noticed that schooling might open the manner to modernization yet the educator holds the key. Practise is for the improvement of person into sound and viable residents for social headway. The Nigeria notion of securing of facts relies upon the want to frame individuals into sound and convincing inhabitants (Federal Republic of Nigeria, 2004). Procurement of this speculation provoked the selection of the public schooling desires amongst which might be the educating of public comprehension and fortitude and the instructing of right styles of characteristics and moods for the perseverance of the person and the Nigeria culture (Mezieobi & Edinyang, 2013).

The enthusiasm to complete this public goal brought about the presentation of new college topics and curricular contributions in our school device amongst which was social examinations training program. Okan and Bozimo (2002) summed up that social examinations is ready for advancing feasible citizenship training and it's far broadly perceived as one of the subjects targeted directly to improve effective citizenship training as particular inside the public instructive manner of wondering. Social examinations is one of the Nigeria school subjects plan to offer steerage and moral to youthful human beings, social investigations is a course of centralization that creates people in distinct place of his correspondence along with his fellow companion (Osakwe, 2012).

Teacher's suitable teaching strategies and curriculum evaluation for effective citizenship. Teaching aid is what the teacher uses to make teaching and learning clearly for the benefit of his/her students which all bent on restoring interest and rekindling hope in the learners. Teaching aids according to Ajoku (1999) they are the carriers of information from one transmitting point to another. They result in more effective learning of functional information and skill in less time than mere verbalization. Teaching aids includes books, pictures photographs, diagrams, flash cares, models, charts, graphics, real objects and specimen, etc.

Osakwe (2014) opined that the use of teaching aids in Social Studies curriculum evaluate at five junior secondary schools in Igbesian, Anambra State. The questionnaire was meant to carefully investigate teacher's zeal to improvise materials that were not available. The summation of that study showed that Social Studies curriculum cannot be efficiently evaluated without the use of teaching aids, excursion field trips, projects and group engagements. Citizenship is an important topic in Social Studies with the assignment to prepare the adult for aggregate engagements.

Evaluators designers of mind and destinies of life are important in the learning process Socials Studies have been identified to be included in both substance and approach the knowledge of new methods with learning the subjects require an adjustment in the instruction of teachers. Mansir (2018) researched evaluation of Social Studies educational plan execution for the achievement of

citizenship training among junior optimal school children in Kaduna State, Nigeria. It was targeted to evaluate the degree to which social examination school plan substance has aided in the achievement of citizenship training in Kaduna State and ascertain the degree to which Social Studies teachers are prepared to accomplish citizenship training in Kaduna State, take cognizance to which accessible teaching aids can be used in the fulfillment of citizenship instruction in Kaduna State, evaluate how Social Studies teaching condition can help in the fulfillment of citizenship training in Kaduna State and discover the degree to which Social Studies examination encourages strategies are successfully utilized for the achievement of citizenship teaching in Kaduna State. Social Studies inspirational attitude subsequently might have been based on the inclination for multidisciplinary approach which has now been disputed for the coordinated methods Uyoata (2016).

Maduewesi (2016) affirms that Social Studies curriculum is really overloaded affirming that some advance level topics are now treated as junior secondary topics, he stated that these topics introduced into the school time table though irrelevant are made compulsory, and that at times, the students do not have time for private studies, and that at times teacher who are not motivated goes to teach with grudge hearts and these behaviour does not encourage effective teaching and learning and when the topics taught do not have social relevance to the learners, they begin to lose interest in school. Obanya (2013) opined that one way dissatisfaction is witnessed in Nigeria school system today is a strong lack of interest in school activities among students.

Social Studies encourage new and incorporated methods which are planned for setting cultural and ecological issues (Imegie, 2010, Akpochafor, 2013). Today our society needs a new value system that will assist the citizenry to appreciate better things of the society, efficient citizens is not only important to an individual but also to the entire society because it provides societal awareness and understanding, promotes political participation, and desires of love for better wellbeing, it inculcate civic obligations and values in the citizens life and built in them spirit of national consciousness. In the words of (Mezieobi, 1992 & Ikwumelu 1993) that citizens that

participate in the democratic process of any country have a greater love to their country or nation by sacrificing their personal interests for their nations, paying taxes etc. and development of cultural heritage in the life of the citizenship. From the foregoing, it shows that efficient or effective citizenship is a must as it reflects in all human dealing of the individual and societal interests, considering the importance, the evaluation of Social Studies curriculum should not only be seen as preparing learners for life but should be look at life itself.

Social Studies should be taught in Nigeria schools for hardwork, moulding accommodative character, for creativity, accurate thinking, problem solving etc, with these virtues in the Social Studies curriculum, and well taught, it will go a long way in producing reasonable citizens. The major reason for teaching Social Studies at the various levels is to prepare young learners to be more humane, rational, responsive and responsible participating citizens in a world that has become increasingly interdependent. The introduction of Social Studies into the school system was meant to strength on the learners in more purposely and meaningful learning activities based upon examination, investigation observation of their own environment encompassing political, economic, social, physical, religious, cultural and teleological terrains, by so doing the learners are open to the opportunities of identifying societal problems, experience them and finally proffer current positive solutions. The issue of continuous crimes in Nigeria society, that is, equipped theft, suicide bombing, pipeline canalization, herdsmen attack, is a typical indication that the purpose or objectives of Social Studies is shaking.

However, the words of Mkpa (2009) that teachers are expert who intentionally and purposely utilizes their wealth of experience preparing attitude, abilities, disposition and information on content with the aid of instructional materials, methods of teaching to give less experience learners. It is paramount to state that instructional materials are necessary in teaching and learning and the planned activities cannot be properly executed without them. The instructional materials give chances and data to learners to utilize what they have realized. Upon these reasons, people still doubt whether Social Studies is actually impacting the right type of values

into the citizens especially in the learners as outlined in the objective.

Social Studies by its objectives in junior secondary school level is expected to impact into the learners knowledge of the environment, right type of citizenship training, skills of effective thinking, problem solving skills and the spirit of cooperation among others to solve or treat societal problems.

However, the threat of insecurity in the country today towards social security, national development and social life poses the question hence the call for evaluation of the actualization of Social Studies curriculum for efficacious citizenship in junior secondary school in Ogba/Egbema/Ndoni Local Government Area.

### **Objective of the Study**

The objective of this study is to assess the actualization of Social Studies curriculum for effective citizenship in junior secondary schools in Ogba/Egbema/Ndoni Local Government Area of Rivers State. Specifically, this study tends to determine:

- i. the relationship between availability of teaching aids and curriculum evaluation for effective citizenship.
- ii. teachers' behaviour and its relationship with the assessment of Social Studies curriculum for effective citizenship.

### **Hypothesis**

- i. There is significance relationship between availability of teaching aids and curriculum evaluation for efficacious citizenship
- ii. Teachers' attitude has no significant relationship with the evaluation of Social Studies curriculum for efficacious citizenship.

### **Methods**

This research adopted survey research type the population of the study comprised of all the school in Ogba/Egbema/Ndoni Local Government Area of Rivers State while 250 teachers respondents (teachers) was randomly sampled from all the public schools. The

instrument for data collection was a questionnaire titled Evaluation of the Actualization of Social Studies Curriculum for Efficacious Citizenship in Junior Secondary School (EOASSCFECJSS). The reliability index of the instrument was 0.82 using Alpha Cronbach, Alpha reliability method in ascertaining the degree of consistency of the instrument. Data was analyzed using the Pearson's Product moment correlation of 0.05 level of significance with the aid of statistical package for social science (SPSS) version 20.

## Results

Based on the finding in the research work, the result is presented in hypothesis statement.

### Hypothesis One

The first hypothesis states that there is significance relationship between availability of teaching aids and curriculum evaluation for efficacious citizenship. Pearson Product moment, correlation was utilized for the information and the result was displayed in Table 1.

**Table 1: Person moment correlation analysis of the relationship between availability of teaching aid and effective citizenship (N=250)**

Variables	$\bar{X}$	SD	R-ratio	df	P-level
Availability of (Y) instructional Materials	15.69	4.77	.101**	248	.111
Effective citizenship (X)	33.48	5.89			

\*Significant at .05 level;  $p < .05$ .

The result of the research in table 1 revealed that availability of teaching material created a mean score of 15.69 with a standard deviation of 4.77 while success citizenship presented a mean score of 33.48 with a standard deviation of 5.89. The result further review that the determinant r-ratio. 101 got with a p-value of 111 at 248

degrees of opportunity with the point required for asset at the 0.5 level. In line with this, the invalid theory which agrees that there is no significant relationship between teacher behaviour and Social Studies curriculum for efficacious citizenship was dismissed indicating that there is a significant relationship with the evaluation of Social Studies curriculum for efficacious citizenship in Ogba/Egbema/Ndoni Local Government Area.

### **Hypothesis Two**

The hypotheses two states that teacher's attitude has no significant relationship with the evaluation of Social Studies curriculum for efficacious citizenship. Pearson Product Moment Correlation was used for the data analysis.

**Table 2: Person moment correlation analysis of the relationship between Behaviour and efficacious citizenship (N=250)**

<b>Variables</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>R-ratio</b>	<b>df</b>	<b>P-level</b>
Availability of (X) instructional Materials	18.48	1.98	.057	248	.373
Effective citizenship (Y)	33.48	5.89			

\*Significant at .05 level;  $p < .05$ .

The result presented in table reveals that teacher's behaviour created a mean score of 18.48 with a standard deviation 1.98 with effective citizenship delivered a mean score of 33.48 with a standard deviation of 5.89. The result further review that the determined r-proportion of 0.57 acquired with a p-estimation of 373 at 248 degrees of opportunity met the point required for centrality at .05 level. Based on this, it is accepted that teachers behaviour has a significant relationship with evaluation of Social Studies curriculum for efficacious citizenship in Ogba/Egbema/Ndoni Local Government Area.



## **Discussions**

Availability and accessibility of teaching aids and curriculum evaluation for efficacious citizenship. It was revealed from the findings that there is significant relationship between availability, accessibility of teaching aids and production of efficacious citizenship. The finding according to Farombi (2018) who states that accessibility, sufficiency and significance of teaching aid at homes can impact quality teaching and can have beneficial outcomes on school learners and in Social Studies education. The idea from Farombi on connecting teaching assets to Social Studies serve basic morns to its teaching. Teaching aids helps the learners to figure out how to create critical thinking ideologies and logical frames of mind. This investigation also affirms that schools whose teacher perform better than school who do not use teaching aids, teaching aids helps learner to building good citizenship.

Availability of teaching aids and curriculum evaluation for efficacious citizenship was exposed from the research that teacher's behaviour and curriculum evaluation for efficient citizenship. Stern (2013) affirm that the fundamental suspicion is that teacher's frame of mind are critical for education program. Note that Social Studies have been noted to be inculcated with in substance and in techniques. The inclusion of new methods with the subjects needs more adjustment for teachers.

## **Conclusion**

Based on the results from this research it was concluded that there is significant relationship between availability accessibility of teaching aids and curriculum evaluation for efficacious citizenship and that teacher's behaviour has a significant relationship with curriculum in evaluation for efficacious citizenship. Social Studies is one of the Nigeria school subjects which is targeted at unifying and integrating the people and attempt to examine and improve upon the political, socio-cultural, religious and economic life of the people. Teaching aids are viable materials provided in the teaching and learning process to clarify points hold learners attention and help them retain important information. Based on this, absence of

teaching aids, accounts to no effective learning.

### **Recommendations**

Government should employ qualified trained teachers of Social Studies who can teach different content of the subjects with appropriate or suitable strategies with available teaching aids, as these will make the learners effective and hence manifest values and virtues they have learnt through the subject. Improvising with teachers from other subjects without prior retraining is not the best for efficacious citizenship development. There should be training and retraining of teachers. Teachers should be acquainted with new Social Studies citizenship and civic education developments.

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