
**EFFECTS OF SOCIAL STUDIES CURRICULUM
CONTENT ON VALUE DISPOSITION AMONG JUNIOR
SECONDARY SCHOOL STUDENTS IN Uvwie LOCAL
GOVERNMENT AREA, DELTA STATE**

¹Daniel **REUBEN** & ²William Pius **AKPOCHAFO**

¹*Department of Social Studies*

College of Education, Warri, Delta State, Nigeria

²*Social Science Department*

Delta State University, Abraka, Delta State

Abstract

This study examined the effects of Social Studies curriculum content on value disposition among junior secondary school students in Uvwie local government area, Delta State. From the stated objectives of the study, three research questions were formulated with one hypothesis tested at 0.05 level of significance. The study adopted a descriptive survey design to study a population of 633 JSS3 students from 22 Government Secondary Schools in Uvwie LGA, Delta State. Simple random sampling technique was used to select 240 students as sample from 10 secondary schools in the study area from whom data were collected and generalizations made on the entire population. A self-developed structured questionnaire titled "Social Studies Curriculum Content and Value Disposition Questionnaire for Students (SSCAVDQFS)" was used for data collection. Face and content validity were determined for the instrument while Cronbach Alpha technique was used to determine the reliability of the instrument at 0.75

index level. Simple Percentage was used to answer the two research questions raised while Pearson Product Moment Correlation (PPMC) was used to test the null hypothesis at 0.05 level of significance. The study showed that the contents of Social Studies curriculum when properly taught will have the potentials of inculcating positive personal values among junior secondary school students for positive democratic life in the society. It also showed that social ills manifested in the society as a result of lack of general value disposition among Junior Secondary School Students in Uvwie LGA as a result of fault in some curriculum contents of Social Studies. The study recommended that there is need for review of Social Studies curriculum content to accommodate more concepts geared towards value education and citizenship education instead of introducing same concepts as separate subjects capable of causing confusion among learners in Nigeria.

Keywords: Social Studies, Curriculum content, Value disposition.

Introduction

Education in every society is a relevant instrument for effecting desirable social, economic, political as well as technological changes for national development. In a bid to achieve the desired changes some subject curricula were infused into the educational system to be taught to learners, Social Studies inclusive which forms the crux of this study. The inclusion of Social Studies into the Nigerian school curriculum was part of the general culture and values response to the major problems of neglect of social culture and values (Chukwuemeka, 2014). According to similar submissions by Okam (2011) and Azikiwe (2012), the usefulness of Social Studies as a topic has the capacity to instill the proper values and attitude for studying man and addressing all aspects of his existence in the context of the environment as a whole. Because citizenship and value education are the cornerstones of the subject, the development

connected with the National Policy on Education's inclusion of Social Studies is a step in the right direction.

A major functionality principle embedded in Social Studies which is expected to influence greatly classroom pedagogy in the subject is based on the perception that this subject area represents an interdisciplinary approach to the study of human beings in groups of interrelationship within both their social and physical environments. This functionality principle emphasizes and underlines the crucial role of Social Studies as a tool for educating and motivating young students in order to help them develop an awareness and understanding that would enable them to become citizens with the abilities to successfully live, interact, and relate to others while also positively influencing the economic, social, political, and cultural development of their society (Azikiwe, 2009). This therefore, means that the main goal of Social Studies is positive social attitudes and desirable values designed to generate and develop intelligent, responsible and self-directing citizens who are expected to positively explore opportunities to develop their own potentialities and to contribute their maximum efforts to the improvement of group living within the societal framework of a nation. No wonder, Azikiwe (2009) endorsed that it was perhaps a recognition of the functionality principle of Social Studies for inculcating the right types of skill and planners of the Nigeria National Policy of Education gave it a prominent place within the core subjects of the school curriculum in the 6-3-3-4 System of Education established in 1977, as against the study of separate systematic disciplines of the social sciences.

An important fundamental asset associated with the functionality principle of Social Studies emanates from the curriculum content development, practices and processes built within the framework of the subject to inculcate social desirable values. Therefore the modern approach to curriculum content development in Social Studies and values derive from an understanding that the epistemology of the subject area is meant to incorporate inspiration from a variety of realms of learning, particularly the social sciences. A major functionality embedded into this epistemology advocates a philosophy which will contribute significantly in bringing about

innovation and development associated with curriculum integration. By implication this philosophy of integration centres on the view that a single subject is not enough for an individual to adequately understand the interactions and interrelationships prevailing between social being and the environment. Social Studies curriculum content development subscribes to the negation and dissolution of the divisions of subjects' fields that constitute the varieties of bodies of organized knowledge (Adesina, 2013).

Despite of the good intent of Social Studies curriculum content eclectically distilled from the Social Sciences, It is however disturbing that, after about three and half decades of Social Studies as an academic discipline, Nigeria is still plagued with a high level of indiscipline, disunity and degrading social values. The need for inculcation of desirable value is a matter of concern to Social Studies teachers and educators. It has been noted that, the need for inculcation of value system in Nigeria education system is not so effective because teachers were not given the opportunity to interact with the environment and maximally develop their intellectual capabilities in values. Dalyop (2014) carried out a research on the knowledge of contents and teaching of values in Social Studies. Dalyop discovered that the lack of teaching of values by Social Studies teachers had negative effects on students. These effects include total lack of interest in value, teachers' lack of motivation of students' interest on value, inability to cover the contents of the curriculum, negative attitude of students towards values and low achievement on the part of the students and teachers which often manifested by disposition of corruption, disloyalty, disrespect, ethnicity among others. The responsibility of the teacher is to convey the content of their subject area to the students in a most comprehensible manner emphasizing general values like justice, fair play, honesty and patriotism when properly taught will not be confused with personal values. This situation has become worrisome not only to the researchers but to other stakeholders who have the country at heart. It is against this backdrop that the researchers seek to investigate the effect of Social Studies curriculum content on value disposition among junior secondary school students in Uvwie LGA, Delta State.

Social Studies is a programme of study introduced into the

Nigerian educational curriculum to offer partial solutions to social and attitudinal problems facing the country. This is meant to be achieved through the inculcation of desired positive values, attitudes and social skills to learners of Social Studies in the primary, junior secondary and the teachers training colleges in Nigeria. This discipline or programme of study is meant to achieve the objectives of national unity, national consciousness, self-reliance and national reconstruction which are the basis for the national goals of education in Nigeria. These could be achieved through effective inculcation of positive values, ideas, beliefs and knowledge that can enhance the change in the behaviour of learners in the desired direction. The learners of Social Studies therefore, are expected to be instilled with desirable values imbedded in Social Studies to become more socially relevant in the principles of the subject area.

However, there are social problems ranging from disrespect of elders and constituted authorities, chronic dishonesty, corruption, religions crises, ethnic/tribal crises, murder, arson, examination malpractices, drug abuse, cultism, indiscipline and other forms of maladaptive behaviour. The failure of Social Studies curriculum content to address these social problems has posed a question that deserves quick answer: to what extent does Social Studies content help in shaping value disposition among junior secondary schools? This situation has become worrisome not only to the researchers but to other stakeholders who have the country at heart. It is against this backdrop that this paper investigated the effect of Social Studies curriculum content on value disposition among junior secondary school students in Uvwie LGA, Delta State.

Objectives of the Study

The main aim of this study is to find out the effect of Social Studies curriculum content on value disposition among junior secondary school students in Uvwie LGA, Delta State. Specifically, the study is geared towards achieving the following objectives:

- i. To examine the extent to which the content of Social Studies has helped in the instilling values among junior secondary school students in Uvwie LGA, Delta State.

- ii. To examine the effectiveness of Social Studies teachers in teaching value education content in junior secondary schools in Uvwie LGA, Delta State.

Research Questions

The following research questions guided the study:

- i. To what extent does the content of Social Studies helped in the instilling values among junior secondary school students in Uvwie LGA, Delta State?
- ii. What is the level of effectiveness of Social Studies teachers in teaching value education content in junior secondary schools in Uvwie LGA, Delta State?

Hypothesis

H₀: There is no significant relationship between Social Studies helped in instilling values among junior secondary school students in Uvwie LGA, Delta State.

Methods

The research design used for this study was descriptive survey design. A survey research according to Awotunde and Ugodulunwa (2004), is concerned with collecting data from a larger population through sampling or picking some members of the studying groups that possess all the characteristics of the larger population. This can be done using any of the instruments for data collection such as; questionnaire, observations, interviews or test. Since the study is about a given population, this design is therefore suitable for the study. The population of this study consisted of all junior secondary schools Three (JSS3) students in all the Government Secondary Schools in Uvwie Local Government Area of Delta State. There are twenty (20) Government Secondary Schools in the local government area with a total of six hundred and thirty three (633) JSS Three students for 2021/2022 academic session.

Two hundred and forty (240) junior secondary three students, out of six hundred and thirty-three (633) were selected from ten

randomly sampled schools in the study area, representing 38% of the total population of six hundred and thirty-three (633) students including both Male and Female students within the ten schools sampled hence, is significant enough and justifiable for this study. The researchers used the following secondary schools from the study area as sample for the study: Army Day I, Army Day II, Ogebe Secondary School, Ekpan Secondary School, Alegbo Secondary School, Ogburumu Ohwolesee, Ogberikoko Secondary School, Okorodudu Secondary School. The selection of schools for the study was done using simple random sampling technique. The names of the schools were written on pieces of papers. These pieces of papers were folded and thoroughly mixed together in a box after which the researcher picked them one after the other. The names of the schools picked through this method were recorded and accepted as sample schools. This procedure was equally adopted in the selection of the respondents for the study. This method of sampling is the best approach used in this study as it allowed chance alone to determine who was included in the sample, removing any possibility of researchers' selection bias.

The instrument used for data collection was a researchers' self developed questionnaire, titled, "Social Studies Curriculum Content and Value Disposition Questionnaire for Students (SSCAVDQFS)". The use of this instrument became more imperative because of the large number of respondents and the purpose of the research. For the instrument to measure what it is intended to measure, it was subjected to content and face validity. To determine the reliability of the instrument, a trial testing of the instrument was done using a sample of 40 JSS 3 students from a junior secondary school in Uvwie Local Government Area of Delta State. The internal consistency reliability estimate was determined using K – R 20 formula. The internal consistency was obtained to be 0.86 which was considered good enough for this study. Respondents were to tick (") the option that best expresses their opinion on the issues provided in the questionnaire. The inferential statistics and simple percentage were employed to analyze the data generated for analyzing research questions while Pearson Product Moment Correlation (PPMC) was used to test the null hypothesis formulated.

Results

Research Question One: To what extent does the content of Social Studies helped in the instilling values among junior secondary school students in Uvwie LGA, Delta State?

Table 1: Responses on the extent to which the content of Social Studies has helped in the instilling values among junior secondary school students in Uvwie LGA, Delta State

S/N	Statement	SA	A	D	SD	Total
1.	Social Studies integrated nature helps child acquire general values for better life.	86 (35.8%)	73 (30.4%)	39 (16.3%)	42 (17.5%)	240 100%
2.	Social Studies curriculum content is value-laden and value-free.	93 (38.8%)	61 (25.4%)	44 (18.3%)	42 (17.5%)	240 100%
3.	Social Studies content unable to address value conflict problem in our society.	49 (20.4%)	62 (25.8%)	88 (36.7%)	41 (17.1%)	240 100%
4.	Social Studies teaches people respect for elders, honesty, hard works among other virtues.	56 (23.3%)	110 (46.3%)	46 (18.7%)	28 (11.7%)	240 100%

Source: Field Survey, 2022.

Responses in Table 1 shows that Social Studies integrated nature help students to acquire positive general values for effective living in the society with about 72% of respondents proved in that direction while 28% responded on the contrary. Similarly, 64.2% of respondents responded positively that Social Studies curriculum

content is value-laden and value-free hence help students acquire positive skills. More so, responses revealed that the content of Social Studies can help in addressing value conflict problem in the society as well as can teach students positive values for self and societal development. By implication Social Studies when properly taught will go a long way in inculcating positive values in students for societal development.

Research Question Two: What is the level of effectiveness of Social Studies teachers in teaching value education content of Social Studies in junior secondary schools in Uvwie LGA, Delta State?

Table 2: Responses on the level of effectiveness of Social Studies Teachers in Teaching Value Education content of Social Studies in Junior Secondary Schools in Uvwie LGA, Delta State

S/N	Statement	SA	A	D	SD	Total
1.	Effective implementation of Social Studies curriculum lies in the hands of my teachers.	93 (38.8%)	62 (25.8%)	36 (15.0%)	49 (20.4%)	240 (100%)
2.	The teacher openly and properly teaches me general and personal values in the classroom.	41 (17.1%)	19 (7.9%)	88 (36.7%)	92 (38.3%)	240 (100%)
3.	By adopting new and practical methods of teaching Social Studies will enhance my understanding of its contents of Value Education.	69 (28.7%)	79 (32.9%)	46 (19.2%)	46 (19.2%)	240 (100%)
4.	The teacher uses good instructional materials to teach value content of Social Studies.	33 (13.8%)	22 (9.2%)	97 (41%)	88 (36%)	240 (100%)

Source: Field Survey, 2022.

Responses on Table 2 shows that effective implementation of Social Studies lies solely in the hands of teachers as 96.2% of them responded positively while 3.8% responded negatively. Moreover, respondents also emphasis employment of new teaching methods, enhancing contents, choice and effective utilization of instructional materials among others as effective ways of achieving Social Studies objectives.

H₀ : There is no significant relationship between Social Studies curriculum content and value disposition among junior secondary school students in Uvwie LGA, Delta State.

Table 3: Relationship between Social Studies curriculum content and value disposition of students

		Social Studies Curriculum content	Students' value disposition
Social Studies curriculum content	Pearson Correlation	1	0.75
	Sig. (2-tailed)		0.000
	N	240	240
Student's value disposition	Pearson Correlation	0.75	1
	Sig. (2-tailed)		0.000
	N	240	240

Source: Field Survey, 2022.

Table 3 shows that the correlation coefficient between Social Studies curriculum content and students' value disposition (from the students' responses) is $r=0.75$. This implies that there is a strong positive Social Studies curriculum content and students' value disposition meaning that when Social Studies is properly taught it will go a long way in propagating positive values among students.

Discussions

The first objective was to examine the extent to which the content of Social Studies has helped in the instilling values among junior secondary school students in Uvwie LGA, Delta State. The study revealed that Social Studies by nature is integrated hence is problem solving and when properly taught will go a long way in instilling values among Junior secondary schools in Uvwie LGA, Delta State. This is consistent with the conclusions of Okam (2011), who endorsed that the functionality principle emphasizes and underscores the crucial role of Social Studies as an instrument for preparing and mobilizing young learners in schools to enable them to cultivate an awareness and understanding that would transform them into citizens with skills, competences, moral values, and reasoned judgments to effectively live, interact, and contribute positively.

The second objective of the study was to examine the effectiveness of Social Studies Teachers in Teaching Value Education content in Junior Secondary Schools in Uvwie LGA, Delta State. The study revealed that a lot need to be done by teachers to teach Social Studies for value education. The study also found out that there is a correlation between Social Studies curriculum content and students' value disposition (from the students' responses) which $r=0.75$. This implies that there is a strong positive correlation between Social Studies curriculum content and students' value disposition meaning that, when Social Studies is properly taught it will go a long way in propagating positive values among students. This finding is in agreement with the findings of Akire (2010) who found out that Social Studies is an avenue for moral and value education among students in Nigeria hence should be properly taught in that direction. The finding however contradicts that of Sharp (2012) who found that value education can inadvertently degenerate into indoctrination or unreasoned acceptance of views. Sharp further stressed that the responsibility of the teachers is to convey the content of their subject area to the students in a most comprehensible manner not to teach values. This paper therefore stands with Akire (2010) with a firm belief that Social Studies when properly taught will help shape value disposition of students in a positive direction.

Conclusion

The study investigated the effect of Social Studies curriculum content on value disposition among junior secondary school students in Uvwie LGA, Delta State. From the empirical evidences it is right to conclude that social vices manifested in the society as a result of lack of general value disposition among junior secondary school students in Uvwie LGA as a result of fault in some curriculum contents of Social Studies. It is also right to state that no doubt Social Studies is an instrument for societal reengineering hence, has the potential of inculcating positive values among students in Uvwie LGA, Delta State.

Recommendations

From the findings of this study, there is need for re-examining of Social Studies curriculum content in order to fix in those contents that focuses more on general than personal values for the betterment of citizens as revealed from the findings of this study. Social Studies should be considered the right avenue for the propagation of value Education hence be given special attention in the school curriculum since this study established empirically that when properly taught it has the potential of inculcating desirable values for effective citizenship. There is need for organization of periodic seminars where Social Studies teachers and experts can have avenue for continues review of Social Studies aims, instructional materials, methods among others to avoid over flogging of old methods and materials.

References

- Adesina, D. O. (2013). Assessment of the Social Studies Curriculum of Secondary School in South-western Nigeria," *Educational Research*. 4(4): 345-351.
- Akire, A. A. (2010). Morality and political reform: Social Studies as panacea. *Nigerian Journal of Social Studies*, 1(2), 158-164.
- Awotunde, P. O. & Ugodulunwa, C. A. (2004). *Practical steps to research in Education*. Jos: Fab Anieh Ltd.
- Azikiwe, U. (2009). Comparative studies of enrolment trends by sex in Nigeria education institutions: The case of female education. A paper presented at the 5th Annual Conference of Nigeria

Association for Comparative Education held at UNN Nsukka 11th – 14th July.

- Chukwuemeka, F. C. (2014). *Evaluation of the Implementation of the Social Studies Curriculum in Junior Secondary Schools in Enugu State*. Department of Arts Education University of Nigeria.
- Dalyop, B. M. (2014). “Evaluation of Social Studies Curriculum on Students’ Appreciation of Cultural Diversity,” *Journal of Modern Education Review*, 4, 7: 536-540.
- Okam, C. C. (2011). The status of social attitudes and values as a curriculum instrument for promoting national integration through the Nigerian school system. *Nigeria Journal of Social Studies*, 9 (1&2) 1-34.
- Sharp, A. M. (2012). Philosophical teaching as moral education. *Journal of Moral Education*.13 (1): 23-27.