

**PERCEPTUAL ANALYSIS OF SOCIAL STUDIES
CURRICULUM IMPLEMENTATION AS A PRECURSOR
OF DISCIPLINE AMONG SECONDARY SCHOOL
STUDENTS IN BAYELSA STATE**

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Abstract

This study began with a perception analysis of how the social studies curriculum was implemented among secondary school pupils in Bayelsa State as a prelude to discipline. To direct the investigation, two goals, two research questions, and two null hypotheses were developed. For this investigation, a descriptive survey design was used. 1035 teachers from 297 public secondary schools in Bayelsa State made up the study's population. Using stratified random sampling, a sample of 313 social studies instructors from public junior secondary schools in Bayelsa State were chosen. A non-cognitive questionnaire with the title "Social Studies Curriculum Implementation and Actualization of Discipline Questionnaire" (SSCIADQ) was used as the data collection tool. Experts in curriculum and instruction technologies have corroborated this. The test-retest method was used to verify reliability, Cronbach-Alpha was used to determine reliability, and a reliability coefficient of 0.76 was found. Descriptive statistics were used to analyse the

data and provide answers to the study objectives. All of the null hypotheses were also tested using the independent t-test. Among other things, the survey discovered that social studies is taught in secondary schools in Bayelsa State at a high degree. The study's conclusions are based on the data, which show that successfully adopting a social studies curriculum will greatly enhance discipline in Bayelsa State's public secondary schools. Given this, the research suggested, among other things, that the Bayelsa State Government establish independent oversight organisations to guarantee the continuation of the Social Studies curriculum's extensive implementation in the state's public secondary schools.

Keywords: Discipline, Curriculum, Implementation, Secondary Schools, Social Studies.

Introduction

According to Nigeria's national education philosophy, social studies can be a useful tool in achieving the desired post-independence social orientation and preparing the next generation of citizens for long-term, sustainable national development. According to Mbamba and Omabe (2012), traditional subjects taught in schools during the colonial era, such as geography, history, and civics, were sharply criticised for not being purposeful or relevant to the needs of the Nigerian education system or the society at large after independence. Ikem and Reuben (2012) corroborated this, stating that the traditional subjects of civics, geography, and history only help students learn more about the nation of their colonial overlords rather than their own immediate surroundings and the pressing issues facing their local society. One of the junior secondary curriculum subjects that could help people reach moral, societal, and educational objectives is social studies. By giving students the knowledge, abilities, and attitudes necessary to become capable, responsible citizens who can contribute to their community and exhibit moral and civic excellence, social studies can help students learn about citizenship (National Council of Social Studies, 2004).

Garcia and Michaels (1996) define social studies as the combined study of the humanities and social sciences with the goal of fostering civic competency. The main goal of social studies is to assist youth in becoming citizens in a democratic society with a diverse culture and an interdependent global community by fostering their ability to make well-informed and rational decisions for the common good. According to Okonkwo (2009), the goals of Social Studies for post-primary education are to: instill in the students a positive attitude towards citizenship and a desire to make a positive personal contribution to the creation of a united Nigeria; raise awareness of the problems facing his country and the world at large, and help them to understand the interdependence of people; and create an awareness and understanding of the evolving social and physical environment, including its natural, man-made. This explains, among other things, why social studies are highly valued across the Nigerian educational system.

A curriculum, in the words of Coles (2003), is a policy declaration for a subject area intended to clarify how a policy is to be implemented through a course of action. Curriculum, according to Denga (2005), is the planned and unplanned experiences that students are exposed to both within and outside of the classroom in order to foster both individual and group growth. The goal of the Social Studies curriculum in Nigeria is to produce rational, responsible, self-directing, and self-disciplined citizens by fostering the development of a sound and emotionally balanced mind. The National Policy on Education in Nigeria states that the goals of the Social Studies curriculum are to develop social attitudes and values like cooperation, participation, interdependence, open-mindedness, honesty, trustworthiness, diligence and obedience, discipline, and a spirit of national consciousness and patriotism. It also aims to develop students' self-confidence and initiative, their capacity for imagination and resourcefulness, their desire for knowledge and lifelong learning, and their sense of compassion for those who are less fortunate (FRN, 2014). According to Hornby (2000), "implementation" refers to the process of carrying out a pre-planned strategy. To put a plan, scheme, decision, proposal, intention,

agreement, policy, or idea into action is to implement it. It is the cornerstone of all plans and what makes them successful or unsuccessful. In line with what has been said above, Obanya (2004) defines curriculum implementation as the regular tasks that classroom instructors and school administration carry out to achieve a particular curriculum's goal.

Since breaking school rules and regulations by students can have an unfavourable and unconstructive effect on teachers, discipline is an important topic that has caused worry among educators (Slavin, 2003). Jeng (2011) argues that discipline includes teaching an individual's cognitive abilities and attitude, which lead to self-control and an obedient tradition. According to Okumbe (1999), maintaining a set of behavioural norms that are required for the best possible academic success is what discipline in schools is all about. These behaviours include showing up for class, keeping the school generally clean, following the rules and guidelines, and adhering to the curriculum. Thus, it follows that behaviour patterns that students consistently display towards both recreational and curricular activities are what is meant to be referred to as discipline in schools.

Generally speaking, subject teachers with the necessary training and credentials bear the primary responsibility for the efficient execution of the curriculum in the classroom. Unfortunately, because of the high unemployment rate in Nigeria, the teaching profession has been contaminated by underqualified educators, which has negatively impacted curriculum implementation to a significant degree. This is demonstrated by the numerous curriculum reviews that have been conducted by education policy makers over a range of time periods, but the prevalence of social vices like rape, cultism, bribery, nepotism, and religious intolerance, among others, remain the norm. Moreover, reviewing the curriculum without allocating resources that will support its implementation is another barrier to the efficient implementation of the curriculum, as demonstrated by the lack of useful teaching materials in the majority of Bayelsa state's secondary schools. Given the above, it is necessary to ascertain the following: how much of the Social Studies

curriculum has been implemented in Bayelsa state's secondary schools; what is the degree of discipline actualization among the state's secondary school students; and how will the Social Studies curriculum's implementation affect the discipline actualization of Bayelsa state's secondary school students? Solving the aforementioned questions emphasises the purpose of this research.

Objectives of the Study

The study seeks to assess Social Studies curriculum implementation on the actualization of discipline among secondary schools in Bayelsa state, Nigeria. Specifically, the study is aimed at:

- i. assessing the extent which Social Studies curriculum is implemented among secondary schools in Bayelsa State; and
- ii. assessing the Social Studies curriculum implementation and the actualization of discipline among secondary schools students in Bayelsa State.

Research Questions

The following research questions were posed to guide the study;

- i. To what extent has Social Studies curriculum been implemented among secondary schools in Bayelsa State?
- ii. To what extent has Social Studies curriculum implementation actualized discipline among secondary schools students in Bayelsa State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

- H₀1: There is no significant difference in the extent to which Social Studies curriculum has been implemented between urban and rural secondary schools in Bayelsa state.
- H₀2: There is no significant difference in Social Studies curriculum implementation and actualization of discipline based on gender among Social Studies teachers in Bayelsa State.

Methods

For the investigation, a descriptive survey design was chosen. One thousand thirty-five (1035) Social Studies instructors from two hundred and ninety-seven (297) public junior secondary schools located throughout the eight local government areas of Bayelsa State made up the study's population. Using proportionate stratification, a sample of 313 public junior secondary school teachers – 139 of whom were male and 174 of whom were female – representing 30% of the total population were chosen at random. A 12-item structured questionnaire with the title “Social Studies Curriculum Implementation and Actualization of Discipline Questionnaire” (SSCIADQ) was the tool utilised to gather data. The answer was based on four criteria. Likert's scale gave 4, 3, 2, and 1 point(s) for Very High Extent (VHL), High Extent (HT), Low Extent (LE), and Very Low Extent (VLE), in that order. The instrument was validated by two social studies experts and one measurement and evaluation expert from Niger Delta University in Wilberforce Island, Bayelsa State. Its reliability was determined with a Cronbach Alpha of 0.76. With the assistance of two research assistants, the researcher gave copies of the instruments to the respondents personally. The t-test was used to examine the null hypotheses at the probability level of 0.05 while the descriptive, especially mean and standard deviation, was employed to address the research questions in the analysis and interpretation of the data gathered for the study.

Results

The results were presented in relation to the research questions and hypotheses as follows:

Research question one: To what extent has Social Studies curriculum been implemented among secondary schools in Bayelsa State?

Table 1: Descriptive statistics of mean and standard deviation on the extent of Social Studies curriculum implementation among secondary schools in Bayelsa State

S/N	Items	VHE	HE	LE	VLE	Mean	Std	Remark
1	What is the extent of Social Studies teachers' adequacy in implementing the Social Studies curriculum in secondary schools in Bayelsa State?	57	154	63	39	2.73	0.90	High Extent
2	What is the extent of difficulty in the implementation of Social Studies curriculum contents of junior secondary schools in Bayelsa State?	55	53	150	55	2.35	0.96	Low Extent
3	To what extent is the interpretation of Social Studies curriculum content by teachers of junior secondary schools in Bayelsa State?	105	79	63	66	2.71	1.14	High Extent
4	What is the extent of competency of Social Studies teachers in implementing the Social Studies curriculum content in secondary schools in Bayelsa state?	85	91	66	71	2.60	1.06	High Extent
	Grand Mean					2.59	1.02	High Extent

Table 1 above showed that items 1, 3, and 4 had a mean score of 2.73, 2.71 and 2.60 respectively which are above the criterion mean of 2.5 this implies that there is high extent of: Social Studies adequacy; interpretation of Social Studies curriculum content by teachers; and the competency of Social Studies teachers in implementing Social Studies curriculum in junior secondary schools in Bayelsa State. However, item 2 with a mean score of 2.35 showed that the extent of difficulty in the implementation of Social Studies curriculum contents of junior secondary schools in Bayelsa State is low.

Research question two: To what extent has Social Studies curriculum implementation actualized discipline among secondary school students in Bayelsa State?

Table 2: Descriptive statistics of mean and standard deviation on the extent which Social Studies curriculum implementation actualized discipline among secondary school students in Bayelsa

Serial	Items	VHE	HE	LE	VLE	Mean	Std	Remark
5	To what extent will implementation of Social Studies curriculum ensure the development of sound and effective citizen among students in junior secondary schools in Bayelsa State?	80	93	73	67	2.63	1.09	High Extent
6	To what extent will implementation of Social Studies curriculum ensure full integration of individuals into the community among students of junior secondary schools in Bayelsa State?	122	93	67	31	2.98	1.00	High Extent
7	To what extent will implementation of Social Studies curriculum inculcate right type of values into students of junior secondary schools in Bayelsa State?	106	108	56	43	2.88	1.02	High Extent
8	To what extent implementation of Social Studies curriculum serve as a measure to curb social ills among students of junior secondary schools in Bayelsa State?	102	98	67	46	2.88	1.08	High Extent
	Grand Mean					2.84	1.06	High Extent

Table 2 showed that items 5, 6, 7 and 8 had a high mean score of 2.63, 2.98, 2.88 and 2.88 respectively. This implies that: implementation of Social Studies curriculum will ensure the development of sound and effective citizen; implementation of Social Studies curriculum will ensure full integration of individuals into the community; implementation of Social Studies curriculum inculcate right type of values; and implementation of Social Studies curriculum will serve as a measure to curb social ills among students of junior secondary schools in Bayelsa State to a high extent.

Hypothesis 1: There is no significant difference in the extent to which Social Studies curriculum has been implemented between urban and rural secondary schools in Bayelsa state.

Table 3: Summary of t-test on the mean rating difference of secondary schools’ teachers on the extent which Social Studies curriculum has been implemented between urban and rural secondary schools in Bayelsa State

School Location	N	Mean	Std	df	t-test	Sig.	Remark
Urban	89	2.58	1.05	311	0.697	0.575	NS
Rural	224	2.65	1.05				

*=Not Significant

Table 3 showed the t-test calculated value of 0.697, $p > 0.05$ this implies that there is no significant difference between the mean rating of urban and rural secondary schools teachers on the extent which Social Studies curriculum has been implemented in Bayelsa State. Hence, the null hypothesis one is hereby retained at 0.05 level of significance and 311 degree of freedom.

Hypothesis 2: There is no significant difference in Social Studies curriculum implementation and actualization of discipline based on gender among Social Studies teachers in Bayelsa State.

Table 4: Summary of t-test on the mean rating difference of male and female secondary schools principals on Social Studies curriculum implementation and actualization of discipline among Social Studies teachers in Bayelsa State

Gender	N	Mean	Std	Df	t-test	Sig.	Remark
Male	139	2.554	1.07	311	1.223	0.437	NS
Female	174	2.606	1.03				

NS= Not Significant

Table 4 showed the t-test calculated value of 1.223, $p > 0.05$ this implies that there is no significant difference in the opinions of male and female secondary schools teachers on Social Studies curriculum implementation and actualization of discipline among Social Studies teachers in Bayelsa state. Hence, the null hypothesis three is retained at 0.05 level of significance and 311 degree of freedom.

Discussions

The analysis in Table 1 shows that there is high extent of: Social Studies adequacy; interpretation of Social Studies curriculum content by teachers; and the competency of Social Studies teachers in implementing Social Studies curriculum in junior secondary schools in Bayelsa State, while the extent of difficulty in the implementation of Social Studies curriculum contents of junior secondary schools in Bayelsa State is low. Furthermore, analysis of data on table 4.9 shows that the extent which Social Studies curriculum has been implemented between urban and rural secondary schools in Bayelsa state does not significantly differ. This was indicated by the calculated t-value of 0.697 ($p > 0.05$) which is lower than the tabulated t-value of 1.96 ($p > 0.05$), therefore the null hypothesis 1 had been retained

Also, the analysis in Table 2 shows that implementation of Social Studies curriculum will: ensure the development of sound and effective citizen; ensure full integration of individuals into the

community; inculcate right type of values; and serve as a measure to curb social ills among students of junior secondary schools in Bayelsa State to a high extent. This finding is in tune with Ikem & Reuben (2012). Lastly, analysis of data on table 4 shows that there is no significant difference in Social Studies curriculum implementation and actualization of discipline based on gender among Social Studies teachers in Bayelsa state. This was indicated by the calculated t-value of 1.223 ($p > 0.05$) which is lower than the tabulated t-value of 1.96 ($p > 0.05$), therefore the null hypothesis 2 had been retained.

Conclusion

The study's conclusions make it clear that putting Social Studies curricula into practise well will significantly actualize discipline in Bayelsa State's secondary schools. This is because social studies curriculum are thought to be rich enough to instill in students the proper mindset, particularly at the junior secondary level of education. Therefore, it is essential that all parties involved in the education sector, particularly the government and educators, take all reasonable steps to guarantee that the social studies curriculum is implemented in Bayelsa State's secondary schools in an effective manner.

Recommendations

Based on the conclusions drawn, the following recommendations are made: the government of Bayelsa State should set up oversight bodies to guarantee that the state's social studies curriculum is implemented to a high degree and maintained so that moral discipline can be actualized among its secondary school students; social studies teachers in the state's secondary schools should attend seminars and conferences on various teaching techniques that will facilitate the curriculum's effective implementation on a regular basis; and the state government of Bayelsa State should make an effort to provide basic instructional materials.

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