
PERCEIVED IMPACT OF CONTRIBUTORY SUBJECTS
TO SOCIAL STUDIES AMONG SECONDARY
SCHOOL STUDENTS IN DAWAKIN-KUDU
EDUCATION ZONE, KANO STATE

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Abstract

The inclusion of Social Studies in the curriculum right to secondary classes signifies the importance of the subject and the role it play in students' life. Social Studies is incorporated in the school curriculum through a combination of subjects like history, geography, cultural studies, economics etc. The paper focus on the impact of contributory subjects of Social Studies among the secondary school students in Dawakin Kudu education zone Kano state. A self design instruments titled impact of contributory subject of Social Studies, questionnaire was used to collect information from students. Descriptive research design was adopted on the total number of 120 students who were purposely sampled, The questionnaire was validated by expert, The questionnaires were administered to students from both private, public and community secondary schools in which six secondary schools were selected for the study and twenty questionnaires were distributed to each school to ensure fairness, the data collected were also analyzed using frequency and simple percentage. The results shows that

some of the problems associated with the contributory subjects include inability of their curriculum to address human problems holistically, and they emphasize more on their theory which does not always work in our society today. The paper recommended training and re-training of Social Studies teachers through organizing conferences and workshop to update their knowledge on the current happening in the society. The paper concluded that Social Studies should be fully implemented at the senior secondary schools levels.

Key words: Social Studies, Contributory subjects Curriculum, Impacts, Stakeholders

Introduction

Social Studies was introduced to Nigerian schools in 1963 in view of satisfying the urge of children who are always curious and want to know where, when various events take place in their environment, since the introduction of the Social Studies into the Nigerian education system several questions has been raised about the teaching and learning of Social Studies. The term Social Studies has been defined by many scholars these includes the following: The Comparative Educational Study and Adaptation Centre (CESAC) 1968, defined Social Studies as “the study of man and his society with his interplay between him, his environment and effect of science and technology. National Council for Social Studies in the United State of America officially defined the subject as an integrated study of the social sciences and humanities to promote civic competence and help young people develop the ability to make informed and reasoned decisions as citizens of culturally diverse democratic society in an interdependent world (NCSS, 1992).

Mezieobi (1991) argues that the objectives of Social Studies are: (1) Man’s awareness of his environment and beyond and his survival in them, (2) Man utilizing his reasoning, imagination, critically and constructively to identify and solice his personal skills, attitudes and values that are essential for his harmonious living and (3) Effective co-existence interdependence and functionality.

Barth and Shermis (1997) identified five traditions of Social Studies (1) citizenship education (2) social science (3) reflective inquiry (4) social criticism (5) personal and moral development. The philosophy of Social Studies in Nigerian schools is to train individuals to be competent and to function as participatory members of a free and democratic nation. This implies that students must rely on the knowledge, skills and awareness of the rights of minority and majority groups to coexist and worship freely: Respect for law and order: and respect for public and private property of Nigerians and Non –Nigerians. This includes the awareness of the rights and obligation of citizens to government and society, and reciprocal government responsibility to citizens.

The inclusion of Social Studies in the curriculum right from primary to secondary classes signifies the importance of the subject and the role it plays in a student's life. Social Studies is incorporated in the school curriculum through a combination of subjects like – History, Geography, Cultural Studies, Economics, Political Science, Sociology, Psychology, Anthropology, etc. These subjects help children to develop-Awareness of The World and Environment: Lessons in Social Studies related to topics like – My Family, My Neighborhood, Community Helpers, Early Man, Indus Valley Civilization, Modern Period in Indian History, The French Revolution, Great World Leaders, etc teach students about the various civilizations, movements and renaissances that occurred over the years. This knowledge enables the students to understand how the world and different societies have evolved, the important events that have occurred in the past, enduring ideas and eminent personalities that have created an impact and affected the lives of people both locally and globally. It also helps students to understand how different societies are structured, managed and governed. This in turn helps students to understand their place in the world.

Lessons such as Our Earth, Solar System, Major Landforms, Water Resources, Natural Vegetation and Wildlife Resources, Natural Disasters, Disaster Management, Pollution, enable students to learn about – outer space, formation of different landforms; evolution of animals, flora, fauna and man, water bodies, available resources, importance of conservation and preservation, environmental impact

on present life and future generations. This information helps students to eventually develop a holistic understanding of their environment and the interrelationship which exists between the natural and human habitats. This helps to develop critical thinking abilities: Social Studies inculcate higher order thinking abilities and skills like – Comprehension, Application, Analysis, Evaluation and Synthesis, Creativity in students. Its helps to Enhance the Social Understanding Of Students: Different topics included in the Social Studies curriculum for various age groups like – Festivals of India, Different types of Families, Clothes We Wear, Food We Eat, Our Country, States of India, My Community, Socio-Religious Reforms, Challenging the Caste System – help students to observe, learn and understand human behavior, values and attitudes and the interrelationships which exist among different people. Helps Students To Become Better Citizens: Subjects in Social Studies like Economics, Political Science and History educate students on Political Ideologies, Constitutional Laws, Citizenship, Rights and Duties, Morals and Virtues, Social Code of Conduct, thus making children aware of their roles and responsibilities particularly in relation to social and civic affairs. By providing relevant information and knowledge, skills and attitudes, the study of Social Science prepares students to grow up as active, responsible, and reflective members of society. It also teaches them to address societal and global concerns using literature, technology and other identifiable community resources. In addition, in the present era, the primary purpose of Social Studies is to help the students make informed and reason decisions as citizens of a culturally diverse, democratic society in an independent world. In this sense, the present day Social Studies recognize the global connectivity of the world.

The present Social Studies aimed at the promotion of civic competence that is the knowledge, intellectual processes and democratic dispositions required of students to be active and engaged participants in public life. This means that Social Studies seeks to encourage and enable the students to be committed to democratic values, which requires the abilities to use knowledge about one's community, nation, and world: apply inquiry processes: and employ skills of data collection analysis, collaboration, decision-

making and problem solving. So students who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving democratic way of life, and participating as members of a global community (Ezegbe, 1988).

The present Social Studies also provides the students with high-learning expectations. They are to represent what they learn in product that demonstrates their ability to use information accurately Fubara and Mezieobi (2013). Social Studies was introduced in Nigeria as an answer to a specific national problem including the need to re-establish and promote good human understanding and relationship among the populace (Mary, 2004). According to Ololubo (1999) integration in Social Studies is an approach to learning about the world of the child whereby the child, through active experiences and a spirit of inquiry and social consciousness get to understand himself and his society. The integrated approach is basically the problem-solving approach. However, the integrated approach to content arrangement and teaching of Social Studies was the outcome of the (1968) Mombassa conference on Social Studies in Africa. Social Studies derives and integrates some concepts from social science disciplines and studies man in relation to them, therefore, some of the contributory subjects to Social Studies includes civic education, history, geography, political science, philosophy, psychology, anthropology and economics etc.

Social Studies as an integrated discipline draws concepts, content, skills, values, attitudes, facts, ideas, and generalization from the social science (contributory subjects) and blend them to different dimension that will suits the purpose with which the Social Studies was introduced. Some of the major problems of the contributory subjects include the contributory subjects' studies man from their restricted disciplines and areas, the contributory subjects also want to take over Social Studies as a discipline; this could be seen through the teachings of their theories and laws. The experts of this the contributory subjects do not wants Social Studies to grow for the fear that it will make them to become redundant as a result of what they are teaching has been covered by the Social Studies. Lack of trained personnel to handle these contributory subjects, for instance, civic education that was recently introduced in secondary schools

was still handling by the trained Social Studies teachers. Therefore, it's against this background that the study investigated the extent to which the contributory subjects of Social Studies have impacted on secondary school students in Dawakin Kudu education zone, Kano state Nigeria.

Social Studies as a subject which includes social science and humanities help young people develop the ability to make informed and reasoned decision as a citizen of culturally diverse, democratic society. However, these social science and humanities have impacted on Social Studies negatively to some extent and posed a lot of worries on stake holders among which are Social Studies and non Social Studies teachers. Therefore, the problem of this study concentrate on how much have the contributory subjects impacted on Social Studies among the secondary school students precisely in Dawakin Kudu education zone of Kano state.

Purpose of the Study

The main purpose of this research is to find out the impacts of the contributory subjects of Social Studies through the following specific objectives:

1. To determine the impact of contributory subjects on Social Studies among the 'secondary school students
2. To find out the extent to which the contributory subjects have impacted on Social Studies
3. To ascertain the influence of the contributory subjects on Social Studies
4. To determine the relationship between the contributory subjects and Social Studies
5. To identify the differences between the contributory subjects and Social Studies

Research Questions

The following research questions guided the study:

- i. What is the impact of contributory subject on Social Studies?
- ii. To what extent does the contributory subject impacted on Social Studies?

- iii. How does the contributory subject influence Social Studies teaching and learning?
- iv. What are the relationship between the contributory subject and Social Studies?
- v. What are the major differences between the contributory subject and Social Studies?

Methods

The study adopted descriptive research design where it covers both private, community and government secondary schools in Dawakin Kudu education zone of Kano state, six secondary schools were used for the study in which two schools were selected. The population of the study consists of all contributory subjects of Social Studies students. A purposive simple random sampling technique was used to select twenty (20) students from each school, whereby one hundred and twenty (120) questionnaires were distributed among six randomly selected secondary schools.

The research instrument used were students questionnaires on the impact of contributory subject of Social Studies, the questionnaire consisted of two sections. Section A contained students' bio data and section B contained fourteen items on the perceived impact of contributory subjects of Social Studies among secondary school students, the instrument was validated by two experts one from the department of Social Studies Ahmadu Bello university Zaria while the other one from the measurement and evaluation department in the same institution, the experts were requested to check the suitability of the items of the instrument with respect to choice of word and clarity of items. The experts made useful corrections that help in the final production of the instrument. The instrument were tested to establish its reliability and the responses and the results yielded a reliability coefficient of 0.76 are analyzed using Chronbach Alpha reliability methods which was considered appropriate for the study. Therefore, this research work concentrates on the use of descriptive statistics like percentage analysis to compare the result on the impact of contributory Subjects of Social Studies among secondary school students.

Results

Table 1: Responses on the impact of the contributory subject

Contributory subjects	Responses	Percentage (%)
Geography	35	29.2%
History	22	18.3%
Economics	11	9.2%
Government	25	20.8%
Civic Education	27	22.5%

The analysis of data on table 1 above shows that more students agree that geography as one of the contributory subject impacted on Social Studies with 29.2% of the sample of 120 students used for the study, on the other hand, 22 students with 18.3% also believed that history as a contributory subject of Social Studies also impacted on secondary school students. Few students numbering 11 (9.2%) were of the view that economics also impacted on secondary school students. 25 students with 20.8% agreed that government as a contributory subject also impacted on secondary school students while 27 students with 22.5% supported that civic education has impacted on secondary school students. This implies that the contributory subjects have impacted on secondary school Social Studies greatly.

Table 2: Responses on the extent to which contributory subjects have impacted on Social Studies

Level of impacts	Responses	Percentage (%)
Agree	45	37.5%
Disagree	27	22.5%
Strongly agree	36	30%
Strongly disagree	12	10%

From table 2 above, it's clear that 45 student with 37.5% agreed that the contributory subjects of Social Studies have impacted on secondary school students to a large extent as against 27 students with 22.5% disagreed with this view, on the other hand, 36 students

with 30% strongly agreed that the contributory subjects of Social Studies impacted on secondary school students to some extent. While only a fraction of students with 10% disagree. What this means is that contributory subjects have impacted on Social Studies to a great extent.

Table 3: Responses on the influence of the contributory subject on Social Studies base on teaching and learning

Influence of contributory subjects on teaching and learning it covers	Responses	percentages (%)
Leadership	30	25%
Environment	35	29.2%
Man's activities	40	33.3%
Science & Technology	15	12.5%
Civic Education	25	22.5%

The table 3 above shows that 30 students with 25% believed that the contributory subjects influence the teaching and learning of Social Studies through the concept of leadership. While 35 students with 29.2% supported that contributory subjects influence the teaching and learning of Social Studies with focus on environment. 40 students with 33.3% believed that the contributory subjects influence the teaching and learning of Social Studies, and only few students with 12% believed that the contributory subjects influence the teaching and learning of Social Studies science and technology. This implies that the contributory subjects influence the teaching and learning of Social Studies through their concepts, ideas, knowledge and generalization

Table 4: Responses on the relationship between Social Studies and the contributory subjects

Relationship	Responses	Percentages (%)
Origin of man	32	26.7%
Economic activities	38	31.6%
Solutions to man's problems	30	25%
Concepts of science & Tech,	20	16.7%

The result in table 4 above shows that 32 students with 26.7% believed that the relationship between Social Studies and contributory subjects could be found in the study of the origin of man, similarly 30 students with 25% were of the opinion that the relationship is found in man's economic activities, So also 38 students with 31.6% maintain that there is significant relationship between Social Studies and the contributory subjects in the process of solving man's problems. However, 20 students with 16.7% also believed that the relationship between Social Studies and contributory subjects is in the concept of science and technology, this implies that there is close relationship between Social Studies and contributory subjects especially in the attempt to the solution of the man's problems.

Table 5: Responses on the major difference between the contributory subjects and Social Studies

Differences	Responses	Percentages (%)
Social Studies man holistically while contributory subjects studies man separately	65	54.2%
Social Studies is a new area of knowledge while the contributory subjects were introduced since the creation of Nigeria	35	29.2%
Social Studies contents is rich and broad while the content of contributory subjects are narrower in scope	20	16.6%

The result from table 5 above shows that about 65 students with 54.2% believed that the major difference between the contributory subjects and Social Studies is that Social Studies man holistically while contributory subjects studies man separately, on the other hand, 35 students with 29.2% were of the opinion that the major difference is that Social Studies is a new area of knowledge while the contributory subjects were introduced since the creation of Nigeria. However, 20 students with 16.6% were of the view that the major difference between the contributory subjects and Social Studies is that Social Studies contents is rich and broad while the content of contributory subjects are narrower in scope. Therefore, what this means is that there are significant differences between Social Studies and the contributory subjects.

Discussions

The outcome of this research revealed that the contributory subjects of Social Studies have impacted on secondary school students in the study area because most of the teachers that handles Social Studies in the selected schools were either graduate of history, geography, economics or political science due to inadequate Social Studies teachers. This is in line with the submission of Mezieobi (1993) that one of the major challenges of teaching Social Studies is inadequate trained personnel.

The result of the study shows that the contributory subject influenced the teaching and learning of Social Studies this is because the subject draws its concepts and contents from the social sciences such as history, geography, economics, and anthropology, and secondly Social Studies was not been taught in senior classes, this is in line with the view of Jarolimke (1999) who observed that Social Studies draws some content from subjects in the humanities such as literature, Poetry, Arts, Music and Drama.

The result from the study also revealed that there is a relationship between Social Studies and the contributory subjects in that Social Studies and the contributory subjects centered on man and his activities in the environment and this is in line with the view of Otite and Oginwo (2006) that both Social Studies and the contributory subjects are interested in studying Man and his cultural

changes. However, Cahn(1970) while subscribing to this view maintain that the relationship between Social Studies and the contributory subjects is that both of them tries to give explanation on nature and knowledge itself and man interaction with nature Also the outcome of this research revealed that the major difference between Social Studies and contributory subjects is that even though Social Studies borrow some concepts, content ideas and generalization from the contributory subjects the method techniques and skills teaching and learning are different. This in line with the opinion Mudathir (2014) who said that Social Studies is not Geography, it is neither History, Economics nor Government. It is not an amalgamation of the social sciences. Rather it is an area of the curriculum designed specifically for the study of man and his problem are solved. To buttress the above assertion Adeyoyin (1993) added that Social Studies touch all aspects of the life of man in society including political social, cultural and economic: and embraces all activities of man designed to enable him make a living in society

Conclusion

In view of the outcome of this research work, it is essential to note that the contributory subjects of Social Studies have impacted negatively on secondary school students in the study area because most of the teachers who teaches Social Studies were found to be graduates of the contributory subjects due to inadequate Social Studies trained personnel. Teachers of the contributory subjects do not want Social Studies to grow for fear of domination. Non implementation of Social Studies at the senior secondary level in our educational system is also a factor that influences the teaching and learning of the contributory subjects of Social Studies in secondary schools. Lack of awareness about what Social Studies is all about on the part of some people has done more harm than good to Social Studies and secondary school students and this made such people not to differentiate Social Studies and the contributory subjects

Recommendations

Based on the findings from the study, it was recommended that since there is a relationship between Social Studies and its contributory subject, efforts should be made by the federal government to restore Social Studies to its normal position. More Social Studies teachers should be trained and also in-service training for the existing teachers should be provided. There is need for the government to ensure the implementation of Social Studies at the senior secondary school so that students who want to study Social Studies at higher institutions of learning can prepare. Ignorance is a terrible disease, therefore, there is need for Social Studies educators to educate the stakeholders and even non stakeholders in education, about what Social Studies entails. This will go a long way in encouraging people to study and understand Social Studies.

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