

**ASSESSMENT OF TEACHERS' PERCEPTION ON SOCIAL STUDIES
EDUCATION IN TEACHING DEMOCRATIC VALUES IN JUNIOR
SECONDARY SCHOOLS IN KWARA STATE, NIGERIA**

BY

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Abstract

The study assessed "Perception of Social Studies Teachers on Social Studies Education in Teaching Democratic Values in Junior Secondary Schools in Kwara State - Nigeria". The study was survey research designed and 392 teachers representing (25%) of population was sampled for the study, out of which 32 were usable. The study employed simple random sampling and purposive sampling techniques to select the sample. However, the study used questionnaire titled "Teachers' Perception on Social Studies Education Questionnaire (TEPSSETDEVAQ). The study raised two (2) objectives, stated three (3) research questions and for initiated three (3) hypotheses. The data analysis tools were independent t-test random, mean and standard deviation. The study retained all and standard deviation. The study retained all hypotheses at 0.05 alpha. The study revealed that there was no significant difference on account of gender, locations and qualification level among teachers in Kwara State. The study revealed that the teachers have positive views on the ability of Social Studies Education as a core course offered at junior secondary schools in Nigeria to address democratic values. In the light of the findings, the study recommended that curriculum of Social Studies at Junior Secondary schools should be subjected to periodic review in order to take care of the inadequacies and make it more relevant to the socio-political need of contemporary Nigeria as demanded by the National Policy on Education. The Social Studies teachers could be advised to minimize too much dependency on imported or ready-made instructional materials. The teachers should be encouraged to improvise by making use of whatever is available in their local environment. Students should be trained to know and have proper undertaking of the Nigerian Social Studies objectives in order to uphold and promote these objectives in his life for a productive and useful citizenry.

Introduction

There seems to be a lack of consensus by educators and educational philosophers on what should be the content of the school curriculum, what should constitute liberal education and what we should educate for. The question of content and goals of education therefore becomes important to make education functional.

Education is a vital component of any society, but especially of a democracy. The aim of democratic education is to produce independent, questioning, analytical and critical citizens through teaching the principles and practices of democracy, encouraging them to challenge conventional thinking with careful reading and research findings. "It refers to lifelong learning, the active participation of stakeholders of education (students, parents and other related people) in the schooling process, controlling and monitoring the change and improvement within the process of education, localization of education as the components of democratic education" (Kincal. 2003).

Establishing democracy mostly depends on the understanding, skills and attitude of people which would be the primary responsibility of education. Education is not the only source of establishing democratic culture; family, media and other institutions contribute to this process as well. However, schools have the essential role in this process as they maintain structure and formal educational programme (Kincal, 2003).

Establishing democracy mostly depends on the understanding, skills and attitude of people which would be the primary responsibility of education. Education is not the only source of establishing a democratic culture; family, media and other institutions contribute to this process as well. However, schools have the essential role in this process as they maintain structured and formal educational programmes (Doanay, 1997).

Surely, the most important component of formal educational programmes is the teacher. Therefore, teachers needs to have not only an understanding of democratic society, values, behaviour and altitudes but also need to practice this knowledge and understanding in the classroom, otherwise, the information about democracy would not work out in the long term (Ravitc. 1991). However, the practices of teachers are determined by their perceptions, experiences, attitudes, and values about democracy. Therefore, before we shift our gaze at what teachers are doing in the classroom activities, it is a must that we focus upon their existing attitudes and values.

Shechtman (2002) defines values as "desirable transitional goals, varying in importance that serves as guiding principles in people's lives. These life principles represent an individual's unique interpretation of the right way to behave". In Shechtman (2002) values are referred to as the "main cognitive weapon" to foster self-respect which would give opportunity to individuals to adopt and perform more effectively and cope with reality more effectively. Values can be defined as mental and emotional judgements representing attitudes and interest in the abstract manner (Selvi, 2006). In the educational context, "valuing is concerned with the worth or value a student (a teacher) attaches to a particular object, phenomenon or behaviours" which then would be values about democracy and democratic culture. "Democracy is an attitude and something out of self-perception, it respects others' opinion and aims for social justices, equal opportunity, and peoples right of liberty" (Accmoglu and Robinson, 2006).

According to Erunke (2011), democracy is the system, either of government under which the people exercise governmental power directly or indirectly through representatives elected by them. By this standard, a state could be turned if it provides institutions for the expression and supremacy of the popular will on basic questions of social direction and policy. Dincal and Lik (2003) identify the democratic values as justice, equity, freedom, respect for the collaboration, self-efficacy, honesty, tolerance, sensitivity, searching of effectiveness, responsibility, respect for differences, security, improvement and perception.

Similarly, Ozipolet (2010) identifies human and student centred education, civil rights, skill teaching, self-development, value education, and respecting social rules as the basic components of democratic education. He also argues that teachers need not only behave in these values and components but also practice them in their classrooms.

Consequently, democracy makes a leader, both subordinate and responsible to civil society. However, democracy can only be developed adequately in an educationally developed nation because no democratic experiment can succeed, no matter how well planned, if the majority of her citizens are illiterates and uneducated. The people need to be politically educated and well enlightened to be able to assess their representative objectives and correctly as well as to have a good government of their choice.

Thus, to have a stable democracy, the study believes that democratic values should be inculcated in the students as they pass through the educational system. For example, students should be involved in the choice of school prefects, those who are interested for various offices should be made to contest under the supervision of school authority. This may give them the sense of belonging.

Owolabi (2003) asserted that there has been lack of adequate democratic values in Nigerian society which led to the failure of democracy. This means that there has been a lot of disagreement and disharmony in Nigerian society leading to conflicts. In some cases, the absence of democracy has led to direct conflicts and bitterness. This development is worthy of attracting the attention of scholars for research and for Social Studies which by nature is a problem solving discipline. As a result, the researcher is intending to take up the challenge to undertake a study on the topic "Assessment of Teachers' Perception of Social Studies Education in Teaching of Democratic Values in Junior Secondary Schools in Kwara State". The study will examine books and documents with a view to finding out teachers' perception of Social Studies Education in teaching democratic values in selected schools in Kwara State. In addition, attempts were made to suggest ways by which Social Studies Education can be used to teach democratic values. This will be aimed in helping to resolve conflicts in the society.

Statement of the Problem

Social Studies is a major part of the school curriculum because it explores values, knowledge, skills, attitudes, participation and provides students with the ability to understand the democratic value associated with being a good citizen. Researches revealed gross inadequacy in the availability of professionally trained Social Studies in teaching democratic values in Junior Secondary Schools in Kwara State, Nigeria. To assist the students to overcome the rapid social and political changes, and to bring meaningful democratic values a crucial Social Studies curriculum is demanded. This study therefore seeks to provide some insight into the perception of teachers drawn from some randomly selected Junior Secondary Schools in Kwara State about the teaching of democratic values.

Objectives of the Study

The study investigated into teachers' perception on Social Studies Education in teaching democratic value in JSS in Kwara State. More specifically, the research has the following objectives:

1. To examine the perception of male and female teachers on Social Studies Education in teaching democratic values in JSS in Kwara State.
2. To assess the perception of rural and urban teachers on Social Studies Education in teaching democratic values in JSS in Kwara State.
3. To examine if differences exist in the perception of Social Studies teachers with Social Studies qualification and those from non- Social Studies in teaching democratic values in JSS in Kwara State.

Research Questions

The study attempts to find answers to the following questions:

1. What is the perception of male and female teachers on Social Studies Education in teaching democratic value in JSS in Kwara State?
2. What is the perception of rural and urban teachers on Social Studies in teaching democratic values in JSS in Kwara State?
3. To what extent is the perception of Social Studies teachers with Social Studies qualification and those from non- Social Studies in teaching democratic values in JSS in Kwara State?

Research Hypotheses

On the basis of the research questions raised it is hypothesized as follows:

- Ho1: There is no significant difference between male and female teachers in their perception on Social Studies Education in teaching democratic values in JSS in Kwara State.
- Ho2: There is no significant difference between rural and urban teachers in their perception on Social Studies Education in teaching democratic values in JSS in Kwara State.
- H03: There is no significant difference between Social Studies teachers with Social Studies qualification and non-Social Studies in teaching democratic values in JSS in Kwara State.

Significance of the Study

The study titled "Assessment of Teachers' Perception of Social Studies Education in Teaching Democratic Values in Junior Secondary Schools in Kwara State" will be of great significance to stakeholders ranging from parents, educational planners, Social Studies teachers, policy makers (government) and non-governmental organisations both within and outside the shores of Nigeria among other beneficiaries.

To the parents, the study tries to expose them to democratic values that are necessary tools in wiping out anti-social behaviours. The study will also be beneficial to the Nigerian government generally through its legislative arm for policy making. It is also significant to the Nigerian students in general and the students of political science in particular, especially in understanding the essence of democratic values. The study will also create general awareness to people of Nigeria as well as enhancing the democratic processes.

The study will benefit the curriculum planners, education agencies. Social Studies teachers with initial information on how to make Social Studies to some contemporary problems for which it was introduced in Nigeria. More importantly, the outcome of this study will serve as a useful reference to subsequent research work of Social Studies teachers' perception in teaching democratic values.

The study would further help the planners to understand the roles being played by Social Studies Education in the realisation of educational goals and the inculcation of the right type of values and attitudes for the survival of individual and Nigerian society. The study would also be useful to both teachers and parents to appreciate the needs of Social Studies in the socialization process of their children in schools, as Social Studies remains the only subject for character development through positive values.

Researchers who want to carry out related study in several zones and local government of Nigeria may benefit from the findings of this study. The findings would suggest ways through which teaching of democratic values in Social Studies could be addressed. And also, it would be of immense assistance to teaching and learning processes in teacher education programmes, curriculum developers, textbook writers and future researchers.

Research Design

The research type adopted for this study was survey design which was employed to assess teachers' perception on Social Studies Education in teaching democratic values in Junior Secondary Schools in Kwara State. According to Daramola (2006), a survey design is a systematic attempt to describe the characteristics of a given population or area of interest factually.

In this study, the survey was chosen because of its sufficiency in drawing information about the feelings and idea from large subject. This is in consonance with the opinion of Kennedy (2011) that said "survey design studied large and small population by selecting samples drawn from the population to discover the realistic incidence, distribution and interrelations on sociological and psychological variables of the study.

Population of the Study

Population is any set of persons or objects that possesses at least one common characteristic. The population of the study is all the junior secondary school teachers in Kwara State. There are 1568 Social Studies teachers spread across the 374 public

secondary schools in the state based on the official data obtained in February 2013, from Kwara State Universal Basic Education Board, Ilorin The detail of target population is given in table below:

Table 1: Population of Social Studies Teachers by Zones

| S/N | Senatorial Zone | No. of Teacher | Gender | | |
|-----|-----------------|----------------|------------|------------|-------------|
| | | | Male | Female | Total |
| 1 | Kwara Central | 519 | 317 | 202 | 519 |
| 2 | Kwara North | 382 | 197 | 185 | 382 |
| 3 | Kwara South | 667 | 354 | 313 | 667 |
| | Total | 1568 | 868 | 700 | 1568 |

Source: Kwara State Universal Basic Education Board, Ilorin (2013)

Sample and Sampling Techniques

The selection of the sample of the study was given careful consideration bearing in mind the purpose of the study. This had pointed out by Kennedy (2011). "if the sampling plan is not carefully designed and followed, the findings of the study would be incorrect and misleading. A random sampling was used to select JSS Social Studies teachers. According to Kennedy (2011), twenty-five per cent (25%) of the entire population should be used as sample to avoid sampling error'. Therefore, three hundred and ninety-two (392) Social Studies teachers and ninety-four (94) schools were used as sample size for the study. All teachers were purposely selected to ensure that the variables of gender, location and qualification were catered for adequately. The distribution of samples transform the population is given as follows:

Table 2: Distribution of Sampled Schools and Genders

| S/N | Senatorial Zone | Male | Female | Rural | Urban | s/s qual | No. s/s qual |
|-----|-----------------|------------|------------|------------|------------|------------|--------------|
| 1 | Kwara Central | 76 | 54 | 66 | 63 | 84 | 45 |
| 2 | Kwara North | 76 | 54 | 66 | 63 | 84 | 45 |
| 3 | Kwara South | 77 | 55 | 68 | 66 | 86 | 48 |
| | Total | 229 | 163 | 200 | 192 | 254 | 138 |

Source: Kwara State Universal Basic Education Board, Ilorin (2013)

Instrumentation

The instrument employed for data collection was the researcher's design type questionnaire. The structured questionnaire titled: Teachers' Perception on Social Studies Education in Teaching Democratic Values Questionnaire (TEPSSETDEVAQ). It was divided into two sections. Section 'A' dealt with bio-data of the respondents. That is respondent's gender, location, and qualification. Section 'B' of the instrument provided thirty (30) items based on the variables of gender, location and qualification for the respondents to react to the responses provided.

The questionnaire was prepared on modified Likert four point scale in which respondents are required to react to each item of degrees of agreement and disagreement. The respondents read to each item on a four point scale ranging from Strongly Agree (SA) 4, Agreed (3). Disagreed (D) 2, and Strongly Disagree (SD) 1.

Data Collection Procedure

The researcher accompanied by research assistant visited the schools used for the administration of the questionnaire. Permission was sought from the principal of each school and the researcher administered the questionnaire to the respondents during the school hours, the researcher gave 15-20 minutes for the respondents to respond with the assistance of the Heads of Department and wait to collect them back immediately, to avoid delay and non-return of questionnaire copies. It took three months to collect all the data from the selected schools.

Testing Research Hypotheses

The hypotheses formulated in the study were statistically tested using appropriate statistical tools. The outcomes of the statistical analysis are presented below to the guide the study on either to retain or reject the null hypotheses set by the study.

Hypothesis One: There is no significant difference between the perception of male and female teachers on Social Studies Education in teaching democratic values in junior secondary schools in Kwara State.

Table 3: Independent t-test Sample Statistics on the Perception of Male and Female Teachers on Serial Studies Education in Teaching Democratic Values in Junior Secondary Schools in Kwara State

| Variable | Gender | N | Mean | Std.dev | Df | t-cal | t-crit | Sig(p) | Decision |
|---|--------|-----|---------|---------|-----|-------|--------|--------|--------------|
| Perception of teachers on social studies education in teaching democratic values in JSS | Male | 219 | 85.7215 | 6.1308 | 370 | 0.612 | 1.96 | 0.073 | Ho1 Retained |
| | Female | 153 | 87.5948 | 5.5718 | | | | | |

Calculated $t < 1.96$, calculated $p > 0.05$

Results of the independent t-test statistics showed that there was no significant difference between male and female teachers in their perception on Social Studies Education in teaching democratic values in JSS in Kwara State. Reason being that the calculated p value of 0.073 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.612 is less than the t-critical value of 1.96, at df 370. Their calculated mean responses were 85.7215 and 87.5948 by male and female students respectively. Consequently, the null hypothesis which states that there is no significant difference between male and female teachers in their perception on Social Studies Education in teaching democratic values in JSS in Kwara State, is hereby accepted and retained.

Hypothesis Two: There is no significant difference between the perception of urban and rural teachers on Social Studies Education in teaching democratic values in junior secondary schools in Kwara State.

Table 4: Independent t-test Sample Statistics on the Perception of Urban and Rural Teachers on Social Studies Education in Teaching Democratic Values in Junior Secondary Schools in Kwara State.

| Variable | Gender | N | Mean | Std.dev | Df | t-cal | t-crit | Sig(p) | Decision |
|---|--------|-----|---------|---------|-----|-------|--------|--------|--------------|
| Perception of teachers on social studies education in teaching democratic values in JSS | Urban | 190 | 86.7368 | 6.53474 | 370 | 0.808 | 1.96 | 0.420 | Ho2 Retained |
| | Rural | 182 | 86.2363 | 5.32628 | | | | | |

Calculated $t < 1.96$, calculated $p > 0.05$

Results of the independent t-test statistics showed that there was no significant difference between urban and rural teachers in their perception on Social Studies Education in teaching democratic values in JSS in Kwara State. Reason being that the calculated p value of 0.420 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.808 is less than the t-critical value of 1.96, at df 370. Their calculated mean responses were 86.7368 and 86.2363 by rural and urban teachers respectively. Consequently, the null hypothesis which states that there is no significant difference between urban and rural teachers' perception regarding Social Studies [education in teaching democratic values in JSS in Kwara State is hereby accepted and retained.

Hypothesis Three: There is no significant difference between the perception of teachers with qualification in Social Studies Education and those without qualification

in Social Studies Education on Social Studies Education in teaching democratic values in junior secondary schools in Kwara State.

Table 5: Independent (-test Sample Statistics Difference between Qualified and Non-qualified Teachers on Social Studies Education in Teaching Democratic Values in Junior Secondary Schools in Kwara State

| Variable | Gender | N | Mean | Std.dev | Df | t-cal | t-crit | Sig(p) | Decision |
|---|---------------|-----|---------|---------|-----|-------|--------|--------|--------------|
| Perception of teachers on social studies education in teaching democratic values in JSS | Qualified | 244 | 85.7008 | 6.2007 | 370 | 0.584 | 1.96 | 0.070 | Ho3 Retained |
| | Not Qualified | 128 | 85.000 | 6.2059 | | | | | |

Calculated $t < 1.96$, calculated $p > 0.05$

Results of the independent t-test statistics showed that there was no significant difference between qualified and non-qualified teachers' perception on Social Studies Education in teaching democratic values in JSS, Kwara State. This was due to the fact that the calculated p value of 0.070 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.584 is lower than the t-critical value of 1.96; at df 370. Their calculated mean responses were 85.7008 and 85.0000 by urban and rural teachers respectively. Consequently, the null hypothesis which states that there is no significant difference between qualified and non-qualified teachers' perception on Social Studies Education in teaching democratic values in JSS Kwara State is hereby accepted and retained.

Summary of the Major Findings

The following arc summary of major findings Of the study, regarding the perception of teachers on Social Studies Education in teaching democratic values in junior secondary schools in Kwara State on account of their gender, location, and qualification respectively.

- i. There was no significant difference between the views of male and female teachers' perception on Social Studies Education in teaching democratic values in junior secondary schools in Kwara State.
- ii. There was no significant difference between the views of urban and rural teachers' perception on Social Studies Education in teaching democratic values in junior secondary schools in Kwara State.
- iii. There was no significant difference between the views of qualified and non-qualified teachers' perception on Social Studies Education in teaching democratic values in junior secondary schools in Kwara State.

Conclusions

Based on the findings of this research, the following conclusions were drawn: The Social Studies teachers in the study area demonstrated high optimism on the

ability of Social Studies Education in teaching democratic values in JSS in Kwara State. There were no significant differences on account of gender, geographical locations and qualification of teachers on the opinion in that regard. The objectives of breeding effective citizenry are being achieved through Social Studies Education despite some constraints. Also, it has been established that Social Studies Education is still an indispensable subject when it comes to promoting moral sanity and discouraging undesirable ones, especially among JSS students where the subject is a core course offered by all students.

Recommendations

Judging from the findings of the study, the study recommends the following for the effective implementation of Social Studies Education for the development of positive attitudes and values especially among JSS students:

Curriculum of Social Studies at junior secondary schools should be subjected to periodic review in order to take care of the inadequacies and make it more relevant to the socio-political need of contemporary Nigeria as demanded by the National Policy on Education.

There is the need for Social Studies Education teachers to attend seminars, workshops, conferences and in-service training organized by Social Studies and Civic Educators Association of Nigeria (SOSCEAN), universities and NERC, the government and other relevant bodies. This will enable them attain professional qualification needed for efficient functioning in the Social Studies classroom. Further, authorities concerned should release them on that regard with some financial assistance and moral support.

The Social Studies teachers could be advised to minimise too much dependency on imported or ready-made instructional materials. The teachers should be encouraged to improvise by making use of whatever is available in their local environment.

To curb the problem of acute shortage of textbooks, there is the need to intensify campaigns through conferences, seminars and workshops for indigenous authors who have great knowledge in Social Studies to write textbooks on a variety of topics for use in our junior secondary schools. This could be done through financial assistance from the government and other donor organisations both within and outside the country.

Students should be trained to know and have proper understanding of the Nigerian Social Studies objectives in order to uphold and promote these objectives in his life for a productive and useful citizenry.

There is the need for the government to facilitate the commencement of the teaching of Social Studies Education at senior secondary school level. This will help in extending the goodies of the subject beyond the boundaries of junior secondary schools.

Adequate and qualified and well-motivated Social Studies teachers should be used in the teaching of Social Studies Education in order to ensure its effective teaching.

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