



**THE PERCEPTION OF JUNIOR SECONDARY SCHOOL STUDENTS ON THE  
IMPACT OF THE SOCIAL STUDIES CURRICULUM AS A TOOL FOR  
EFFECTIVE SOCIALIZATION IN KANO STATE**

**Rabiu Abdullahi**

Department of Social Studies School of Secondary Education  
Sa'adatu Rimi College of Education Kumbotso, Kano.

**Abstract**

*This study focused on the Assessment of the efficacy of the Social Studies Curriculum as a tool for effective socialization among junior secondary school students in Kano State. Eight hundred and seven thousand, nine hundred and thirty eight (807, 938) students of secondary schools drawn from the secondary schools of the ten education zones in Kano State served as the population of the study out of which three hundred and eighty four (384) were randomly selected as the sample of the study as recommended by Krejcie and Morgan. The expost-factor design was employed for the study and four (4) hypotheses were formulated. A questionnaire was used as an instrument for data collection. All the null hypotheses designed for the study were rejected, considering the responses of the respondents analyzed using t-test statistics and ANOVA. The findings reveal a significant efficacy of the social studies curriculum in improving effective socialization, as discovered from the responses of the respondents in the study area. Based on the findings the study recommended that all the stakeholders, particularly in the education sector, should be informed on the need to improve more in the teaching of social studies, considering its importance. It is also recommended that policy makers should promulgate policies that could help in improving the socialization level of rural students, considering the fact that urban students socialize more than rural students, as discovered among the respondents in the study area.*

**Key words:** Efficacy, Social Studies Curriculum, Junior Secondary School

**Introduction**

This study investigated the efficacy of the Social Studies curriculum as a tool for effective socialization among junior secondary school students in Kano state. The general consensus view among scholars, specifically sociologists, psychologists and anthropologists, as reported by Weinberger (2014), on the relative influence or impact of Social Studies and other related social science disciplines or subjects on the socialization process of learners cannot be found,

as scholars from different disciplines have expressed strong divergent opposing views. Some scholars such as Alfred (2004), Arnett (2013) and Weinberger (2014), are pessimistic on the role of the Social Studies curriculum content in the effective facilitation of the socialization process of learners. They argued that no curriculum content can provide an optimum condition for an effective socialization process. Alfred (2004) maintained that the socialization process via formal instruction is planned, socialization which begins and ends in the classroom setting and/ or within the school setting. As such, the irrefutable role of Social Studies Education in the socialization process of learners has been subjected to challenging questions and contempt by some scholars, as they view the role performed by Social Studies in this regard as grossly inadequate, lopsided (in a heterogeneous socio - cultural setting) and restricted to classroom context. The emerging challenging trend poses a fundamental problem, which this paper addresses with a view to clarify the issue empirically.

The school as a formal organization provides the best interactive setting for socialization to effectively occur. In the same vein, Arnett (2013) explained that socialization through formal instruction (planned socialization) is bound to diminish and can be in gross contrast to societal upheld values, expectation and norms. Similarly, Weinberger (2014) asserted that the school setting is a conglomeration of learners or individuals from different socio-cultural backgrounds as such socialization through formal classroom teaching is bound to be lopsided, inadequate and not all-encompassing. Nevertheless, these three scholars have unanimously indicated that the school setting is essentially the best in the process of learners' socialization process and not the curriculum content. They argued that the school setting provides a unique socio-organizational setting where students or learners come into contact with people from different backgrounds. Through the contact, learners' personality and behavioral patterns are considerably influenced.

In addition, the school as a formal organization has conventional rules and regulations, which regulate learner behavior. These systematic conventional rules are also part of socialization processes; as such, the school setting provides a unique platform for a wider socialization. But they are quite skeptical on the relevance of formal instruction in facilitating the socialization process among learners. But there are scholars with contrary views that suggest that Social Studies Education is capable on impacting on the socialization of learners in different ways. Radford (2000) argued that through careful and systematic selection of

content (Social Studies) that can genuinely enable learners to consciously appreciate cultural practices, values, norms and the tradition of society or community in which learners live, learners can internalize such values and adopt themselves appropriately according to the expectation of the community (of the learner). By so doing, an effective socialization process is being imbedded. Similarly, Ausbel (1995) affirmed that Social Studies is made up of a plethora of topics that teach socially approved behavior, cultural values and tradition that are essentially relevant in helping learners to become acceptable members in their respective communities or societies. This is equally seen as integrated aspects of the socialization process. Schneider (2000) drew attention to the objectives of teaching Social Studies in schools, which he saw as the basis for enhancing the overall socialization process of learners.

A similar trend of arguments on the influence of Social Studies on the socialization process of learners is also expressed by scholars and researchers in Nigeria. Ibrahim (2005) opined that the Social Studies curriculum content is not wholly adequate in providing the optimum level of the much needed socialization that can effectively make learners appropriately adopt themselves in a highly diversified and heterogeneous country like Nigeria. On the other hand, scholars further argued that culturally related topics are mainly focused on the three main ethnic groups of Nigeria (the Hausa, the Igbo and the Yoruba) and discussion on religion centers on Islam and Christianity. Accordingly, the lopsided nature of the culturally-related contents that are essentially relevant in the effective overall socialization process of learners in a heterogeneous setting cannot be regarded as adequate them. On the other hand, those scholars with opposing views (e.g. Maigari, 2006; Bashir, 2010 and Johnson, 2010) explained that Social Studies content is flexible, as it allows teachers to select relevant topics that relate to learners' immediate environment. The emerging divergent views of scholars and researchers on the influence of Social Studies education on the socialization process of students or learners is what actually precipitates and sets the background of this study.

Various related studies conducted by scholars and researchers on the influence of the Social Studies curriculum content on the socialization process of the learners are reviewed here. The review of the related literature focuses on the areas of similarities and differences with this study, as well as the summary of the findings of the empirical studies, their area of coverage and those associated gaps in the conducted studies. In addition, the review provides an explicit description on the uniqueness of this study in relation to the similar or relevant

studies conducted by other researchers. For instance, Adamu (2000) conducted a study titled “Impact of Social Studies Education on the Personality and Socialization of Students of Junior Secondary Schools in Katsina State”. The findings of the study revealed that Social Studies Education was highly influential in the development of students’ personality and socialization and that the curriculum contents significantly influenced and facilitated the socialization process and the personality development of the learners, respectively.

Akanbi (2012) conducted a comparative study on the relationship between Social Studies Education and Socialization by means of comparing the subject’s curriculum content and aspects of the socialization process. He discovered the following relationships:

- a. *Social stability*: Each teaches peace, love and cooperation that exist among the members of a society or social group. Social studies emphasizes on this aspects by teaching learners about other people's culture and how to respect that for peaceful coexistence.
- b. *Obligations*: Both teach expected behavior based on certain demands on one's society.
- c. *Expectation*: Both teach what an individual learner has to do in a given situation. For example, social studies teaches the learner to understand his society, its related problems and the necessary skills he needs for socialization.
- d. *Learning*: teaches the learner the basic socio- cultural and needed pre-requisite skills and experience that are mandatory for the survival of the individual as a social animal.
- e. *Social roles*: Both Social Studies Education and Socialization teach the individual the duties, obligation, rights, expectations and privileges that members are required to perform because of their sex, position and where they come from.

Victor (2008) studied the influence of Social Studies Education on the personality development of learners at the Junior Secondary Schools levels in Taraba state. The study revealed that Social Studies Education teaching had a significant influence on the personality development of learners in multiple ways. One of such ways was on the socialization process of learners, which indicates that teaching Social Studies enables learners to become sociable and acceptable members in various socio-cultural and organizational groups, as well as the ability to appreciate, respect and accept other people’s cultures. The study further indicates

that Social Studies Education enabled learners to get fully aware and become conscious of those social institutions and their relevant functions, which are all part of the socialization process of learners.

Review of the related empirical studies showed that the various studies conducted by Adamu (2000), Akanbi (2000) and Victor (2008) have shared similarities and differences with this study. Despite the shared similarities, this study is entirely unique in many ways. First, it attempts to assess the efficacy or the ability of the Social Studies curriculum content in the effective socialization process of learners. The study therefore makes a critical assessment of the relevance of the subject as a viable tool for the effective socialization of JSS students. Other related studies were merely concerned with either the role or influence of Social Studies in the socialization process or the personality development of learners, without much consideration on how the Social Studies curriculum content can effectively influence the socialization processes of learners. This study attempts to complement such gaps and the inadequacies of other studies by means of a critical assessment of the curriculum content in boosting learners' socialization. In addition, another area where this study superseded the reviewed works is in assessing appropriateness/suitability and the relevance of curriculum contents (of Social Studies) in the socialization of learners, as this study is not concerned with influence or impact alone, but on the assessment of each content and its ability to bring about the desired objective in learners.

Social Studies education is seen by many scholars (Ololobou, 2010 and Sadiq, 2000 as reported in Isma'il 2012) as all-encompassing subject, intended or designed to develop the overall development of a learner, so as to enable him to fit in appropriately in any given socio cultural setting or background. This is undoubtedly a clear manifestation of the socialization process, since without a well balanced socialization, a learner cannot adequately adapt to the situation he finds himself in. This notable objective, which Social Studies seeks to achieve, is actually put under question by critics. In view of this emerging problem or critical challenge, the issue becomes a problem to this study, which needs to be studied and provide valid clarification. It is on this note that this study assesses the perception of junior secondary students on the impact of social studies curriculum as a tool for effective socialization in Kano state, Nigeria.

## **Hypotheses**

The following null hypotheses are designed for the study:

- i. There is no significant difference in the mean opinion scores of male and female students in their perception of the impact of the social studies curriculum on the socialization process of students in the study area.
- ii. There is no significant difference between JSS II and III students on the perception of the impact of the social studies curriculum on the socialization process of students in the study area.
- iii. There is no significant difference between rural and urban JSS students in perception of the impact of the social studies curriculum on the socialization process of students in the study area.

## **Methodology**

The design adopted for this study was descriptive survey, because it is meant to determine the status of a given phenomenon rather than to identify causative factors. Descriptive survey is highly advantageous in the sense that it investigates phenomena in their natural setting (Sulaiman, 2012). This study attempted to evaluate the extent to which the Social Studies curriculum content can effectively serve as a tool for facilitating the socialization process of Junior Secondary School Students. In other words, the study assessed the social studies curriculum contents and their appropriateness in improving students' socialization. This study is therefore an attempt to study the social studies Education Curriculum Content and the socialization process of the students of Junior Secondary School in Kano state, Nigeria.

The population of this study is the entire students of government Junior Secondary School Students in Kano State. Based on the data obtained from the Record of the Statistics Department of the Ministry of Education (2014), Kano State, the population is 807,938. It should be noted that the schools where the population was drawn from the ten (10) available Zones in which the schools were classified by the Kano State Ministry' of Education. Below is the table describing of the population based on the zones:

**Table 1: Population of Junior Secondary Schools Students in Kano According to Zones**

S/No	Zones	School	Male	Female
1	Kano Municipal	71	107	108,74
2	Nassarawa	73	116,87	117,19
3	Minjibir	41	56,099	56,019
4	Bichi	42	48,253	48
5	Dambatta	43	16,62	15
6	Tudun Wada	50	30,206	20,105
7	Rano	45	13,843	10,057
8	Gwarzo	42	12,184	7,502
9	Wudil	38	7,799	4,359
10	Gaya	35	7,058	5,038
	<b>Total</b>	<b>480</b>	<b>415,94</b>	<b>392</b>

**Source:** Record and Statistics Office, Kano State, Ministry of Education, 2014

Using Morgan and Krejcie (1970), 384 respondents were to serve as the sample of the study. Four schools were selected from each of the four educational zones, making a total of forty schools. Moreover, stratified sampling technique was also used to select the 384 subjects of the study. The Table below is the distribution of the sample of the study in respect of the schools and zones:

**Table 1.2 sample of the study by zone and gender**

S/N	Zones	Sample Size STUDENTS		
		Male	Female	Total
1	Kano Municipal	52	51	103
2.	Nassarawa	56	55	111
3.	Minjibir	27	26	53
4	Bichi	23	23	46
5	Dambatta	8	7	15
6	Tudun wada	16	8	24
7	Rano	6	5	11
8	Gwarzo	6	3	9
9	Wudil	4	2	6
10	Gaya	4	2	6
	<b>Total</b>	<b>202</b>	<b>182</b>	<b>384</b>

The instrument used for data collection was a questionnaire was made up of two sections. Section One requires the demographic information of the respondents and Sections Two contains 30 items intended to address issues related to assessing students' perception of the impact of the Social Studies curriculum content of JSS on the socialization process of

students of Junior Secondary Schools in Kano. The questionnaire was designed with structured questions, which were responded to in a form of 4 point Likert Scale, i.e. Strongly Agreed, (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Data was collected with the help of research assistants. The method used in the distribution and collection of questionnaire from the subjects of the study was the On-the-Spot collection technique. The questionnaire was given out to the subjects and allowed to fill it on the spot and submit it to the researcher accordingly.

Descriptive statistics using frequencies was used to analyse the socio-economic status of the respondents. Hypotheses 1 and 2 were tested using t-test, while Hypothesis 3 was tested using ANOVA. SPSS 16.0 was used in analyzing the data collected via questionnaire.

### Results and Discussions

**H0 1:** *There is no significant difference in the mean opinion scores of male and female students in their perception of the impact of the social studies curriculum on the socialization process of students in the study area.*

This Hypothesis was designed to find out whether there is a significant difference in the mean opinion scores of male and female students in their perception of the impact of the social studies curriculum on the socialization process of students in the study area.

**Table 8: Independent Sample Test analysis of whether there is no significant difference in the mean opinion scores of males and females students in their perception of the impact of social studies curriculum on the socialization process of students in the study area**

Test Value = 45							
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval Lower	95% Confidence Interval Upper	Interval of the
SCORES	0.948	361	0.344	2.669	-2.870		

Table 8 reveals that the computed t (0.948) is greater than the critical value (0.344). This implies that the Null Hypothesis which says there is no significant difference in the mean opinion scores of male and female students in their perception of the impact of social studies curriculum on the socialization process of students in the study area is hereby retained. Since it is rejected, it means that there is a significant difference in the mean opinion scores of the

students in their perception of the impact of social studies curriculum on the socialization process of students in the study area.

**H0 2:** *There is no significant difference between JSS II and III students on the perception of the impact of social studies curriculum on the socialization process of students in the study area.*

This hypothesis was designed to find out whether there is a significant difference between JSS II and III students on the perception of the impact of social studies curriculum on the socialization process of students in the study area. Table 9 presents one way ANOVA analysis.

**Table 9: One way ANOVA for the level of difference between JSS II and III students on the perception of the impact of social studies curriculum on the socialization process of students in the study area**

SCORES	Sum of Squares	Df	Mean Square	F	Sig.
	3662,602	2	1831,301	2,642	0,073
Total	249513,629	360	693,093		
	253176,231	362			

Table 9 reveals that the computed f (2.642) is greater than the p value (0.073). This implies that the Null Hypothesis which says there is no significant difference between JSS II and III students on the perception of the impact of social studies curriculum on the socialization process of students in the study area is hereby retained.

**H0 3:** *There is no significant difference between rural and urban school JSS students in the socialization process in Kano State.*

This hypothesis finds out whether there is a significant difference between rural and urban school JSS students in the socialization process in Kano State. Table 5 presents an independent sample t-test analysis.

**Table 5: Independent Sample Test analysis of the difference between rural and urban schools JSS students in the socialization process in Kano State**

	Test Value = 45				
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower
SCORES	1.051	361	0.294	2.955	-2.572

Table 5 reveals that the computed t (1.051) is greater than the critical value (0.294). This implies that the Null Hypothesis which says there is no significant difference between rural and urban schools JSS students in the socialization process in Kano State is hereby retained. Since it is rejected, it means that there is a significant difference between rural and urban schools JSS students in terms of level of socialization in Kano State.

### **Discussion of the Results**

The study compared the efficacy of the social studies curriculum content with the level of socialization among the JSS students in Kano State. It also attempted to assess the level of the differences between male and female students, as well as rural and urban school JSS students in terms of socialization process in the study area. The analysis of the socialization process of the JSS students reveals a significant difference among JSS I, JSS II and JSS III. This implies that the objective tested using a one way-ANOVA is in line with our a priori expectation that differences existed among the three groups in terms of their levels of socialization.

The gap between theory and practice in the Nigerian educational system is another problem militating against the development of the educational system, which could also be associated with current practices of the Social Studies teachers' inability to handle the curriculum content competently so as improve the socialization process of their students irrespective of their classes, religion, races, norms and values. This study indicated that the gap between theory and practice will continue to hinder the required delivery of the social studies curriculum content vis-à-vis socialization process of the JSS students in the study area.

The analysis of the study shows a significant difference between JSS students whose schools are sited in rural areas and others whose schools are located in urban areas. The results reveal that students whose schools are cited in urban areas are more exposed to the socialization process compared to their counterparts in rural areas. This is because schools located in urban

areas are more equipped with learning facilities compared to others. Secondly, most of the teachers in rural schools are people with low academic qualifications who lack the zeal to further their education. The educational sector is the only industry that preserves societal cultural norms and values. The current fall in the level of JSS students' socialization process may be linked directly with the deviation of the social studies teachers from the curriculum content expected by the educational policy makers in Nigeria. Thus, the inculcation of moral values and ethics as enshrined in the social studies curriculum could not be attained if the social studies teachers in Nigerian schools failed to adhere strictly to the curriculum content.

### **Conclusion**

A number of conclusions can be drawn from the data collected, tabled, coded, analyzed and interpreted in the study. First and foremost, the social studies curriculum is sufficient enough to cater for the socialization process of JSS students in the study area. The problem is that most of the social studies teachers are ill-informed on how to make a better use of the curriculum. Based on the empirical analysis and findings, it can be deduced that differences exist among the JSS students in terms of socialization. This means that some of the social studies teachers are well guided on how to use the curriculum while others are not.

The social studies curriculum content is directly related to the socialization process of both male and female JSS students. Another conclusion to be drawn from the findings of this study is that gender is an important factor influencing the socialization process of JSS students. The result shows that males are more socialized compared to their female counterparts. It is also the conclusion of the study that the location of the schools played a leading role in influencing the extent of the socialization of JSS students. As revealed by the results, students whose schools are cited in urban areas are more socialized compared to those whose schools are located in the rural areas.

### **Recommendations of the study**

Based on the conclusions drawn from the study, the following recommendations are made:

- i. The Kano State Ministry of Education in collaboration with the Kano State Education and Resource Department (KERD), zonal education officers, principals, senior masters and heads of department should ensure that social studies teachers are well

informed on how to use the curriculum. This will surely accelerate the socialization process of JSS students in the study area.

- ii. It has been seen from the findings of the study that there are differences in the level of socialization between students who attend schools located in urban areas and those who attend schools sited in rural areas. This suggests the need for bridging the facilities gap in rural schools compared to urban schools in order to achieve equal socialization among the JSS students in the study area.
- iii. The Kano State Ministry of Education and Kano State Education and Resource Department (KERD) should collaborate with departments of education in Nigerian universities and institutions of learning as well as other international agencies and NGOs in organizing in-house workshops, seminars or symposiums to train and re-train social studies teachers on how to use the curriculum in order to enhance the socialization process of the JSS students in the study area.
- iv. In the course of interaction with the subjects of the study during data collection, it was noted with dismay that the current schemes of work used by the majority of teachers in Kano State did not contain the stated objectives of the National curriculum and most of the social studies teachers depended on it when planning their instructional activities. The study, therefore, recommends that the Kano State Ministry of Education should direct all schools in Kano State to use schemes of work, which contain the national curriculum objectives.
- v. There is the need for educational policy makers to find why students from schools located in rural areas have low levels of socialization compared to the students from the schools located in urban areas. Through this, necessary adjustments can be made in the social studies curriculum so as to bridge the gap between JSS students whose schools are sited in rural areas and those whose schools are situated in urban areas. The government should also equip the rural schools with similar facilities found in urban schools with a view to achieving equal socialization among the JSS students in the study area.

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