



Full Length Research Paper

Assessment of the social studies curriculum of secondary school in Southwestern Nigeria

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Abstract

The paper accesses the Social Studies curriculum of Secondary School in Southwestern Nigeria. This is in view of the fact that Social Studies have not achieved very many of its goal in the region. The paper exam the curricular in the Southern Universities offering the course and the syllabus of secondary school Social Studies, hence the bench mark of Social Studies in Nigeria was used as the basis of assessment of the curricular. Assessment was made and recommendations were proffered towards solving the problem of inadequacies and inappropriateness of the curricular in Universities and of Secondary School curriculum for Social Studies.

Keywords: Assessment, curriculum, social studies.

INTRODUCTION

Since the Ayetoro experiment in the teaching of Social Studies in the 1960s, the subject has been introduced to other parts of the country. The implementation of the National policy on Education (NPE) (FGN, 1977, 1981 revised) made Social Studies a compulsory subject in the Junior Secondary School (JSS) and elective at the Senior Secondary School (SSS).

A good Social Studies Curriculum is one which helps young individuals to fully develop into human adults by relating them to their society by means of appropriate knowledge and experiences selected from the social sciences (Political science, Geography, Sociology, Economics, and Anthropology) and other disciplines such as History and Religious studies.

The subject was introduced in America for social competency and citizenship education. Nigeria hopes to teach the ideals of Citizenship Education in order to bring about disciplined adults who would be able to maintain the principles of patriotism, moral uprightness, faithfulness, effectiveness and efficiency in all endeavours that may lead to national development (Adesina, 2010).

If Social Studies will achieve its goals, the curriculum must be well planned and strictly related to solving the problems in the country. It is however evident that very many problems exists in Nigeria nowadays despite the teaching of Social Studies and other related subjects that work towards solving socio economic and political

problems in the country. Just to mention a few, there are social ills such as human rituals, women trafficking, 419, from indecent acts, examination malpractices, poor turn out of school graduates, cultism in schools, embezzlement of funds in both private and public institutions, youthful exuberance, delinquency among young ones, lack of patriotism, political upheavals which include the killings of political opponents looting and arson, acrimonies, and gross indiscipline acts displayed by political leaders and followers. These problems are increasing daily like fire burning grasses during the dry season. Worst still, there are ethnic militia groups which incessantly erode the instituted democratic political authority in the country. The Boko Haram incessant killings and warden destruction of properties is worrisome and the acts of hooliganism and robbery are threats to human survival.

The existence of the above and more brings doubt into the minds of people and makes them wonder if subjects like social studies and moral studies which are essentially meant to produce young adults with 'descent' minds and behave like good citizens ever exist in Nigerian school set up.

This research provides opportunities for teachers and education stakeholders to identify the lapses in the Social Studies curriculum so that the predicament can be addressed in order to make the subject achieve goals like the cases of success recorded in America and Britain.

Table 1. List of universities that taught social studies in southern town Nigeria

S/NO	UNIVERSITIES
1	University of Ibadan
2	Obafemi Awolowo University, Ile-Ife.
3	Tai Sholarin University of Education
4	University of Ado – Ekiti
5	Adekunle Ajasin University, Akungba-Akoko

The Problem

It is obvious that so many social ills eubiquit Nigerian society and Social Studies has been identified as a means of inculcating moral values and virtues social competences among youths. It is unfortunate that not much success has been recorded by the subject as the government of the country is now changing gear toward relying on Social Studies knowledge alone by introducing Civic Education in over to make youths become practically useful citizens and responsible adults. Following the predicaments of social studies, the following questions are raised:

1. What are the philosophies and structures of social studies curricular in Junior Secondary Schools and Universities in southwestern Nigeria?
2. Do the universities curricular for teaching Social Studies prepare teachers adequately for the teaching of the subject at the junior secondary school level?
3. To what extent has the curriculum content of Social Studies at the junior secondary school level adequate and appropriate in addressing the major areas of social studies as contained in National Policy on Educator (NPE)?

RESEARCH METHOD

The study adopted a survey research design Six universities were purposively chosen because they offer Social Studies as a course. The curriculum of Social Studies in Junior Secondary school in Nigeria was also used as the base for assessment (table 1).

Research Instruments

The following instruments were used for this investigation.

Social Studies Curriculum for Junior Secondary Schools (SSCJS)

This was produced by the Federal Ministry of Education in 2007 as 9-Year Basic Education Curriculum. It was

designed to take cognizance of certain challenges facing this area of study as a core subject. The curriculum of Social Studies is meant for the teaching of students at the junior secondary school level in Nigeria.

Universities' Social Studies Curricula (USSC)

This consisted of Social Studies curricula in six universities in Southwestern Nigeria. The curricula were written by the subject experts and approved by the Senate of each of the universities. The curricula are meant to train the teachers of Social Studies in schools.

Inventory

Inventory was developed by the researcher. The inventory tagged "Inventory on the status of Universities Curricular for Teaching Teachers of Social Studies in Junior Secondary School" was used to collect information from the schools' curricular.

Validation of instruments

The curricula of both the universities and secondary school were already standardized by the various institutions / authorities in charge of them. For example, the universities' social studies curricula were approved for study in the universities by the individual senate of each university. The Social Studies curriculum for Junior Secondary School was approved by the National Council on Education in Nigeria. The inventory used for the study was validated by three curriculum studies experts, two Social Studies experts and a Test and measurement expert all from the Obafemi Awolowo University. The researcher visited the research areas and collected the universities' curricular and secondary school curriculum on Social Studies.

Analysis of data

The Social Studies curricular of Universities and the secondary school Social Studies curriculum were collated

Table 2. Philosophy of Social Studies in Junior Secondary Schools and Universities in Southwestern Nigeria

Philosophy of social studies in schools						
Junior secondary school	Obafemi awolowo university	Tia Solarin University Of Education	Adekunle Ajasin University	Lagos State University	Universi-ty Of Ado Ekiti	University of Ibadan
1. Make students to develop the ability to adapt to his or her changing environment	1. production of highly qualified, motivated, Conscientious and efficient classroom teachers for the different levels of our educational system	1. production of teachers who would approach the teaching of Social Studies as an integrated subject	1. providing a broad and general Background that would facilitate the acquisition Of specialized Competencies in Social Studies Education	upgrading NCE holders within and outside the school system to degree status in Social Studies	1. Giving specialist training to teachers in the field of Social Studies	1. Prepare teachers who will inculcate in their students, rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, appreciation and skills necessary for developing social and civic responsibility
6. Make students develop a sense of solidarity and sharing based on a sense of security in one's own identity						

and analyzed in accordance to the research questions raised in the research.

DISCUSSIONS

The results and the discussions of the findings are presented below:-

Research Question 1: What are the philosophies and structures of Social Studies curricula in junior secondary schools and universities in Southwestern Nigeria?

The philosophy and structure of Social Studies curricula in junior secondary schools and universities are shown

in Table 2 above and table 3 below:

From Table 2 above, it could be deduced that the focus of teaching Social Studies in schools is to make students adapt to their changing environment, become responsible and disciplined individuals capable and willing to contribute their quota to the development of their societies and inculcate the right types of values. It intends to produce learners who would develop a sense of accommodation towards other peoples in the areas of diverse culture, history and those fundamental things that make them human. The philosophy here is learner-centered. On the other hand the philosophy of universities in this regard is to train teachers who would

Table 3. Structure of Social Studies Curricula in Junior Secondary Schools and Universities in Southwestern Nigeria

Types of Structure	Junior Sec. School Curriculum	Obafemi Awolowo University Curriculum	Tai Solarin University of Education Curriculum	Univ. of Ibadan Curriculum	Adekunle Ajasin University Curriculum	Lagos State University Curriculum	University of Ado Ekiti Curriculum
1. Spiral	Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2 Subject centered	Applicable	Applicable	Applicable	Applicable	Applicable	Applicable	Applicable
3. Child centered	Applicable	Not Applicable	Applicable	Applicable	Applicable	Applicable	Applicable
4. Society centered	Applicable	Applicable	Applicable	Applicable	Applicable	Applicable	Applicable
5. Synthetic	Not Applicable	Applicable	Applicable	Applicable	Applicable	Applicable	Applicable
6. Substantic	Applicable	Applicable	Not Applicable	Applicable	Not Applicable	Not Applicable	Applicable

be able to teach and impact knowledge of Social Studies. The universities also intend to develop the spirit of enquiry and creativity in the teachers. They intend to produce teachers that would benefit from further education in Social Studies.

The universities hope to produce teachers who would be capable enough to making students at the junior school level achieve the aims and objectives of Social Studies. Table 3 shows the structure of Social Studies in Southwestern Nigeria Schools.

The structures of Social Studies curricula in universities and junior secondary schools above show that the Obafemi Awolowo University, Tai Solarin University of Education, Adekunle Ajasin University and the Lagos State University have 67% each of the identified structures in their curricula. On the other hand, the Junior Secondary School, the Universities of Ibadan, and Ado-Ekiti have 83% of the structures in their curricula (table 4).

When universities' Social Studies curriculum contents were compared with the National Universities Commission (NUC) standard, it was observed that Adekunle Ajasin University and the Lagos State University had 92% of the NUC content represented in their curricular while Obafemi Awolowo University and the University of Ado-Ekiti had 80% of the NUC Social Studies Curriculum content. Tai Solarin University of Education had 88% of the NUC Social Studies Curriculum content. From the analysis above, it was deduced that Adekunle Ajasin University and the Lagos State University had the most relevant contents of the National University Commission Social Studies Standard while both the Obafemi Awolowo University and the University of Ado-Ekiti had the least curriculum contents representation of the NUC standard for Social Studies (table 5).

Out of the 18 items listed under the Content of Social Studies curriculum in Junior Secondary Schools, Obafemi

Awolowo University is adequate in 72%. The university has 22% of its content partially adequate and 6% inadequacy; Tai Solarin University of Education is adequate in 89% and partially adequate in 11%. Also, the University of Ibadan has adequacy in 83%, and inadequacy in 11%. The University is partially adequate in 6% of the content. Adekunle Ajasin University is inadequate in 6%, partially adequate in 19% and adequate in 75% of the items. The Lagos State University is adequate in 55% items, inadequate in 17% and partially adequate in 28% of the items. The University of Ado-Ekiti has adequacy in 83% and inadequacy in 17% whereas Tai Solarin University of Education Social Studies Curriculum has the greatest adequacy (89%) in content for training its teachers. The Universities of Ibadan and Ado-Ekiti recorded the next higher percentage (83%) in this regard, whereas the Lagos State University Social Studies Curriculum recorded the least areas of content adequacy (55%) for the training of its teachers. Ogunyemi (2006:83), remarked that "however, gaps still exist for improvement in current social studies curricula in Nigeria".

Research Question 9 To what extent has the curriculum content of Social Studies at the junior secondary school been derived from the National Policy on Education (NPE)? Table 6 below shows the status of Social Studies curriculum content at the Junior Secondary School in relationship with the National Policy on Education.

Table 6 below shows the content appropriateness and adequacy of junior secondary school Social Studies curriculum in addressing major areas in the National Policy on Education in Nigeria. The national goals of education were listed and assessed against the junior secondary school Social Studies curriculum. The Social Studies curriculum content at the junior secondary school is appropriate in the area of developing individual into morally sound, patriotic and effective citizens. Relevant

Table 5. Content adequacy of universities' curricular for teaching social studies in junior secondary school

Content of Social Studies in Junior Secondary School		Content of Social Studies in universities in Southwestern Nigeria					
		Obafemi Awolowo University	Tai solarin Univ. of Education	University of Ibadan	Adekunle Ajasin University	Lagos State university	University of Ado. Ekiti
1	Introduction to social studies	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
2	People and their Environment	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
3	Socialization: its agents and processes	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
4	Cultural	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
5	Socialization and problems	Adequate	Adequate	Adequate	Adequate	Partial Adequate	Adequate
6	National Unity and Integration	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
7	Science Technology and Society	Partial Adequate	Adequate	Adequate	Partially Adequate	Adequate	Adequate
8	Communication	Partially Adequate	Partially Adequate	Adequate	Adequate	Partially Adequate	Adequate
9	Family	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
10	School community	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
11	Community	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
12	Storage	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
13	National Economy	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
14	Health Issues	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
15	Social Value	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
16	Peace and Conflict	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
17	National Economic Life	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
18	World Issues	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate

Table 6. Status of Social Studies Curriculum Content at the Junior Secondary School on Addressing Major Areas of the Subject in the National Policy on Education

Goals of Education	Appropriateness	Adequacy
a. Development of the individual into a morally sound, patriotic and effective citizen.	Appropriate	Adequate
b. Total integration of the individual into the immediate community, the Nigerian society and the world.	Appropriate	Not Adequate
c. Provision of equal access to appropriate qualitative educational opportunities for all citizens at all levels of education, within and outside the formal school system.	Appropriate	Not Adequate
d. Inculcation of national consciousness, values and national unity.	Appropriate	Adequate
e. Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society	Appropriate	Adequate

topics for the achievement of the goals include; socialization processes, citizenship education, heroes and heroines, duties, rights and obligations of citizens and culture. The provisions in the curriculum content are also adequate enough to achieve the goals.

The junior secondary school Social Studies content has appropriate topic to address the goal of total] integration of the individual into the immediate community, the

Nigerian society and the world. Related topics to these goals include the study of peoples and culture of Nigeria, ethnicity and emergent problems in the society. Also, there are social studies themes such as social value, world issues peace and conflicts which allow the teaching of the tenets required for the achievement of the goal. It was however observed that the content of Social Studies is not adequate enough to achieve the goals of total

integration. Ogunyemi (2006) recommended improvement in current social studies curricula in Nigeria.

The curriculum content of the junior secondary school social studies was observed as seen as been appropriate to provide equal access to qualitative opportunities for all actions within and outside the formal school system as the subject is made compulsory for all students at the junior secondary school level. The curriculum is however not adequate enough to achieve this goals especially when it comes to the issue of the achievement of goal after the formal school system.

The curriculum content of Social Studies at the junior secondary school level was observed and seen as been appropriate and adequate enough in the area of inculcation of national consciousness, values and national unity as related topics feature very well in the curriculum.

The junior secondary school Social Studies curriculum equally makes adequate provision for the development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society. The curriculum content makes appropriate provisions for the development of the three domains of education (cognitive, affective and psychomotor).

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