



SOCIAL STUDIES CURRICULUM CONTENT AND EVALUATION AND THEIR ROLES IN THE ATTAINMENT OF CIVIC KNOWLEDGE AMONG UPPER BASIC SCHOOL STUDENTS IN ZAMFARA STATE, NIGERIA

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Abstract

This study assessed social studies curriculum content and evaluation for the attainment of civic knowledge among upper basic school students in Zamfara state, Nigeria. One specific objective, one research question and one null hypothesis guided the study. A descriptive survey design was adopted with a population of 35,645, with sample size of 378. Data collected were analyzed using simple percentages to analyze the demographic characteristics of respondents, mean and standard deviation were used to answer the research question, while one sample t-test was used to test the research hypothesis at 0.05 level of significance. The finding revealed that, Social Studies curriculum content is rich and adequate for the attainment of Civic Knowledge among upper basic school students in Zamfara state. The study concluded that, Social Studies curriculum content is relevant and adequate in the attainment of Civic Knowledge among upper basic school students in Zamfara state. The study recommended among others that, the social studies curriculum should be intensified by teachers at all classes, to promote good citizenship qualities among students.

Keywords: Civic Knowledge, Curriculum Content and Evaluation, Social Studies, Upper Basic School.

Introduction

Evaluation is a form of ascertaining the worth of an endeavor in terms of a set objective. Aliyu (2015) viewed evaluation as a systematic collection of evidence to determine whether changes are taking place in the learner as well as to determine the amount or degree of changes of individual students. However, evaluation is a process that is carried and to effect necessary changes toward making of some improvement. Cooper (1976) opined evaluation from an instructional point of view thus: "evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupils" he maintained on the general scale that, a full evaluation results in a story, supported perhaps by statistics and profiles. Evaluation tells what happened, reveals perceptions and judgement that different groups and individuals hold obtained, by object means. Ben-Yunus (2000) and Yusuf (2012) shared similar opinion, as Ben-Yunus, defined evaluation as the process of gathering information, analyzing it and drawing final conclusion from it. Evaluation is a systematic process of determining the extent to which instructional and programme objectives are achieve for value judgement. Asgari (2012) viewed evaluation as collection and provision of evidence on the basis of which decisions can be taken about the feasibility, effectiveness and educational value of learners' performances. Ololobou (2007) opined that evaluation as the collection and use of information as a basis for rational decision making on the curriculum. According to Weiss (2008),



evaluation is a systematic process to understand what a program does and how well the program does it. Evaluation result can therefore be used to maintain or improve programme quality and to ensure that future planning can be more evidence based.

Citizen is a recognized member of a particular community (Okam & Danladi, 2010). Ikwumelu (2012) defined Citizen as all full member of body politic who is entitled to all the rights, privileges and obligations associated with such membership. Citizenship means belonging to a community, country or state (Okam & Danladi, 2010). Hornby (2000) opined that Citizenship is being a citizen as well as the rights and duties of the citizen. This definition is a highlight of the fact that citizenship is about the relationship that goes on between the citizen and the sovereign state. Citizenship is a relationship between individual and a state involving an individuals' full political membership in the state and his permanent allegiance to it. This implies full membership in a country. It is the special status given to citizens who entitle them to enjoy certain privileges and at the same time expect them to carry out certain responsibilities (Fan, 2014).

Citizenship Education can be referred to as citizenship training. Ikwumelu (1994) opined that Citizenship education is the type of education that transforms a person in to a citizen. The implication of this is that citizenship education training inculcates a citizen right kind of values or orientation toward contributing to national development. It aims at inculcating knowledge through practical exercise such as qualities as public spiritedness, voluntary services, sense of fair play, honesty and respect for opposing opinions and views, self-sacrifice for good of others (Ibezim, 2001). Citizenship Education is concerned with the teaching of citizens of a nation on their responsibilities to the society, the rights they enjoy and their duties to the country. It is also the education of rules, standards, norms, and values to uphold as citizens of a nation in order to move the nation forward. In Nigeria, it is taught in schools as Civics Education and is inculcated into leadership training programmes. Citizenship Education aims at the good personal development of citizens and advances the development of the nation.

Hence, citizenship training through social studies could help in producing effective, efficient, functional, patriotic and useful citizens who can contribute to national development. The effective citizen acquires citizenship status and the creative potentialities and abilities that go with it through the interactions prevailing in the group or society in which he participates and demonstrate his capacity in assisting the group to complete its tasks and solve its problems (Lambert, 2003). Oluniyi (2011) defined Citizenship Education as an education through which pupils' in the school system will be taught about their rights, privileges, duties and responsibilities as good citizens and through which they will be encouraged to perform their duties and play a positive and active role in the society. Nuhu (2011) submitted that Citizenship Education is that training which produces the desirable values and virtues of the nation in learners and helps to shape their attitudes toward making positive contributions to the building and development of the nation. In this vein, Onipe (2002) maintained that citizenship education is the deliberate inculcation of social and cultural attitudes, knowledge and skills that enable individuals to become socially and politically integrated within the society. Oluniyi (2011) opined that citizenship education is the kind of education given to citizen of a country with the view of making them responsible people, capable of contributing meaningfully, to the overall development of their country.

Social Studies is the study of man and his interaction with his social and physical environment. The Nigerian Education Research and Development Council (NERDC) in Babatunde (2012) defined Social Studies as totality of experiences a student goes through having been exposed to such a course based on mans' interminable problems in chosen environment with a full knowledge of the variable factors such as historical, religious, economic, psychological, cultural, scientific and technological factors that are normally responsible in mans' web or interaction that aid



environment. Nwoji (2006) observed social studies is a living subject that it deals with the matter of the moment as a preparation for new and future. The author further added that it is a discipline that deals with social change, better future and problems solving. Ezegbe, Ikwumelu, and Okeke (2012) elaborated the above view when they asserted Social Studies is a discipline that deals with social change and ensure that a meaningful interaction of the recipients with their physical and social environment is attained. It engenders sound education of the citizens, as well as inculcates a sense of social consciousness and social responsibility; it inculcates the values, honesty, cooperation, and the need of nation, as well as the desirable skills to solve environmental problems.

Curriculum can be defined as a total learning experience learner are exposed to under the guidance of a teacher, meanwhile curriculum is not on the content selected and delivered but also the planned and up planned activities which individuals participates as students. Ben-Yunus (2006) defined curriculum as the formal and informal content by process which learners gain knowledge and understanding develop skills and attitudes, appreciation and values under the auspices of an academic institution. While Yusuf opined that, curriculum is guided and unguided planned and up planned learning experience students are exposed to under the supervision of a teacher. Educationists in the field of curriculum, and various scholars have expressed different views and perspective on the meaning of curriculum. Onwuka (1996) viewed that curriculum as all of the learning of students which is planned and directed by the school to attain its educational goals. Oliver (1997) opined that curriculum is the entire body of courses offered by a school including the selection, organization and refinement of knowledge, understanding, attitudes, skills, values and behavior to be transmitted to the students. Onwuka (1996) opined that curriculum is the process adopted by schools to determine and pursue set objectives or goals of the society in which the schools are to serve. Onwuka (1996) in defense of the definition argue that “the schools (including colleges, universities etcetera) are institutions established by society for the education of its young and experience members. Curriculum can be seen as a design of a social group for the educational experiences of children in the school.

Curriculum is a planned experience offered to the learner under the guidance of the school. Curriculum has significant to the learners. Denga (2005) defined curriculum is a set of courses (offered by an educational institution) that are required to complete an area of specialization. While Brown and Brown (1982) opined that in order for the curriculum to be significance, it must be geared towards assisting the individual to see the value of the past in relation to the present. It should also be dynamic and child centered. This implies that it should be adjustable to suit the needs, age and aspiration of the child. It has to provide a connection between the school and the society. Alebiousu (2005) opined that curriculum as an instrument that dictates the affairs of every educational system. It is the vehicle through which knowledge and other learning activities are disseminated.

Adamu, Ja'afar and Yusuf (2020) conducted research on the perception on efficacy of civic education curriculum on students' attitude towards national integration in junior secondary schools in Zaria Education Zone, Kaduna State, Nigeria. The study found that a significant difference was found in the perception of male and female students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone. A significant difference was also found in the perception of JSS II and JSS III students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone. The stated that civic education should be encouraged to be taught at all level of Nigerian education system since from the findings it has influence on student's attitudes towards national integration in Nigeria.



Muhammad, Adamu and Usman (2023) assessed the Civic Education curriculum implementation for the greater efficacy of political participation among senior secondary school students of Zamfara State Nigeria. The population of the study was estimated to be 558, using sample of two hundred and seventeen (N=217). The study reveals that, civic education curriculum content has no significant relationship in the views of civic education teachers on the greater efficacy of political participation among senior secondary school students of Zamfara State, while hypothesis 2 and 3 indicated that, there were significance relationship in the views of Senior Secondary School Civic Education teachers on the teaching methods and instructional materials used in the efficacy of political participation among Senior Secondary School students of Zamfara state. The study further stated that; Civic Education teachers with requisite academic qualification and enduring years of experience should be allowed to effectively implement the civic education curriculum content, and also Civic Education teachers should be adequately equipped with training and strategies for the implementation of the curriculum. The paper suggested that Civic Education teachers should be more encouraged on the use and improvise of instructional materials toward the great efficacy of political participation by students of Zamfara State.

Kassim (2020) assessed the Basic Education Curriculum implementation for achieving Sustainable development in Kaduna State, Nigeria. Three (3) research objectives, questions and hypotheses each guided the study. Descriptive survey method was used and the population for the study was 2,554 which comprised all the public-school teachers of Lower, Middle and Upper Basic levels in Zaria Local Government Area, Kaduna state. The study established that, there was no significant difference in the pedagogical methods, instructional materials and resources used and, challenges faced by male and female teachers in the implementation of Basic Education curriculum for achieving sustainable development in the study area.

Opuwari and Cornelius (2019) examined the influence of implementation of civic education curriculum on patriotism among public primary school pupils in Ahoada senatorial zone, Rivers state. Ex-post-factor research design was adopted for the study. A total sampled of 500 pupils was selected using simple random sampling and stratified sample procedure. The finding of the reviewed work reveals that, effective implementation of civic education curriculum, availability of teaching and learning materials in civic education was significantly influence patriotism among public primary schools' pupils in Ahoada senatorial zone of Rivers state.

Objective of the Study

The objective of this study is to find out how Social Studies curriculum content and evaluation could foster the attainment of Civic Knowledge among upper basic schools' students in Zamfara state.

Research Question

To what extent does Social Studies curriculum content help in fostering the attainment of Civic Knowledge among upper basic school students in Zamfara state?

Research Hypothesis

There is no significant difference in the responses of students regarding how Social Studies curriculum content help in fostering the attainment of Civic Knowledge among upper basic school students in Zamfara State.



Method

Research Design

Evaluation research design was used in this study. Evaluation research design is a procedure in which investigator administer a survey to a sample or to the entire population of people to described the attitudes, opinions, behaviors, or characteristics of the population. It consists of a predetermined of set of questions that is given to a sample (Shukla, 2020).

Population and Sample

Population of this study comprises of thirty-five thousand, six hundred and forty-five (35,645) upper basic students three (UBS III) of Zamfara state. The sample of this study was 378 respondents drawn from 10 upper basic school in the study area using Research Advisors (2006) table for determining sample size from a given population. Simple random sampling and proportionate sampling technique was used.

Data Collection Instrument

The instrument used by the researcher for the collection of data was questionnaire, titled “Evaluation of Social Studies Curriculum Content and Civic Knowledge Questionnaire (ESSCCCKQ)”. The instrument was divided in to two sections A and B. Section A contains bio-data of the respondents while section B contains questions on the research objective. However, the said questionnaire was score using the modified Likert four-point rating scale of Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D) respectively.

Validation of Data Collection Instrument

To ensure the validity of the research instrument, the questionnaire was taken before the language specialists, educational researchers, statisticians and experts in Social Studies education. Expert subjected the instruments to critical appraisal for construct and content validity. Their criticisms and comment was reflected in the instrument.

Reliability of Data Collection Instrument

Cronbach’s alpha was used to calculate the reliability index, which yielded a reliability coefficient of 0.803. The coefficient alpha value obtained is higher than 0.700, which established the internal consistency of all the items in the instrument (Fornell & Larcker, 1981). According to Edokpolor and Oviawe (2022), this implied that the instrument is adequate and exceptionally reliable, and can be used in any setting to measure the same items and variables at any given points of time.

Data Analysis

The data collected was analyzed using descriptive and inferential statistics. Data was analysed using the IBM Statistical Package for Social Scientist (SPSS) version 26.0 from the data obtained from returned 349 questionnaires out of 378 that were administered. Frequency and percentages were used in analysis of bio-data, mean and standard deviation were used to answer the research question, and while all the null hypotheses were tested using one sample t-test raised at 0.05 and determined the difference opinion of upper basic students.

Results

Table 1: Distribution of the Respondents Based on Gender

S/N.	Categories	Frequency	Percentage (%)
1.	Male	248	71.1
2.	Female	101	28.9
	Total	349	100.0

Table 1 presents the distribution of the respondents by gender. On student's gender status, a total of 248 representing 71.1% are male and the rest 101 representing 28.9% are female students. This shows that majority of the respondents were male.

Table 2: Distribution of the Respondents Based on Class

Category	Frequency	Percentage (%)
UBS III	349	100.0
Total	349	100.0

Answering Research Question

Research Question: To what extent does Social Studies curriculum content help in fostering the attainment of Civic Knowledge among upper basic school students in Zamfara state?

Table 3: Mean and standard deviation on Social Studies curriculum contents and evaluation and their roles in the attainment of Civic Knowledge among upper basic school students.

S/N	Social Studies curriculum content and the attainment of Civic Knowledge	SA	A	D	SD	M	SD
1.	The social studies curriculum effectively covers a wide range of civic knowledge topics.	121	111	67	50	3.117	1.04
2.	The social studies curriculum provides opportunities for students to explore real-life civic issues.	111	80	71	87	2.868	0.65
3.	The social studies curriculum encourages critical thinking and analysis of civic knowledge.	98	120	60	71	2.616	0.654
4.	The social studies curriculum fosters active engagement in discussions and debates on civic issues.	11	101	70	67	2.702	0.541
5.	The social studies curriculum promotes understanding of the rights and responsibilities of citizens.	11	114	57	66	2.734	0.741
6.	The social studies curriculum helps students develop empathy and respect	114	77	76	82	3.32	2.779

	for different perspective in civic matters.						
7.	The social studies curriculum helps students develop patriotism and national consciousness in civic matters.	110	121	70	48	2.639	1.045
8.	The social studies curriculum connects civic knowledge to real-world applications.	90	89	90	80	2.840	1.000
9.	The social studies curriculum encourages students to participate in civic activities outside the classroom.	98	99	60	92	2.542	0.00
10.	The social studies curriculum enhances students' awareness of social justice issues.	150	110	69	20	2.582	0.41
	Cumulative Mean/SD					2.742	

The table 3 shows the result of Social Studies curriculum content helped in the attainment of Civic Knowledge among upper basic school students in Zamfara state to a large extent this is because the cumulative mean of 2.74 is above the 2.50 decision mean. Specifically, the social studies curriculum effectively covers a wide range of civic knowledge topics. As this attracted the mean of 2.74 while also the belief that, the social studies curriculum provides opportunities for students to explore real-life civic issues.

Testing Research Hypothesis

Research Hypothesis: There is no significant difference in the responses of students regarding how Social Studies curriculum content could foster the attainment of Civic Knowledge among upper basic school students in Zamfara State.

Table 4: Summary of one sample t-test statistic on difference in the responses of students regarding how Social Studies curriculum content could foster the attainment of Civic Knowledge among upper basic school students in Zamfara State.

Variables	N	M	SD	MD	df	t-value	t-critical	p
Social Studies curriculum content and Civic Knowledge	349	26.9628	2.90388	26.962	348	186.326	1.96	0.000

Calculated p value = 0.000 < 0.05, t-value = 186.326 > 1.96 at df 348

The outcome of the one sample t test statistics above revealed that, the calculated p value of 0.000 is lower than the 0.05 alpha level of significance while the computed t value of 186.326 is higher than the 1.96 t critical value at df 348. This indicated that, there is no significant difference in the views of upper basic school students on how Social Studies curriculum content helped in the attainment of Civic Knowledge among upper basic school students in Zamfara state is hereby rejected.



Discussion

The finding from the hypothesis revealed that, there is no significant difference in the views of upper basic school students on how Social Studies curriculum content helped in the attainment of Civic Knowledge among upper basic school students in Zamfara state is hereby rejected. Social Studies curriculum content is rich, adequate and helped in the attainment of Civic Knowledge among upper basic school students in Zamfara state. This finding agrees with the statement made by Agahiu (2019), who stated that most of the social studies teachers have mastery of the subject matter.

The study of Akubuilu, Ugo, Ugochukwu and Ikehi (2019) also investigated on the extent of implementation of Social Studies curriculum in junior secondary schools in Enugu State, Nigeria that, there was a significant Social Studies man-power for the fully implementation of the curriculum content in junior secondary schools. Obadiora (2019) reaffirmed that, the implementation process of social studies curriculum contained some basic and necessary elements which included; trained teachers and sustainable strategies.

Conclusion and Recommendations

Based on the finding of this study, it was concluded that Social Studies curriculum content and evaluation is relevant and adequate in the attainment of Civic Knowledge among upper basic school students in Zamfara state. Based on the finding of this study, the authors recommended that the social studies curriculum should be intensified by teachers at all classes as this will help to enhance good citizenship qualities among students.

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