

## Effects of Socialization on Achievement in Secondary School Social Studies

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**Abstract:** This study investigates the influence of socialization on achievement in secondary school social studies. Three hypotheses were formulated. Three hundred and thirteen students were used which composed of one hundred and forty-four girls and one hundred and sixty-nine boys were randomly drawn from ten secondary schools in Minna, metropolis of Niger state. A test retest method was used to determine the reliability of the instrument. Two sets of test were constructed by the researcher based on the experiment. One set of the test was for J.S.S two students and it contains 15 items while the other set which contained 20 items was for J.S.S three students. The content of the lesson for J.S.S two was family while that of J.S.S three was culture. The data obtained were analyzed using t-test statistic in testing the hypotheses. All the hypotheses were tested at 0.05 level of significance. The finding showed that the female students taught with socialization method out-performed their male counterparts. It was recommended among other things, that socialization method be applied in teaching social studies especially in the junior secondary school.

### Introduction

The introduction of social studies into our educational curriculum has been seen as a playing the role of developing desirable socio-civic and personal behaviour. Ogunlade (1984) has recorded just a little in terms of shaping or changing the behavior pattern of secondary school students. According to Lee (1979) the teaching of social studies is centered on socialization. It is aimed at helping the products of secondary school students to develop the potentials for acting wisely in any society that they found themselves. Presently, the subject has been undergoing changes towards improvement as regards its Curriculum. Procedures of teaching and learning involves socialization method which is the back bone on achieving social studies goals. Socialization is a process of slow and gradual transformation of the helpless students to become more mature adults. Socialization Thus stressed the process whereby individual learn to play various social roles necessary for effective participation in educational aspect of life and society in general. David (1999). Through socialization, method of teaching the aim of social studies which embraces basic skills of individual, values, attitude,

beliefs and behavior patterns of the society can be achieved. According to Amucheazi (1999) socialization is a long process by which human beings transmit and learn particular thought, feeling and behavior processes and pattern required for social perpetuation of social adaptation. Through socialization method of teaching and social transformation and cultural condition which is important to ones social and physical environment can be achieved. The benefit derived from the social studies education cannot be over emphasized, yet the subject is grouped as one of the elective subjects in the curriculum. The position allotted to social studies in the educational curriculum may be one of the reasons that dampen the spirit of the teachers of social studies and the students. The subject is only offered in the junior secondary school where there are trained teachers, but at the senior secondary school where students are found to be more interested and have positive attitude towards the subject, they are not motivated.

Research carried out by Mark (2000). Indicated that teachers of social studies do not have necessary audio-visual instructional materials and where few were available, teachers did not make maximum use of them, and this implies that teachers can not

approximately apply aids in teaching some specific topics for maximum understanding by the learners.

In this research work, a comparison of teachers' and learners' view on the increase in learning on social studies subject was carried out using teachers and students randomly selected from different schools in Minna, Niger state, and it was found out from respondents that subject is due to lack of interest since the offered up to senior secondary school level. Lack of appropriate teaching method and materials for both the teachers of social and students. These problems could be solved if the subject can be taken up to senior secondary school level and be written in both West African Examination Council (WAEC) and National Examination Council (NECO). Also the availability of resources such as audio-visual materials and effective utilization of appropriate method of teaching could solve the problem of social studies in secondary schools.

A lot of blames have been labeled against lack of interest by the students on the methods of teaching social studies which according to some authors are unrelated to the life and interest of students and may not promote their value when they finally leave school to face a bigger challenges. In order to correct this error, John (1979) points out that since the early stage of learning social studies largely concerned with acquiring of norms, values and skills, more attention should be paid to students right from primary, junior and senior levels of education.

Goslin (1999) stated that socialization is very important to students learning of social studies since it is the process whereby students learn to play various social roles necessary for effective participation in the society and through socialization capture the spirit of learners. He added that Socialization is a life long

process of cultural moulding, by which students learn the basic skill, values, attitudes, beliefs and behavior patterns of the society. In the process of socialization, the learner is transformed into a person who has accumulated knowledge of his culture and he is a participating member of his society through interaction with his cultural setting and his physical environment.

According to Vernon (2000) some knowledge is learnt directly or indirectly from the source, some through models observed and imitated while others are learnt intuitively and skill, others though role play throughout life. No two students are the same, every student is unique in his own way and socialization is to shape the personality of students to conform to the cultural norms and societal demands also to integrate student irrespective of their culture, belief to become tolerant, co-operative, understanding towards one another. Socialization should be carefully examined in the curriculum content to see that their structure corresponds with the content of the lesson. Since we have lapses in the audio-visual material and other types of aids that could promote teaching and learning social studies, socialization can be use by the teachers of social studies to achieve the same objectives as the other lapses of instructional materials. This study therefore aims at finding out the influence of socialization on student's performance in secondary school social studies.

#### Statement of the problem

The teaching and learning of social studies at the secondary school level of our educational system has not been impressive enough due to the position allocated to the subject in the educational curriculum not offered singly at the senior secondary school level and as a result not taken in WAEC or NECO Examinations. It is also as a result of lack of available resources (audio-visual) materials and

appropriate method of teaching the subject. Therefore the purpose of this study is to influence. Socialization on students performance in secondary school social studies.

#### Research Questions

Base on the observation and statement of the problem this research sought to find answer to the following research questions.

1. Is there any significant difference in the mean scores of J.S.S. one student taught social studies with socialization method and those taught social studies without socialization method?
2. Is there any significant difference in the mean scores of J.S.S three students taught with socialization method and those without socialization method.
3. What are the mean achievement scores of male and female taught social studies with socialization method of teaching?

#### Hypotheses

Three hypotheses were formulated. They are:

HO<sub>1</sub>: There is no significant difference in the mean scores of J.S.S one students taught with socialization method and those taught without socialization method.

HO<sub>2</sub>: There is no significant difference in the mean scores of J.S.S. three students taught with socialization method.

HO<sub>3</sub>: There is no significant difference in the mean scores of male and female students taught with socialization method and male students taught with socialization.

HO<sub>4</sub>: There is no significant difference in the means scores of J.S.S class three students taught with socialization and J.S.S class one taught with socialization.

#### Research Design

The research design adopted for this study was the pretest-posttest experimental control group design.

#### Population and Sampling Technique

The population consists of all Junior Secondary School in Minna metropolises of Niger state. One hundred and twenty (120) students comprises of 60 males and 60 females were randomly selected using simple random sampling technique. Thirty students (15 males and 15 females) from each of the four schools were randomly selected for the study.

#### Research Instrument

The research instrument used for data collection was Social Studies Achievement Test (SSAT) which was developed by the researcher to ascertain the general suitability of the instrument and finally refine the test items where necessary.

#### Validation of the Instrument

The tests were given to four experts in Social Studies Department at College of Education Minna for validation and reliability test.

#### Reliability of the Instrument

A test-retest method of finding the reliability of an instrument was adopted. The field test was administered using the Social Studies Achievement Test (SSAT) to the same group of students twice at an interval of two weeks. The two set of scores were first used to calculate the correlation coefficient using pearson product moment correlation coefficient formula. The result obtained 0.71 as the reliability coefficient of the instrument.

#### Method of Data Collection

Data collection used was based on the administering of the test instrument (SSAT) on the experimental and control groups before and after teaching. The control group was taught with socialization method of teaching for the period of two weeks and one week revision and experimental group was taught without socialization method of teaching the result

obtained from the test was used to determine the most effective method of teaching.

### Data Analysis

The data were analyzed statistically using T-Test, Means and Standard Deviation.

**Table 1** Comparisons of the pretest mean score of the Experimental and control groups

Group	N	O	S.D	DF	T.Valve Calculate	T.Valve Critical	P
Experimental Group	60	28.2	9.42	59	1.38 <sup>ns</sup>	1.66	0.05
Control Group	60	28.8	9.73	59	1.38 <sup>ns</sup>	1.67	0.05

This indicate that there was no significant difference at 0.05 level of significant between the mean scores of the experimental group and control group (T

=1.38, DF = 59, P< 0.05) meaning that the experimental group and the control group possess the same entry level with regards to the topics taught them.

**Table 2:** Posttest Performance Results of the experimental and control groups.

Group	N	O	S.D	DF	T.Valve Calculate	T.Valve Critical	P
Experimental Group	60	67.8	12.17	59	5.68	2.45	0.05
Control Group	60	47.8	8.42	59	4.57	1.67	0.02

Significant at 0.05 level.

The T-value calculated (5.68) is higher than the t-value critical (T =5.68, DF =59, P< 0.05). This means that there is a significant difference between the mean score of Experimental Group and the control group at 0.05 level of significant. Therefore,

hypotheses one is rejected. There is a significant difference between the mean score of student taught with socialization method and those taught without socialization method which the former performed better than the later.

**Table 3:** The Comparison of male and female mean scores of Experimental Group in the posttest.

Group	N	O	S.D	DF	T.Valve Calculate	T.Valve Critical	P
Male Exp. Group	30	67.85	14.09	29	0.03 <sup>ns</sup>	1.70	0.05
Female Exp.Group	30	67.63	9.12	28	0.03	1.69	0.05

Significant at 0.05 level

The t-value calculated is less than the t-value critical (0.03<1.70). This shows that there is no significant difference in the

achievement scores of male and female student in social studies when taught using the same socialization method.

### Discussion

Based on the research question which state that is there any significant difference in the mean scores of J.S.S one students taught social studies with socialization and those taught social studies without socialization method. Hypothesis one was rejected meaning that there is significant difference in the performance of students taught with socialization method and those taught without it. The finding of this study is in agreement with Oforma (1978) who stated that for communication to be effective, we must choose the most suitable channels of sending the message and that the most suitable channels and those that appeal to our sense of sight, hearing, smell, touch and taste.

Hypothesis 2 There is no significant difference in the mean score of JSS three students taught with socialization method and those without it. Hypothesis 2 was also rejected showing that all students irrespective of the class acquired the knowledge with socialization method of teaching. This finding supported Umeh (2000) who stated that through effective and efficient use of appropriate method of teaching students despite their age and class functions and performs virtually the same.

Hypothesis 3, which state that there is no significant difference in the mean scores of female students taught with socialization method. This agreed with the finding of Miller (1971) that there was no significant difference in the performance of male and female students in any subject where demonstration or visual materials were used. Conclusively, gender cannot influence the performance of students if equal treatment is given them Umeh (2000).

### Conclusion

In order to overcome the problem of poor performance in Social Studies, school authorities in various Junior Secondary Schools should make a provision for the

development of socialization method of teaching so as to provide students with enough opportunity that will enable them express themselves or exchange ideas.

### Recommendation

- (1) All junior secondary schools should process curriculum that will embrace social studies subject with emphasis on the importance of socialization method of teaching.
- (2) Teachers should not wait for original learning materials for use in the teaching of the subject, but should employ simple socialization method of teaching by gathering together students from various classes to demonstrate.
- (3) Teachers should be exposed to new innovation so that they can keep abreast with the latest idea, skill, and experience.
- (4) The use of socialization method of teaching at junior secondary school level should be encouraged by the teachers.

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