

ASSESSING THE CORRELATION BETWEEN STUDENTS' ATTITUDE TOWARDS THE STUDY OF SOCIAL STUDIES AND THEIR ETHICAL VALUES AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN KUJE AREA COUNCIL OF THE FCT, ABUJA, NIGERIA

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Abstract: The present study attempted to ascertain the correlation between students' attitude towards the study of social studies and their ethical values among junior secondary school students in Kuje area council of the FCT – Abuja. The study was conducted on 10 selected junior secondary schools in Kuje area council of the Federal Capital Territory, Abuja which were Junior Secondary School Buzunkure, Dafara, Gbaupe, Kuje, Pegi, Pasali, Tukpechi, Rubochi, Kiyi and Kayarda, 370 respondents were suggested as a sample size for the population of study, comprising 30 teachers and 340 students respectively. Using a researcher-designed questionnaire titled: “Questionnaire on Students' Attitude towards the study of Social Studies and their Ethical Values” (QSATSSEV) as the instrument to conduct the study and obtain relevant information from the respondent participants – students and teachers, which were gathered and analyzed using frequency counts and percentage and Pearson Product Moment Correlation Statistics (PPMC), using the Statistical Package for Social Sciences (SPSS) Statistical Pack 25 version; which revealed that the students have poor attitude towards the study of social studies due to their belief or thinking that it is more of moral and religious study, attitude of students towards Social Studies influences their ethical, there is a correlation between the attitudes of students towards the study of social studies and their ethical values and that the study of social studies is influenced by several factors such as teaching method, type of instructional materials employed in teaching, societal influence, teacher-students' relationship and the level of availability and functionality of teaching materials.

Keywords: Attitude; Correlation; Student; Secondary; Social; Studies

1 INTRODUCTION

The Society is constantly changing and its impact can be seen from the behavior and attitude of children. Social crimes such as abuses, robbery, and killing, use of drugs, bullying, and dishonoring parents have increased in the recent years not only in the western countries but also in our country Nigeria. The moral corrosion among youth has also been highlighted by Ulusoy et al. [1]; Mukui have greatly increased[2]. The increased use of technology and cyberspace has become a trend or tool in shaping the behavior and social well-being of people. Humans are highly mesmerized by the technological revolutions, which has not only improved global interaction, but has also adversely raised unethical practices. There are various factors which shape human conduct, which include social relations, friend circle, family environment, culture, etc. In the view of sociologists, norms, values, customs and social interactions greatly influence human conduct [3]. One of the most important aspects of human personality, which persuade human action, is morality, ethic and value. Moral development has its philosophical basis dated back to the Greek philosophers [4,5]. It studies about human nature in realizing social goodness [6].

Over the years, there have been growing concerns about the attitude of students towards the study of Social Studies in secondary schools. The need to adapt our education to the needs of the Nigerian society started before and after independence. Many educational elites began to recognize that the functional inadequacies of the educational system inherited from the colonial education failed to develop positive values, attitudes and habits in our, society because the Social Studies they taught was British oriented and has nothing to offer to the Nigerian child [7]. According to Celikkaya and Filoglu, [8]; Ayaaba [9], the school environment in this regard is very important, which encompasses the way teachers interact, the background of the classmates, the tactics teachers use to deal with students, the codes and rules, school connectedness, ethics, curriculum, all leading to harmonizing moral and ethical development [10]. Our Society is constantly changing and its impact can be seen from the behavior and attitude of children. Social crimes such as abuses, robbery, and killing, use of drugs, bullying, and dishonoring parents have increased in the recent years not only in the western countries but also in our Nigeria [11]. In this regard, it is very crucial to find, how moral and ethical value development is shaped among the school going students in Junior Secondary Schools and how their attitude toward social studies educational could

promote ethical practices and contribute to the moral development of students. Hence the need to assess the correlation between students' attitude towards the study of Social Studies and their ethical values among Junior Secondary School students in Kuje Area Council of the FCT, Abuja.

This study on the correlation between students' attitude towards the study of Social Studies and their ethical values among Junior Secondary School students in Kuje Area Council of the FCT, Abuja would be of great significance to our country Nigeria, the government, schools, parents, teachers, students and of course future researchers.

2 RESEARCH QUESTIONS

The following research questions guided the study:

- i. what is the attitude of students toward the study of Social Studies among Junior Secondary School students in Kuje Area Council of the FCT, Abuja?
- ii. how does the attitude of students towards Social Studies influence their ethical values in Junior Secondary Schools in Kuje Area Council of the FCT, Abuja?
- iii. is there any correlation between the attitudes of students towards the study of Social Studies and their ethical values in Junior Secondary Schools in Kuje Area Council of the FCT, Abuja?
- iv. what are the factors that influences students' attitude towards the study of Social Studies in Junior Secondary Schools in Kuje Area Council of the FCT, Abuja?
- v. are there factors that influences ethical values amongst students' in Junior Secondary Schools in Kuje Area Council of the FCT, Abuja?

3 METHODOLOGY

3.1 Research Design

The research design for the study is descriptive survey method. Descriptive Survey design, according to Bolling et al. [12] is a study which aims at collecting data and describing it in a systematic manner; the characteristics, features or facts about the given population. It is a study-design that is interested in describing certain variables in relation to the population. According to Kankam et al. [13], the descriptive research design aims to accurately and systematically describe a population, situation or phenomenon. It can answer the what, where, when and how questions, but not why questions.

The descriptive survey design was employed for this study for the fact that it deals with the collection and analysis of factual information from the sample and helped to describe the correlation between students' attitude towards the study of Social Studies and their ethical values among Junior Secondary School students in Kuje Area Council of the FCT, Abuja.

3.2 Population, Sample and Sampling Techniques

The target population will comprise of 62 junior secondary schools in Federal Capital Territory, Abuja with a population of 9,021 students and 126 teachers.

Table 1 List of Public Junior Secondary Schools in Kuje Area Council

S/N	School Name
1	Junior Secondary School Agwai
2	Junior Secondary School Buzunkure
3	Junior Secondary School Chukuku
4	Junior Secondary School Dafara
5	Junior Secondary School Gaube
6	Junior Secondary School Gbaupe
7	Junior Secondary School Gudun Karya
8	Junior Secondary School Gwargwada
9	Junior Secondary School Huni

S/N	School Name
10	Junior Secondary School Kabin Kasa
11	Junior Secondary School Kabin Mangoro
12	Junior Secondary School Kayarda
13	Junior Secondary School Kiyi
14	Junior Secondary School Kuje
15	Junior Secondary School Kujekwa
16	Junior Secondary School Kwaku
17	Junior Secondary School Pegi
18	Junior Secondary School Pasali
19	Junior Secondary School Rubochi
20	Junior Secondary School Sabo
21	Junior Secondary School Shadadi
22	Junior Secondary School Tukpechi
23	Junior Secondary School Ukya
24	Junior Secondary School Yanga
25	Junior Secondary School Yenche

Source: fctemis.org

3.3 Sample and Sampling Techniques

The researcher used combinations of simple random sampling techniques and purposive sampling to get the sample of respondents for the study from junior secondary schools in Kuje Area Council of Federal Capital Territory. In the sampled schools the researcher used purposive sampling technique to select 30 Social Studies teachers. According to Law et al. [14], purposive sampling technique allows the researcher to use cases that have required information in respect to the objectives of the study. The researcher intends to choose Social Studies teachers because in the junior secondary schools curriculum, learning Social Studies is compulsory and it is also based on this study.

Using Mbaba and Omabe suggested 370 respondents as a sample size for a population of between 9000-9500[15]. That is, one-twenty-fifth of total population as calculated below:

$\frac{1}{25}$ of N where N = Total population

$$= \frac{1}{25} \times 9,156$$

$$= \frac{9156}{25}$$

$$= 366.24$$

Approximate = 370 respondents (340 students and 30 teachers respectively).

Table 2 Selected Sample for the Study

S/N	Name of Selected School	No. of Selected Teachers	No. of Selected Students
1.	Junior Secondary School Buzunkure	3	34
2.	Junior Secondary School Dafara	3	34
3.	Junior Secondary School Gbaupe	3	34

4.	Junior Secondary School Kuje	3	34
5.	Junior Secondary School Pegi	3	34
6.	Junior Secondary School Pasali	3	34
7.	Junior Secondary School Tukpechi	3	34
8.	Junior Secondary School Rubochi	3	34
9.	Junior Secondary School Kiyi	3	34
10.	Junior Secondary School Kayarda	3	34
Total		30	340

4 INSTRUMENTATION

The researcher designed questionnaires validated by an expert was used as the instrument to conduct the study. The Questionnaire instruments titled: "Questionnaire on Students' Attitude towards the study of Social Studies and their Ethical Values" (QSATSSEV) was designed to obtain relevant information from the respondent participants – students and Teachers.

The Questionnaire consists of two sections; A and B. Section A seeks information on the demographic data of participants such as gender, age, class or years of teaching experience while, Section B seeks information on Students' Attitude towards the study of Social Studies and their Ethical Values in terms of the research questions raised.

The rating techniques used for the questionnaires had a four-point scale based on Likert type scale weighted as follows:

Strongly Agree	SA	4
Agree	A	3
Disagree	D	2
Strongly Disagree	SD	1

4.1 Validity of the Instrument

Validity is the extent to which an instrument measures what it purports to measure. Bordoh et al., [16] defined validity as the "best available approximation to the truth or falsity of a given inference, preposition or conclusion. It refers to the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. To establish the validity of the instrument, this study used content validity to ensure adequate and appropriate items in the instruments that enhanced relevance of the research objectives. The constructed questionnaire would be submitted to the supervisors for perusal and corrections. Series of corrections would be made on the questionnaire to bring it to the acceptable standard for administering. The corrections made would be in the areas of face, content and construct validity, to suit the research objectives of the study.

4.2 Reliability of the Study

The reliability of the instrument will be established by conducting a pilot testing. This is in accordance with Mezieobi et al. [17] who confirmed that a pilot testing before the main study helps to check the problem areas, ambiguity and possible confusion that may be associated with the study. A pilot testing will be conducted on independent respondents using a draft questionnaire. This will be administered to twenty (20) students and ten (5) teachers outside the study area. The questionnaires will be personally distributed and explained to the students, with the assistance of their teachers, so as to avoid possible ambiguities. Cronbach Alpha procedure will be used to test the reliability. The results will determine the reliability of the instruments.

4.3 Administration of the Instrument/Data Collection Procedure

The researcher will visit the selected schools in the Area Council and seek permission from the principals to conduct the study after which the questionnaires will be administered to the teachers and students. This will be done by the researcher, with a research assistant to distribute the questionnaire to the respondents and retrieved them immediately they were filled. This is important so as to avoid loss and damage of questionnaire.

4.4 Method of Data Analysis

The data gathered were analyzed using frequency counts and percentage and Pearson Product Moment Correlation Statistics (PPMC), using the Statistical Package for Social Sciences (SPSS) Statistical Pack 25 version. Since the variables being

correlated were expressed as continuous scores, the test statistics appropriate to its measure is Pearson product moment correlation at 0.05 significant level. The data from the questionnaires were coded on the computer coding sheets and processed with the computer to analyze both main and operational hypotheses.

5 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.1 Demographic Data

Respondents' demographic data according to gender, age, category (student or teacher), class/years of teaching experience is presented in this section.

5.1.1 Analysis for gender distribution

Table 3 Distribution of Respondents according to Gender

Gender	Frequency	Percentage (%)
Male	158	42.7
Female	212	57.3
Total	370	100.0

Table 3 shows the distribution of respondents according to their gender. The analysis indicated that 158 respondents representing 42.7% were male while 212 respondents representing 57.3% were female as illustrated in *fig. 4.1* below. This implies that there were more female respondents.

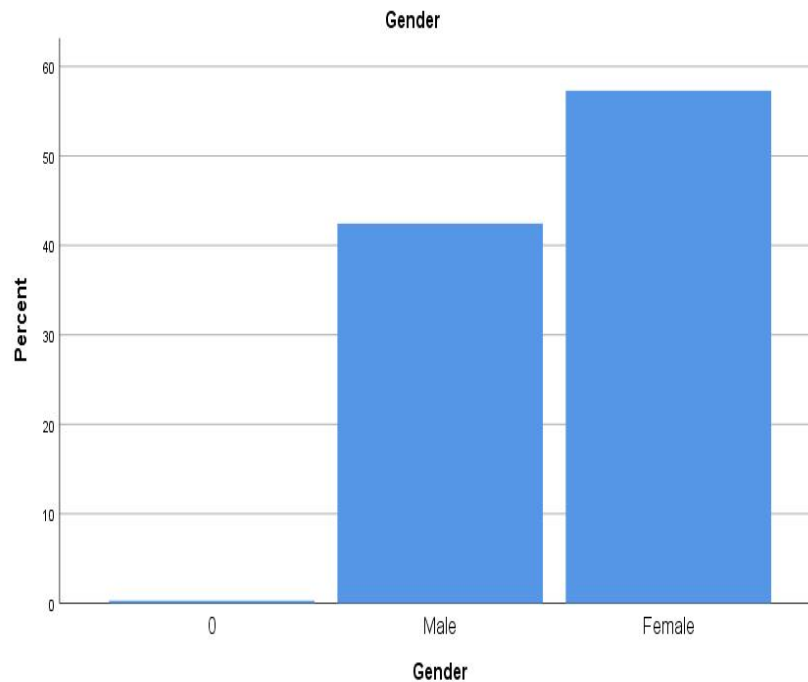


Figure 1 Distribution of Respondents Percentage (%) according to Gender

5.1.2 Analysis for age range distribution

Table 4 Distribution of Respondents according to Age Range for Teachers

Age Range	Frequency	Percent (%)
below 30	5	16.7

31-40yrs	12	40.0
41-50yrs	10	33.3
50yrs above	3	10.0
Total	30	100.0

Table 4 shows the distribution of respondent teachers according to their age range. The analysis indicated that 5 respondents representing 16.7% were aged below 30 years, 12 respondents representing 40.0 % were aged between 31-40 years, 10 respondents representing 33.3% were aged between 41-50 years, and 3 respondents representing 10% were aged above 50years. This implies that the highest number of the respondents were aged between 31-40 years while the least number of respondents were aged above 50 years as illustrated.

Table 5 Distribution of Respondents according to Age Range for Students

Age Range	Frequency	Percent (%)
below 12yrs	39	11.5
12-14yrs	163	47.7
15-17yrs	127	37.6
Above 17yrs	11	3.2
Total	340	100.0

Table 5 shows the distribution of respondent students according to their age range. The analysis indicated that 39 respondents representing 11.5% were aged below 12 years, 163 respondents representing 47.7% were aged between 11-14 years, 127 respondents representing 37.6% were aged between 15-17 years, and 11 respondents representing 3.2% were aged above 17years. This implies that the highest numbers of the respondents were aged between 12-14 years while the least number of respondents were aged above 17 years as seen in the table.

5.1.3 Analysis for respondents' category

Table 6 Distribution of Respondents according to Category

Category	Frequency	Percent
Teachers	30	8.10
Students	340	91.90
Total	370	100.0

Table 6 shows the distribution of respondents according to their category, that is either a teacher or Students of a school. The analysis indicated that 30 respondents representing 8.10% were teachers, while 340 respondents representing 91.90% were students.

5.1.4 Analysis for respondents' years of teaching experience

Table 7 Distribution of Respondents Teachers according to Years of Teaching Experience

Years. Of Experience	Frequency	Percentage (%)
Below 5yrs	3	10.0
5-10yrs	18	60.0
Above 10yrs	9	30.0
Total	30	100.0

Table 7 shows the distribution of respondents teachers according to their number of years of teaching experience. The analysis indicated that 3 respondents representing 10.0 % had below 5 years, 18 respondents representing 60.0% have between 5 to 10 years teaching experience while 9 of them making up 30.0% have over 10 years teaching experience. From the analysis, it implies that teachers with 5 to 10 years teaching experience made up the highest respondents for the study with 18 respondent teachers, followed by those with above 10 years teaching experience then the least participants had below 5 years teaching experience with 3 respondents.

5.1.5 Analysis for respondent students' class

Table 8 Distribution of Respondents according to their Classes

Class	Frequency	Percent
JSS 2	221	65.0
JSS 3	119	35.5
Total	340	100.0

Table 8 above shows the distribution of respondents according to their class that is responding from JSS 2 or JSS 3. JSS 1 was excluded as they are fairly new in the junior secondary schools. The analysis indicated that 119 respondents representing 35.0% were from JSS 3 classes, while 221 respondents representing 65.0% were from JSS 2 class. This implies that majority of the respondents of 65.0% are from JSS 2 class while 35.0% of them were JSS 3 students.

5.2 Test of Research Questions

This section seeks to analyze the research questions formulated for the study, with a view to determining whether or not the responses of the respondents were positive or negative. The summary of the analysis was presented one after the other, in what appeared to have been analyzed using mean deviation with the critical mean level of 2.50.

Research Question One: *What is the attitude of students toward the study of Social Studies among Junior Secondary School students in Kuje Area Council of the FCT, Abuja?*

Table 9 Mean Ratings of attitude of students toward the study of Social Studies among Junior Secondary School students in Kuje Area Council of the FCT, Abuja

S/N	Statement	Mean	S.D	Decision
1	Students offer social studies in Junior Secondary Schools just because it's a core subject in their curriculum.	3.29	0.92	Agree
2	Students do not think offering social studies in Junior Secondary Schools is of great importance as its not art or science related.	2.97	0.92	Agree
3	Students see social studies as a religious studies always making emphasis on morals.	3.00	0.91	Agree
4	Students responds to social studies with mixed attitude as they feel it lays too much emphasis on moral and ethics	3.01	0.96	Agree
5	Students respond poorly to social studies as a subject, especially when not well handled or taught.	2.98	0.88	Agree

N = 370

Table 9 presents data with respect to the attitude of students toward the study of Social Studies among Junior Secondary School students in Kuje Area Council of the FCT, Abuja. The items' mean indicates agreement with all items, showing poor attitude of students towards the study of social studies in junior secondary schools due to their belief or thinking that it is

more of moral and religious study, basing its contents mostly with ethical and behavioural values which they would not have ordinarily studied if it were to be elective other than compulsory subject.

Research Question Two: *How does the attitude of students towards Social Studies influence their ethical values in Junior Secondary Schools in Kuje Area Council of the FCT, Abuja?*

Table 10 Mean Ratings on how the Attitude of Students towards Social Studies Influence Their Ethical Values in Junior Secondary Schools in Kuje Area Council of the FCT, Abuja

S/N	Statement	Mean	S.D	Decision
6.	Students feel compelled to imbibe and exhibit their cultural and societal values	2.95	0.95	Agree
7.	Peer group and influence make students place western culture and behavior over their cultural and societal ethics	2.86	0.88	Agree
8.	Students ethical values and morals tend to tilt towards the trends and happenings in the society	2.85	0.90	Agree
9.	Students who like and pay attention to the teachings of social studies are observed to have better ethical values	2.82	0.87	Agree
10.	Students who attend and offer social studies because is a compulsory subject tend to have a lesser fair approach to ethical values	2.91	0.94	Agree

N = 370

From Table 10 which presented data with respect to how the attitude of students towards Social Studies influences their ethical values in Junior Secondary Schools in Kuje Area Council of the FCT, Abuja. The items' mean indicates agreement with all items. The sectional mean score of 2.88 which is above the agreement level of 2.5 further confirms this. The study therefore found that the attitude of students towards Social Studies influences their ethical values as those who offer the subject are found to have good and strong ethical values compared to those who offer the subject with a nonchalant attitude or are compelled by peer pressure to place western culture over the societal and cultural expectations.

Research Question Three: *Is there any correlation between the attitudes of students towards the study of Social Studies and their ethical values in Junior Secondary Schools in Kuje Area Council of the FCT, Abuja?*

Table 11 Mean Ratings of Teachers' Response on the Correlation between the Attitudes of students towards the Study of Social Studies and Their Ethical Values in Junior Secondary Schools in Kuje Area Council of the FCT, Abuja

S/N	Statement	Mean	S.D	Decision
11.	Students who are well taught social studies have sound ethical values	2.85	0.94	Agree
12.	Students with good knowledge of the societal duties and obligations value ethics and morals in the society	2.84	0.85	Agree
13.	Social study education influences students' ethical value	2.73	0.83	Agree
14.	Students tend to copy their social studies teachers, thereby having good values and ethics in the society	2.86	0.88	Agree
15.	Students' behavior and disposition on ethics and values are usually influenced by the study of social studies in their schools	2.73	0.84	Agree

N = 370

From Table 11 presented data with respect to the correlation between the attitudes of students towards the study of Social Studies and their ethical values in Junior Secondary Schools in Kuje Area Council of the FCT, Abuja. The items' mean indicates agreement in respondents' response with all items, indicating that there is a correlation between the attitudes of students towards the study of Social Studies and their ethical values. It could be said that, Social study education influences students' ethical value showing their correlation. The sectional mean of 2.80 which is above the agreement level of 2.5 further confirms.

Research Question Four: *What are the factors that influences students' attitude towards the study of Social Studies in Junior Secondary Schools in Kuje Area Council of the FCT, Abuja?*

Table 12 Mean Ratings of Teachers' Response on the Factors that Influences Students' Attitude towards the Study of Social Studies in Junior Secondary Schools in Kuje Area Council of the FCT, Abuja

S/N	Statement	Mean	S.D	Decision
16	Teaching methods adopted in the teaching of social studies either	2.94	0.88	Agree

	encourages or discourage the students of social studies			
17	The type of teaching or instructional materials used in the teaching of social studies affects students' attitude toward the study of the subject.	2.91	0.80	Agree
18	Societal trends and westernization tend to ride over the teachings of social studies, thereby affecting students attitude towards social studies	2.97	0.89	Agree
19	Social study teachers' behaviour and relationship the students influences their attitude towards the study of social studies	3.14	1.05	Agree
20	The availability and functionality of social studies teaching materials which makes the study of the subject meaningful and better understood affects students' attitude tow the subject.	2.92	0.91	Agree

N = 370

Table 12 presented data with respect to the factors that influences students' attitude towards the study of Social Studies in Junior Secondary Schools in Kuje Area Council of the FCT, Abuja. The items' mean indicates agreement in the respondents' response with all the items, showing that the study of social studies in junior secondary schools is influenced by several factors such as teaching method, type of instructional materials employed in teaching, societal influence, teacher-students' relationship and the level of availability and functionality of teaching materials for social studies.

6 DISCUSSION OF MAJOR FINDINGS

The study findings showed that students have poor attitude towards the study of social studies due to their belief or thinking that it is more of moral and religious study; basing its contents mostly on cultural, ethical and behavioural values. This is in agreement with Quashigah et al. [18]; Bekoe et al. [19], who observed that over the years, there have been growing concerns about the attitude of students towards the study of Social Studies in secondary schools. However, in our today's world, there are numerous developments in science and technology which could have caused the diversion of students' attention from the subject. He further stated that, while these advances have improved society, they sometimes have adverse effects on its overall development in the society. Therefore, specific areas must be the subject of focus to minimize the damage on society, which is one of the important fields, in the study of "Social Studies." Such importance is because of the fact that individuals feel the need to effectively and efficiently communicate as well as provide solutions to certain current issues generated from political, social, and cultural developments in our society and the world at large [20]. According to Jibililu [21]; Bariham et al. [22], the purpose of including Social Studies in a curriculum is to have students systematically gain explicit educational knowledge of values, ethics and morals needed for good living in a society, which Social Studies within the coursework through various teaching methods and techniques could offer. However, researchers have concentrated much on the cognitive aspect of teaching social studies in our secondary schools because of the importance attached to success in external and public examinations, but, there is interplay between the cognitive and affective areas of teaching and learning which has to do with the cultural, behavioural and ethical values required in the society.

The research question two analysis showed that the attitude of students towards social studies influences their ethical values as those who offer the subject are found to have good and strong ethical values compared to those who offer the subject with a nonchalant attitude. In tandem to this finding is the finding of Omolara and Adebukola [23]; Uge et al., [24], which showed that, there is a relationship between interest and developments in different subjects and its contents, therefore, it is believed that favourable attitude towards social studies may influence to a considerable extent the uptake of knowledge and acquisition of ethics and values which is one of the Social Studies' core objectives and goal. In the same vein, Gao [25]; Mathe [26], stated that social Studies enables people to develop a good sense of judgment and a sense of moral and social responsibilities which enables them become useful members of the society, In summary, he said Social Studies is applied social sciences, the humanities and other fields of study that bear direct or indirect relevance to effective social action of an individual. The ultimate goal of the study being or is to enable man adapt to his environment, utilize available resources optimally for his betterment, appreciate his ecological limitations, constraints and conditionality as well as preserve his environment.

Research question three analyzed the respondents' response and revealed there is a correlation between the attitudes of students towards the study of Social Studies and their ethical values. This is further buttressed by the findings of Redecker et al. [27]; Alazzi and Chiodo, [28]; Eshun, [29], who stated that the extent to which higher-level learning occurs for the individual learner is impacted by the quality of cognitive, social and teaching presences, which is evidenced by the degree to which the individual learner, community of learners and educator/s priorities notions of what is of personal, community and learning value. These prioritized goods and values-bases constitute the ethical-values presence and are, to a great extent, the driver for decisions by the individual learner, community of learners and educator/s on how to engage in learning and to what extent learning will take-place [30]. This implies that, the ethical-values presence impacts on the social presence, by promoting consensus building within communities of learners, respect for difference and fostering a safe and inclusive learning environment. It impacts on the teaching presence, by the prioritization of inclusive teaching and learning strategies

and the recognition of the importance of negotiated, collaborative and democratic learning opportunities. Furthermore, it impacts on the cognitive presence by giving the learner the confidence to interact and reason with the cognitive content and processes in a more critical manner. This shows there is a relationship between the attitudes of students towards the study of Social Studies and their ethical values.

Research question four showed that social studies education is influenced by several factors such as teaching method, type of instructional materials employed in teaching, societal influence, teacher-students' relationship and the level of availability and functionality of teaching materials. Confirming this finding, Dattoo and Chagani[31], attributed the malfunctioning of the Social Studies curriculum, among other factors, to the inappropriate utilization of methodologies germane to effective teaching and learning of Social Studies. He therefore opine that, to ensure that Social Studies is effectively taught in schools, it should be, and in cognizance of the fact that Social Studies is a "skills" subject "skills" here, refers to process skills or rather problem solving skills, creative, analytical skills or reflective skills which involve the active participation of the learner in the teaching-learning process in fulfillment of the "Social character" of Social Studies teaching learning activity which for effectiveness ensures a joint teacher class activity which focuses on those methods which make for effective and efficient teaching of Social Studies and ultimately the accomplishment of the defined objectives of Social Studies. Furthermore, Thomson et al [32] report on Social Studies curriculum evaluation, stated that, when students have different roles they played in role playing method for instance, it would help them to retain such topics in the cognitive domain; it will also help them to appreciate the importance of such topics in the affective domain and manipulate it in the psychomotor domain. It has been previously established that Social Studies is a problem solving subject and also helps the students to be creative. In problem solving method, when the three domains in education are brought into play in the classroom, some of the purposes and objectives of Social Studies are achieved. Looking at teachers' attitude towards social studies as a militating factor, Sung and Yang[33], opined that an indigenous Social Studies teacher can device simulation games built around definite problem situations in and outside the classroom and the local community. Teacher-made simulation games are easier in terms of time saved in hunting for games that appropriate to instructional objectives, and more interesting as it is adapted to suit the needs and interest of the students. It inculcates in students that habit or skill of sorting out problems with a view to finding ways and means of solving the problems [34]. It captivates the interest of the; students and motivates them to learn, as interest is a necessary ingredient of effective learning. Also, Gao sees Social Studies deal with people in the society[25]. It helps people to understand their environment and its influence on them. It looks at people in their social and physical environment; it also examines the effects of science and technology on the social and physical environment. It is the study of people in the society with all these various aspects (social, physical, technological elements) working together, hence, should be appropriately taught.

7 CONCLUSION

From the findings of the study, it can be concluded that;

- i. Students have poor attitude towards the study of social studies due to their belief or thinking that it is more of moral and religious study; basing its contents mostly on ethical and behavioural values
- ii. the attitude of students towards Social Studies influences their ethical values as those who offer the subject are found to have good and strong ethical values compared to those who offer the subject with a nonchalant attitude
- iii. there is a correlation between the attitudes of students towards the study of Social Studies and their ethical values.
- iv. the study of social studies is influenced by several factors such as teaching method, type of instructional materials employed in teaching, societal influence, teacher-students' relationship and the level of availability and functionality of teaching materials.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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