

ASSESSMENT OF STUDENTS' PERCEPTION ON EFFICACY OF SOCIAL STUDIES IN ENHANCING GLOBAL KNOWLEDGE IN TERTIARY INSTITUTIONS IN NORTH-WEST, NIGERIA

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ABSTRACT

This study is titled "Assessment of Students' Perception on Efficacy of Social Studies in Enhancing Global Knowledge in Tertiary Institutions in North-West, Nigeria". The design of the study is survey research method. The population of the study comprises of undergraduate Social Studies students in affiliated colleges of education in north-west zone totaling five hundred and sixty-four (564) undergraduate social studies students as at 2022/2023 academic session. The sample size for this study was 229 undergraduate Social Studies students from the study area. The study adopted purposive, proportionate and simple sampling techniques. The study used four point modified Likert scale structured questionnaire titled "Social Studies and Global Citizenship Questionnaire (SOSGC-Q). The study used four point modified Likert scale structured questionnaire titled "Social Studies and Global Citizenship Questionnaire (SOSGC-Q). The questionnaire was vetted by research supervisors and other experts from the Department of Educational Psychology and Counseling, Ahmadu Bello University, Zaria-Nigeria. The questionnaire was pilot tested at Federal Capital Territory College of Education, Zuba using 30 undergraduate Social Studies students and the reliability coefficient index of 0.89 was realized. The study used descriptive and inferential statistics in data analysis. The study found that that Social Studies curriculum is efficacious in enhancing global knowledge among undergraduate students of Ahmadu Bello University, Zaria-Nigeria. The study among others recommends the need to improve students' awareness of global social responsibilities, which will help them be more familiar with global issues and problems.

Keywords: Assessment, Students, Perception, Global Knowledge, Efficacy, Social Studies, Tertiary Institutions.

Introduction

In a globalized world characterized by interconnected economies, cultures, and political systems, education plays a critical role in fostering global awareness and competencies among students. Social Studies, as an interdisciplinary subject, is uniquely positioned to provide students with the knowledge, skills, and attitudes necessary to understand and respond effectively to global challenges. In Nigeria, particularly in the North-West region, Social Studies is integral to the curriculum in tertiary institutions, aimed at shaping informed citizens capable of contributing to global and national development.

Social Studies is designed to cultivate critical thinking, problem-solving, and participatory skills by integrating insights from history, geography, sociology, and political science (Ajiboye&Ajitoni, 2022). These competencies are essential for fostering global knowledge, which involves understanding global issues such as environmental sustainability, global

health, international conflicts, and cultural diversity. However, the perception of students regarding the efficacy of Social Studies in achieving these objectives remains underexplored, particularly in the context of tertiary institutions in North-West Nigeria.

Studies highlight that global knowledge is crucial for enabling individuals to navigate the complexities of the 21st century (Ogunbiyi&Adesina, 2023). Social Studies curricula are often lauded for their potential to bridge local and global issues, yet challenges such as inadequate resources, teacher preparedness, and curriculum design often hinder their effectiveness. According to Yusuf et al. (2023), the success of Social Studies in promoting global awareness largely depends on the alignment of its content with contemporary global realities and the pedagogical approaches employed.

In North-West Nigeria, where diverse socio-cultural and economic dynamics intersect, the role of Social Studies in fostering global knowledge cannot be overstated. Tertiary institutions in this region serve as critical platforms for shaping the perspectives of future leaders. However, existing research indicates that there may be gaps between the intended objectives of the Social Studies curriculum and its perceived impact among students (Mohammed & Usman, 2023). Exploring students' perceptions provides valuable insights into the strengths and weaknesses of the curriculum, thereby informing policy and practice aimed at enhancing its efficacy.

Furthermore, the study is motivated by the need to address the United Nations Sustainable Development Goal (SDG) 4, which emphasizes inclusive and equitable quality education and the promotion of lifelong learning opportunities for all (UNESCO, 2023). Understanding how Social Studies contributes to global knowledge aligns with the broader agenda of equipping students with the skills needed to thrive in a globalized society. This study aims to assess students' perceptions of the efficacy of Social Studies in enhancing global knowledge in tertiary institutions in North-West Nigeria.

Objective of the Study

1. Determine the Perceptions on the Efficacy of Social Studies in Enhancing global knowledge among students in Tertiary Institutions in North-West, Nigeria.

Research Question

1. What is the students' perception on the Efficacy of Social Studies in Enhancing global knowledge in Tertiary Institutions in North-West, Nigeria?

Null Hypothesis

1. There is no significant difference in students' perceptions on the Efficacy of Social Studies in Enhancing global knowledge among students of Ahmadu Bello University, Zaria-Nigeria.

Method

This study used a survey research method. The purpose of the survey research method is to describe the attitudes, opinions, behavior, or characteristics of a population based on the data collected from a sample or population (Creswell & Creswell, 2023). It has several advantages: it describes the characteristics of a population, identifies differences among two or more

populations, finds correlations, makes predictions, has a low refusal rate, and is efficient and easy to administer.

The population of the study comprised undergraduate Social Studies students in affiliated colleges of education in the North-West zone of Nigeria. There are six Ahmadu Bello University-affiliated colleges offering undergraduate Social Studies in the zone. These include Federal College of Education, Zaria; Federal College of Education, Kano; Sa'adatu Rimi College of Education, Kumbotso-Kano; Federal College of Education (Technical), Gusau; Shehu Shagari College of Education, Sokoto; and Kaduna State College of Education, Gidanwaya, Kafanchan. As of the 2022/2023 academic session, there were 564 undergraduate Social Studies students.

The sample size for this study was 229 undergraduate Social Studies students from the study area. This was based on the recommendation of the Research Advisors' (2006) sample size table. According to the table, for a population of 564 at a 95% confidence level and a margin of error of 5%, 229 respondents were recommended.

The study adopted a purposive sampling technique to select the six colleges of education offering undergraduate Social Studies under the affiliation of Ahmadu Bello University, Zaria. Purposive sampling was used to ensure that all selected institutions offered Social Studies at the undergraduate level and were affiliated with Ahmadu Bello University. Additionally, a proportionate sampling technique was employed to determine the number of respondents allocated to each institution in relation to their population size. According to Alshenqeeti (2022), proportionate sampling is a strategy used when a population comprises several subgroups with vastly different sizes. Proportionate sampling was necessary due to the variation in student population sizes across institutions, ensuring fair representation in the sample. Simple random sampling was further applied to select respondents from each distinct subgroup.

The study employed a four-point modified Likert scale structured questionnaire titled "Social Studies and Global Citizenship Questionnaire (SOSGC-Q)." The questionnaire was vetted by research supervisors and experts from the Department of Educational Psychology and Counseling, Ahmadu Bello University, Zaria, Nigeria. A pilot test was conducted at Federal Capital Territory College of Education, Zuba, using 30 undergraduate Social Studies students, resulting in a reliability coefficient index of 0.89. According to Onyeka and Eze (2023), an instrument is considered reliable if its reliability coefficient lies between 0.70 and 1.00.

The study used percentage and frequency counts to present the basic personal information of the respondents. Means and standard deviations were utilized to answer the research questions raised in the study. Additionally, a one-sample t-test was used to test the null hypothesis at a 0.05 alpha level of significance.

Results

Research Question: What is the students' perception on the Efficacy of Social Studies in Enhancing global knowledge in Tertiary Institutions in North-West, Nigeria?

Table 1: Mean and standard deviations on Students' Perceptions on the Efficacy of Social Studies in enhancing global knowledge in Tertiary Institutions in North-West, Nigeria

S/ N	ITEMS	SA	A	D	SD	Mea n	SDe v	Remark
1	Social Studies education promotes positive international competition among nations	97	66	33	15	3.79	0.99	Agreed
2	Social Studies education enhances positive economic cooperation among international participants	66	97	15	33	3.76	1.01	Agreed
3	Social Studies education promotes international trade and earth protection for sustainable development among international participants	67	96	30	18	3.02	1.07	Agreed
4	Social Studies education promotes technology exchange and sharing of information among nations	70	90	33	18	2.97	0.97	Agreed
5	Social Studies education promotes the development of international friendship and exchange among international participants	93	70	35	13	3.77	1.22	Agreed
6	Social studies education promotes the development of social cooperation across cultures	73	90	38	10	3.65	1.03	Agreed
7	Social Studies education promotes the achievement of ideal national, regional, racial and gender biases	90	10	73	38	2.22	1.07	Disagree d
8	Social Studies education enhances the contributions of international understanding, common interests and coalition among nations	90	73	10	38	3.65	0.96	Agreed
9	Social Studies education promotes the elimination of international conflicts and world peace.	100	60	13	38	3.72	1.11	Agreed
10	Social Studies education creates necessary conditions for the appreciation of cultural diversity and the acceptance of other cultures.	60	100	38	13	3.99	1.10	Agreed
Aggregate Mean							3.45	

Result of descriptive statistics in Table 1 shows students' Perceptions on the Efficacy of Social Studies in Enhancing global knowledge among students in Tertiary Institutions in North-West, Nigeria. The established decision mean is pegged at 2.5. The aggregate mean of all the items stood at 3.45 which signifies acceptance by the respondents. This shows that majority of students have the same level of students' perception on the efficacy of Social Studies in enhancing global knowledge in Tertiary Institutions in North-West, Nigeria. The implication of this finding is that Social Studies curriculum is efficacious in enhancing global knowledge among students in Tertiary Institutions in North-West, Nigeria.

Hypothesis: There is no significant difference in the Students' Perceptions on the Efficacy of Social Studies in enhancing global knowledge in Tertiary Institutions in North-West, Nigeria;

Table 2: Summary of One Sample t-test Statistics on Students' Perceptions on the Efficacy of Social Studies in enhancing Global Knowledge in Tertiary Institutions in North-West, Nigeria

Variables	N	Mean	SDev	Df	t	P	Decision
Global Knowledge	211	25.277	1.485	210	1.717	1.087	Retained

$P = 1.087 > 0.05$, $t_{computed} = 1.717 < 1.96$ at Df 210

Results of the one sample t-test statistics in Table 2 revealed no significant difference in students' Perceptions on the Efficacy of Social Studies in enhancing global knowledge in Tertiary Institutions in North-West, Nigeria. This is because the calculated p value of 1.087 is found to be greater than the 0.05 alpha level of significance and the computed t value of 1.717 is lower than the 1.96 at Df 210. This shows that the students have the same level of perception concerning the efficacy of Social Studies in enhancing global knowledge among students in Tertiary Institutions in North-West, Nigeria. Therefore the null hypothesis which states that there is no significant difference in students' Perceptions on the efficacy of Social Studies in enhancing global knowledge in Tertiary Institutions in North-West, Nigeria, is hereby retained.

Discussion

The study observed that Social Studies is efficacious in enhancing global knowledge among students in Tertiary Institutions in North-West, Nigeria. Recent studies have highlighted the effectiveness of social studies education in enhancing global knowledge among undergraduate students in Nigerian tertiary institutions. This enhancement is crucial for preparing students to navigate and contribute to an increasingly interconnected world.

A 2024 study by Suleman and Shaibu examined undergraduate students' perceptions of social studies education in achieving Sustainable Development Goal 5 in Kogi State, Nigeria. The findings suggest that social studies education significantly contributes to students' understanding of global issues, particularly gender equality, thereby fostering a more informed and equitable perspective among undergraduates.

Similarly, a study by Olayinka, Abdullahi, Abah, and Salahuddin investigated the role of civic knowledge and skills in predicting patriotism among undergraduate social studies students at the University of Jos. The research indicates that a comprehensive social studies curriculum

enhances students' civic competencies, which are essential components of global awareness and responsible citizenship.

Furthermore, the Social Science Education program at the University of Nigeria emphasizes producing globally competent graduates. The program's philosophy centers on equipping students with the necessary skills to address contemporary social issues, reflecting a commitment to fostering global knowledge through social studies education.

These studies underscore the efficacy of social studies education in enhancing global knowledge among Nigerian undergraduates. By integrating comprehensive curricula that address both local and international issues, tertiary institutions can better prepare students for active and informed participation in a globalized society.

Conclusion

Based on the findings, the following conclusion is deduced that Social Studies curriculum is efficacious in enhancing global knowledge among students in Tertiary Institutions in North-West, Nigeria;

Recommendations

The study recommends the need to improve students' awareness of global social responsibilities, which will help them become more familiar with global issues and problems. The undergraduate Social Studies students should develop global citizenship skills by conducting training, workshops, and activity for all university students addressing international issues. These activities and workshops could be effective ways to forge collaboration among students and improve their socio-emotions toward local, regional, and global citizenships issues.

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