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INFLUENCE OF SOCIAL STUDIES ON ANTI-SOCIAL BEHAVIOUR ON SCHOOL ACTIVITIES AMONG JUNIOR SECONDARY SCHOOL IN KADUNA STATE

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Introduction

Background to the Research Study

The study addresses Influence of social studies on anti-social behaviour on school activities, the imperative of this study is to address areas of emphasis of social studies as prerequisites to moral behaviours, the study focuses on school, since it is a common place to inculcate knowledge and moral disciplines among youths for egalitarian/sanitize society. It is against this background, the study investigates and profound ways in which situations can be improved in the enhancement of the desire expectations on social studies in addressing social ills, known as anti-social behaviour often associates with school going youths.

Abstract

The study x-ray social studies on its influence among adolescence students relates to anti-social behaviour in school activities. The study however, address areas of emphasis on moral contents depict on teaching of social studies as applied to certain behaviours being humiliates among youths school going ages, such as examination malpractice, drug addiction, truancy among other social vices commonly associates with contemporary adolescence. However, the study focuses on Junior Secondary School, Kaduna State, since school is a common place to inculcate knowledge and moral disciplines, it is imperative for this study towards attainment of egalitarian and sanitize society and equally, Kaduna State being one of the vulnerable states in which anti-social behaviour among school going youths is on the increase. It is against this

background, the study investigate and profound ways in which situations can be ameliorates towards reinforcement of social values depict by social studies desire goals in the realization of requisite behaviours in society. However, the research findings indicates that the influence of social studies on anti-social behaviour relates to school activities often associates with inadequate technical skills and application of its methodologies by the givers of social studies knowledge on one hand and the inability of average teachers with require knowledge base in handling the subject of social studies to its logical expectations while social media creates greater challenges among these school age youths based on its wider/easy accessibility. The study cover Kaduna state, but limits its study to Zaria educational zone. The study population focuses on the Junior Secondary Schools in some selected areas. A sample of one thousand, two hundred (1200) staff/students (males/females) were selected from the total population of 7,326 teachers/students that made up the population of the study, using purposive sampling technique. The study revealed that there is no significant difference between the behaviour of adolescent students and social studies contents on the extent of its influence of social studies on anti-social behaviour on school activities among students of junior secondary schools in Kaduna state.

Keywords: Social Studies, Behaviours, Anti-Social, Influence, Secondary School.

However, the research findings indicates that the influence of social studies on anti-social behaviour on school activities could be associates with inadequate technical skills among the givers of social studies knowledge on one hand and the inability of the teachers with required knowledge base in handling the subject matter of social studies, while social media further serves as an interplay among the school age adolescence on anti-social behaviours. In the work of (Salvation, & Adzaruddin, 2014; and Rouis, Limayem, & Salehi-Sangari, 2011); learning environment (Ekanem, Apebende, & Ekefre, 2011); and poor method of teaching (Okoji, 2013) parental involvement in students' school activities. (Antoine, 2015). The factors identified above could help improve students' school activities, if properly handle or harness. The literature suggests that much have not been achieved in spite of the effort made by researchers towards harnessing ways of intervention to addressed the problem associates with the influence of

social studies on anti-social behaviour on school activities. (Ubah & Bulus 2014). Therefore, there is need to examine the problem of school activities from the perspective of teacher/students relationships so as to provide empirical evidence with which researchers can focus attention in finding ways to address the problem. In this study, the study specifically investigate the relationship between social studies and anti-social behaviour in relation to students' school activities

Justification for the research study

Generally education is designed to impact sound moral mind with requisites skills on an individual(s), hence, students are expects to exhibits certain conform behaviours which means they must behave in a manner that is socially approved, both in and out of school environment, being the regulating factors. In fact, such exhibiting behaviour consider moral and good, would incidentally disposed students to better learning which enable them excel in their school activities among others. However, it is discovered that certain anti-social behaviour considered an aberration manifests in average contemporary youths, such as drug abuse, examination malpractice and truancy, especially, among junior secondary school students, a situation that has assume an alarming rates, arousing the interest of school administrators, teachers and parents alike. Even with all the mechanism put in place to checkmate such behaviours towards mitigating the situation has not yield positive desire by the school authority on the erring students,. It is against this background, the study x-ray both methodology and skills application in teaching social studies among the teachers

Aims and Objectives

The main purpose of the study is to x-ray the prevalent of anti-social behaviour and the influence of social studies education on school activities among students of junior secondary school. However, the specific objectives are to:

- i. Identify influence of social studies education on anti-social behaviour such as drug abuse, examination malpractice, and truancy on school activities among students of junior secondary schools in Kaduna state;

- ii. Identify influence of social studies and its implication on anti-social behaviour on school activities among students of junior secondary schools in Kaduna state; and
- iii. Identify influence of social studies education and strategies desirable to curb anti-social behaviour on school activities among students of junior secondary schools in Kaduna state.

Research Questions

The following research questions were raised to guide the study.

- i. What is extent of the influence of social studies on anti-social behaviour, such as drug abuse, examination malpractice, and truancy on school activities among students of junior secondary schools in Kaduna state?
- ii. What is extent of the influence of social studies and its implication on anti-social behaviour on school activities among students of junior secondary school in Kaduna state? and
- iii. What is extent of the influence of social studies and strategies desirable to curb anti-social behaviour on school activities among students of junior secondary schools in Kaduna state?

Research Hypotheses

This study has put forward the following hypotheses:

- H₀₁: There is no significant difference between male and female students on the extent of the influence of social studies on anti-social behaviour, such as drug abuse, examination malpractice and truancy on school activities among students of junior secondary schools in Kaduna state.
- H₀₂: There is no significant difference between anti-social behaviour, such as drug abuse, examination malpractice, truancy and the influence of social studies on school activities among students of junior secondary schools in Kaduna state.

Concept of Social Studies

Social Studies Education is described as dynamic nature and educators (Baraya and Malcolm; 2014; Justus; 2014; Zakari, 2014; and Nuhu, 2014) in the subject acknowledged the non-existence of a unified definition in Nigeria. Mezieobi and Mezieobi (2011) posit that Social Studies in Nigeria lack

professional definition. Three perspectives Social Studies Education have been conceptualized by professionals are:

- i. angle of content and methodology;
- ii. as a course of study design to produce responsible citizens; and
- iii. as a subject which study societal issues (Yakse,2013).

Mezieobi (2014) and Olubadewo (2014) define Social Studies as an integrated field of study. By this definition, social studies is conceptualized based on the integrated nature of the subject. Irikana and Ibeh (2014) submit that Social Studies derives its contents from different areas that relates to man and its environment to form a discipline which purpose is to enable man deals with the problems that surrounds him. To buttress the above assertion, Olubadewo (2014) pointed out that content area of Social Studies is simultaneous to other social sciences subject like sociology, political science, history, economic, geography, religious studies, psychology, anthropology and civics.

Akinola (2014) define Social Studies as the planned and unplanned process by which individuals acquire values, skills and knowledge which will make them useful to themselves and society at large. The above definition coincides with that of Tom (2014) who defines social studies as a discipline aimed at developing decision-making, including knowledge skills for reflective thinking and participation in democracy. Yakse (2013) describe Social Studies “as a programme of study designed to achieve goals which society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with each other, their world and themselves”. He is of the view that the various definition Social Studies reflects the yearnings, aspiration and problems of people in the society.

History and Justification for the Introduction of Social Studies

Social Studies education as a school subject made its first appearance in Nigeria in 1958 in an attempt to teach the subject in teachers colleges by educators from Ohio University in collaboration with the government of western Nigeria, an effort that could not yield expected result due to lack existing curriculum that will enable its integration (Adewuya, n d; Husseni, 2015; Solomon, 2014). After the failed attempt to introduced Social Studies in

1958 in Nigerian schools, a second trial was made in 1963. The Aiyetoro Comprehensive High School is the first school where educators carry out activities that culminated to the development of curriculum for teaching of Social Studies (Adewuya, n d). The material for social studies instruction was presented in the 1968, curriculum conference held in University of Lagos organized by the Comparative Education Study and Adaptation Centre (CESAC) and Ford foundation (Solomon, 2014). It was at the Mombasa conference of 1968 that it is agreed that African countries should introduced the teaching of Social studies in their schools (Adeyemi, 2010). After the Mombasa conference a seminar was held in January 1969 which brought together secondary school educator from all over Nigeria. it was during the seminar that a unified a body of educators known as Social Studies Association of Nigeria (SOSAN) was formed. Tikumah (2009) pointed out that the association is for the “purpose of developing and promoting Social Studies education in Nigeria”.

Philosophy of Social Studies Education Nigeria

In the late 1960, most educators in Nigeria agreed that the schools must be Nigeria in and out look, rather than emphasising on foreign ideals. It was however, thought that this could only be achieved through teaching of social studies education, in such way, passion for the country would developed in the minds of Nigerian child, which would invariably create strong attachment in the mind of such child towards the country and government. Furthermore, the process would also expose them to the problems in the society, which will prepared and equipped them with necessary skills needed towards their survival. Hence, Social studies was considered relevant and inevitable.

Concept of Anti-Social Behaviour

Kinberly and Jacob (2002), defined anti-social behaviour as any act that imposes physical or psychological harm on other people or their property. According to the scholars, lying, stealing, assaulting others, such as being cruel to others and sexually promiscuous are all forms of examples of anti-social behaviour. In another related development, Clare (2006), opine anti-social behaviour as destructive acts, characterized by covert and overt hostility and intentional aggression towards others. According to him, high risk factors in the family setting can cause anti-social behaviour in a child.

These factors include:- parental history of anti-social behaviours, parental alcohol and drug abuse, chaotic and unstable home life, absence of good parenting skills, use of coercive and corporal punishment, parental disruption due to divorce, death or other separation, parental psychiatric disorders, especially, material depression and economic distress due to poverty and unemployment. Other causes of anti-social behaviour are:- heavy exposure to media violence through television, movies, internet, video games and cartoons among others. Clare (2006), went further to posit that engaging in anti-social behaviours poses great risk to an individual's mental and physical health. It is believed, such anti-social behaviours put one at increased risk for alcoholism, cigarette smoking, illegal drug abuse, high risk behaviour, depression and hence, engaging in volatile violent acts towards others and self. In other words, the high risks of interpersonal and intra-personal implications of anti-social behaviours are readily apparent. Every society has ways of measuring acceptable behaviour. However, this makes behaviours that deviate from an acceptable behaviours to be referred to as anti-social behaviour. Scholars are of the view that anti-social behaviours could be overt or covert. For instance, Halloran (2006), defined anti-social behaviours as disruptive acts, characterized by covert or overt hostility with intended aggression towards others. Anti-social behaviours exist along a severity continuum and include repeated violations of social rules, defiance of authority and the rights of others, deceitfulness, theft, and reckless disregard for self and others. Anti-social behaviour can be identified in children as young as three or four years of age. If left unchecked, such coercive behavioral patterns might persist and escalate into insecurity over time, as it translates to chronic behavioral disorder.

Theoretical Approach

Anomie theory attempt addressing a situation in which anti-social behaviour either contradicts or conflicts with social/institutional established norms, rules and regulation, when he refers to a situation in which confusion arises when social norms conflicts, as a result of normlessness state which arises when there is acute disjunction between cultural goals and legitimate means available for achieving them. The theory was further expounded by Merton (1957), when he used the term to describe the discrepancy between socially accepted goals and the availability of means to achieve those goals. These

socially accepted goals are education and hard work, meaning people who availed themselves to study and work hard will be financially successful, and those who do not succeed are labeled as either lazy or flawed among others. Those who find the “road to riches” closed for them experience anomie because an obstacle has thwarted their pursuit of a socially approved goal. When this happens, these individuals may employ deviant behaviors to attain their goals and retaliate against the society, merely to “make a point”. These deviant behaviors include innovation, retreatism, ritualism and rebellion. Innovation is the attaining of societal goals by illegitimate means, and innovators create their own ways to go about obtaining what they want. Ritualism is the acceptance of means but forfeiture of the goals. Retreatism is the rejection of both means and the goals. Rebellion is the combination of rejection of both societal goals and means and replacement for other goals and means. The primary contribution of the anomie theory is also sociological in its emphasis in the role of social forces in creating truant deviance, who often indulge in examination malpractice, drug addiction among others,

METHODOLOGY

Population

The population of the study comprises all junior secondary school students in Zaria Education Zone of Kaduna state. The study area, Zaria Educational Zone comprises of two local government areas with a total of 27 junior secondary schools. The area had student population of 7,326 comprising of 4,567 male and 2,759 female students respectively.

Research Design

This study adopted the descriptive research method of survey. This type of method provides for the questionnaire collect data from a sample of a given population describes their perception and generalised it on the entire population (Fwang’le, 2015; Nworgu, 2006; Nwanna, 1990). The descriptive research design is considered suitable and will be used in this study because the inferences that will be made from the description of the data from the respondents would be generalization on the entire population.

Sample Size and Sample Technique of the Study

A sample of one thousand two hundred (1200) staff/students (males/females) were selected from the total population of 7,326 that made

up the population of the study. The Krejcie and Morgan (1970) table of determining sample size recommends 1200 as the sample size for a population that lies within 8000. The researcher will use purposive sampling technique. This sampling technique is assumed to be suitable because it enable the researcher to avoid the situation of having all schools sampled from one location. The simple random sampling technique was also used to sample respondents from the sample schools. This technique was used to enable the respondents have equally chance of been selected. The sample schools are shown in table below:

Table: Sample Schools

| Name of School | Location | Male | Female | Teacher | Total | Urban Total | Rural Total |
|------------------|----------|------|--------|---------|-------|-------------|-------------|
| G.G.S.S D/Bauchi | Urban | - | 49 | 13 | 62 | 62 | - |
| J.S.S Bomo | Rural | 9 | 7 | 10 | 26 | - | 26 |
| G.J.S.S Chikaji | Urban | 32 | 16 | 17 | 65 | 65 | - |
| G.J.S.S K/Doka | Urban | 20 | 18 | 15 | 53 | 53 | - |
| G.J.S.S Zaria | Urban | 30 | 16 | 15 | 61 | 61 | - |
| G.G.S.S Kugu | Rural | 16 | 7 | 9 | 32 | - | 32 |
| G.G.S.S (WTC) | Urban | - | 44 | 15 | 59 | 59 | - |
| G.J.S.S Aminu | Rural | 18 | 7 | 6 | 31 | - | 31 |
| Basawa College | Urban | 57 | - | 20 | 77 | 77 | - |
| TOTAL | | 182 | 164 | 120 | 465 | 377 | 89 |

Methods of Data Analysis

The researchers analyzed the data using descriptive, frequency tally and simple percentage. Analysis of Variance (ANOVA) was used to test the null hypothesis.

Data Analysis

Table 4.1 Influence of Social Studies on Anti-Social Behaviour on School Activities among Junior Secondary School in Kaduna State.

| Item Statement | Categories of respondents | Strongly agreed | Agreed | Undecided | Disagreed | Strongly disagreed | Mean |
|--|---------------------------|-----------------|--------|-----------|-----------|--------------------|------|
| Influence of Social Studies on anti-social behaviour such as drug abuse, exams malpractice & truancy | | | | | | | |
| Poor teacher/students | Teachers | 15 | 15 | 8 | 1 | 6 | 9.0 |
| | Male Students | 85 | 73 | 2 | 4 | 6 | 34.0 |

| | | | | | | | |
|--|-----------------|----|----|----|----|----|------|
| poor relationship on social studies education is one of the attribute influencing drug abuse among JSS students | Female Students | 48 | 40 | 10 | 13 | 2 | 22.6 |
| The inadequate objectives contain in social studies education tends to influence JSS students indulgence in drug abuse | Teachers | 25 | 22 | 6 | 5 | 1 | 11.8 |
| | Male Students | 70 | 71 | 2 | 30 | 20 | 38.6 |
| | Female Students | 90 | 62 | 2 | 10 | 2 | 33.2 |
| Poor teaching method of social studies education may influence JSS students into drug abuse | Teachers | 10 | 8 | 1 | 1 | 1 | 4.2 |
| | Male Students | 2 | 10 | 10 | 85 | 75 | 36.4 |
| | Female Students | 15 | 48 | 5 | 35 | 20 | 24.6 |
| Influence of Social Studies & its implication on anti-social behaviour | | | | | | | |
| Desperation among JSS students to belong to sub-social groups are often the reason on the prevalence drug abuse among JSS students | Teachers | 25 | 15 | 5 | 6 | 1 | 10.4 |
| | Male Students | 85 | 73 | 5 | 6 | 6 | 35.0 |
| | Female Students | 90 | 62 | 2 | 10 | 2 | 33.2 |
| Inadequate teaching of Social studies education at the JSS level aids examination malpractice among JSS students | Teachers | 15 | 22 | 8 | 6 | 1 | 10.4 |
| | Male Students | 70 | 71 | 2 | 30 | 20 | 38.6 |
| | Female Students | 45 | 38 | 5 | 15 | 10 | 22.6 |
| | Teachers | 8 | 10 | 1 | 1 | 1 | 4.2 |

| | | | | | | | |
|--|-----------------|-----|----|----|----|----|------|
| Inadequate teaching of Social studies education at the JSS level aids examination malpractice among JSS students | Male Students | 108 | 90 | 10 | 15 | 25 | 49.6 |
| | Female Students | 80 | 36 | 10 | 13 | 2 | 28.2 |
| Influence of Social Studies & strategies desirable to curb anti-social behavior | | | | | | | |
| Social studies curriculum should reflect local contents, in other to capture the minds of students and reduce truancy | Teachers | 48 | 40 | 10 | 13 | 2 | 22.6 |
| | Male Students | 15 | 15 | 8 | 1 | 6 | 34.0 |
| | Female Students | 85 | 73 | 2 | 4 | 8 | 22.6 |
| Parents should be committed on requisite moral activities of their children/wards through periodic school interactions | Teachers | 90 | 62 | 2 | 10 | 2 | 33.2 |
| | Male Students | 25 | 22 | 6 | 5 | 1 | 11.8 |
| | Female Students | 70 | 71 | 2 | 30 | 20 | 38.6 |
| Guidance and counselling unit should be strengthen in school to provide services to students with anti-social behaviour, which make them engaging in truancy | Teachers | 70 | 71 | 2 | 30 | 20 | 38.6 |
| | Male Students | 25 | 22 | 6 | 5 | 11 | 11.8 |
| | Female Students | 90 | 62 | 2 | 10 | 2 | 33.2 |
| Extra curriculum activities, like school excursions | Teachers | 15 | 15 | 8 | 1 | 6 | 34.0 |
| | Male Students | 48 | 40 | 10 | 13 | 2 | 22.6 |
| | Female Students | 85 | 73 | 2 | 4 | 8 | 22.6 |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| should be made to be part of social studies curriculum at the level of JSS III, in other to commits the mind of students at the early stage of their studies | | | | | | | |
|--|--|--|--|--|--|--|--|

Test of Hypothesis

Hypothesis one: Social Environment has significantly affects the influence of social studies.

Table ANOVA Computation Table

| GROUP | SA | AG | UD | DA | SDA | TOTAL | MEAN |
|-----------------|-----|-----|-----|-----|-----|-------|-------|
| Teachers | 130 | 200 | 35 | 30 | 105 | 500 | 100.0 |
| Male Students | 90 | 96 | 40 | 38 | 37 | 301 | 60.2 |
| Female Students | 102 | 120 | 79 | 56 | 42 | 399 | 79.8 |
| TOTAL | 322 | 416 | 154 | 124 | 184 | 1200 | 240.0 |

Source: Field Survey 2019

| Source of variation | Sum of square | DF | Means square | F | P-value |
|---------------------|---------------|----|--------------|----------|----------|
| Between groups | 6602.889 | 2 | 3301.444 | 0.677361 | 0.677361 |
| Within groups | 47620 | 6 | 7936.667 | | |
| Total | 54222.89 | 8 | | | |

DISCUSSIONS OF FINDINGS

Based on the objectives, 85 respondents among male students strongly agreed that there is poor relationship between Social Studies teachers/male students responsible for students indulgence in anti-social behaviour and 90 respondents among female students strongly agreed that the inadequate Social Studies objectives is responsible for students illicit behaviour, relates to drug abuse.

Base on the implication of Social Studies on anti-social behaviour, 90 respondents among male students strongly agreed that the inadequate facilities, such Social Studies aids, techniques responsible for students engaging in examination malpractice as refers to as anti-social behaviour.

The strategies among the respondents' teachers, 90 strongly agreed that there is need for parents to be morally seated to impact moral training on their children/wards, by collaborating with school authority in monitoring their children/wards activities, such as visiting the school of their children/wards periodically to assess their moral/academic records among others.

The essence of this study is to examine the influence of Social Studies on anti-social behaviour on school activities among junior secondary school in Kaduna State. The following are the major findings.

First, our finding revealed the poor relationship that exists between students/teachers being the major attributes in students' anti-social behaviour on school activities among others. Anomie theory attempt addressing a situation in which anti-social behaviour either contradicts or conflicts with social/institutional established norms, rules and regulation, when he refers to a situation in which confusion arises when social norms conflicts, as a result of normlessness state which arises when there is acute disjunction between cultural goals and legitimate means available for achieving them. The inability on the teachers to treat the students with humility and decorum, could result to students for their sub-group activities for selves consolation, which become anti-social behavior as rightly postulates by 'Anomie theory'

Second, it also revealed the inadequate facilities, such Social Studies aids, and techniques among others, responsible for students engaging in examination malpractice as refers to as anti-social behaviour. However, understanding the philosophy leading to the formation of Social Studies in Nigeria In the late 1960, most educators in Nigeria agreed that the schools must be Nigeria in and out look, rather than emphasising on foreign ideals. It was however, thought that this could only be achieved through teaching of social studies education, in such way, passion for the country would developed in the minds of Nigerian child, which would invariably create strong attachment in the mind of such child towards the country and government. Furthermore, the process would also expose them to the problems in the society, which will

prepared and equipped them with necessary skills needed towards their survival. Hence, Social studies was considered relevant and inevitable. But against this background, the scenario on teaching Social Studies has not reflects on its philosophical formation, as there is lack of practical aids and technique in globalizing ideas and adapt for practical application, shifting from being abstracts among others.

Third, our finding also revealed that, the best strategic approach lies in the need for parents to be morally proactive towards impacting requisites moral training on their children/wards, and also the need to form collaborative synergy with school authority in addressing issues affecting their children/wards, through monitoring activities, such as visiting to the school of their children/wards periodically to assess their moral/academic records among others.

CONCLUSION

Understanding the contemporary moral aptitude of average emerging youths with digitize revolution in the global sphere of human endeavor, leading to anti-social behaviour. There is high-level disconnection between what is ideal and real in autonomous morality of the growing term of youths in the global phenomenon. It is against this background, the study attempt to x-ray the influence of Social Studies on anti-social behaviour on School activities among junior secondary school in Kaduna State. The selection of these categories section of society is critical, because this is where high concentration of youths with engagement of anti-social behaviour is mostly located. However, if there must be meaningful adjustment, there is need to take a redress from such level of society with the requisite of civic engagement among others.

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