

Compares' between Social Studies/Political Science and Social Studies/Christian Religious Studies achievement in Colleges of Education in Delta State, Nigeria

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Abstract

The paper examines combinatorial influence of Social Studies/Political Science and Social Studies/Christian Religious Studies on the terminal achievement of Social Studies Students in Colleges of Education in Delta State, Nigeria. The design used was ex-post-facto with the population of 189 students who combined Social Studies with Political Science and Christian religious studies, in Colleges of Education, Agbor and College of Education, Warri. 137 students were purposefully sampled for the study. The study answered four research questions as well as tested three hypotheses using MANOVA 2x2x2 factorial design and f-text at 0.05 level of significance. The study discovers that the achievement of Social Studies/Political Science was low while Social Studies/Christian Religious Studies was high. Furthermore, the study revealed that College of Education, Agbor underperformed academically. Based on the good performance of Social Studies/Christian Religious Studies students, Christian Religious Studies is adjudged as a good match with Social Studies. Also, Government should provide equal facilities, logistics and man power to College of Education, Agbor.

Key word: 1.Comparism, 2.Social Studies,3. Political Science, 4.Christian Religious Studies, 5.Terminal, 6.scholarly achievement, 7.Social Studies students, 8.College of Education.

Introduction

Education plays a vital role in the life of an individual specifically and the nation in general. The reason is that the mind of the individual develops through learning and this is made possible through education. The word education emanates from the Latin word "educare" which implies "to lead out", this suggests leading people into light from their darkness (Ukeji, 1973). Education is adjudged to be the highest legacy the government can bequeath her citizens. It therefore serves as a process that is designed to inculcate required skills, attitude, knowledge necessary for the individual to cope effectively in the society (Umar, Yagana, Hauja, and Mohammed 2015).

Formal education in Nigeria begins from Basic One to basic Nine, Senior Secondary school up to the tertiary institution. Success in formal education is determined by performance. Good performance is the desire of students and lecturers. Students' grade is the parameter for determining their academic performance. Ukpong and George (2013) opine that high grades by students show good performance, while low grade indicate poor performance. In higher institutions, several studies have been conducted to determine factors influencing students' scholarly performance, College of Education inclusive. Some of the areas covered are attitude towards teaching as a career, multivariate teaching variable, personal factors as predictors of achievement (Adewagi 2003, Abdul-Hadi 2014 and Adeyemi and Adeyemi, 2014).

Federal Republic of Nigeria (2014) states that education system cannot rise above the quality of the teachers in that nation. This made Ajiboye, Adu and Amosun (2005) to argue that, there is need for teachers who are not only qualified but have utmost dedication for their job, and training of younger teachers. Consequently, students and

teachers learning become involved learning and teaching environment. Meziobi (2004) views education as the key to social development with teachers as the custodians of the key. These teachers are trained professionally in the Universities and Colleges of Education. Furthermore, Colleges of Education has adopted the policy of combining subjects. This according to Dania and Daniel (2015) is to enable secondary school have more teachers where they lacked them and also, to give room for more students to be admitted into the school.

The introduction of subjects combinations saw the emergence of combinations like Chemistry/Biology, Physics/Mathematics, Chemistry/Computer Science and so on. Social Studies is not left out in this arrangements. Some of the combinations associated with Social Studies are: Social Studies/Political Science, Social Studies/English Language, Social Studies/French, and Social Studies/Geography amongst others.

Social Studies by its nature and content is an integrate of the social sciences. It has integrated subjects like Geography, History, Economics, Anthropology, Sociology. (Osakwe and Itedjere, 2005). It is expected that Social Studies should be combined with subjects that are closely related. Aina (2013) opined that closeness and relationship existing between subjects play a pivotal role in the performance of the students. Farounbi (2014) investigation on the effect of subject combination on students performance in Biology revealed that Biology/Chemistry student performance was significantly higher than all the other combinations. The high performance was attributed to the correlation in the subject combined. Also, Biology/Geography was discovered to be the least in performance because it has no closeness with Biology.

Furthermore, Kwara state College of Education (2013) conducted a study on subject combination using Physics/Mathematics and Physics/Chemistry. The result revealed that Physics/Mathematics students did better. This finding is contrary to the study conducted by Uwaifo and Dania (2021), students that combined Social Studies with Economics achieved higher than the students who combined Social Studies with Geography. The study deduced that since there was no synergy between Social Studies and Geography, it therefore means that closeness in content is not a yardstick for good performance.

Aluko(2010) defines Urban area as a place with 20, 000 person at the least while rural is seen as a place with population size of less than 20,000 people residing in remote areas with the presence of few social amenities or infrastructural facilities. This difference has brought about disparities in almost all the aspects of people's lives including their education and academic performance in school. To this end, Nworgu and Nworgu (2013), in their study on urban-rural disparity observe that rural children are lagging behind in all vital areas of the curriculum compared to their counter parts in urban centres. This has led to geographical and political isolation. In affirmation to the narrative above studies revealed that students from rural areas have weak education background. (Mohammed et al 2014).

Also, Onoyase (2015) study reveals that there is the difference in the performance of students who offered English Language, Mathematics and Geography in urban, semi-urban and rural areas was significant, unlike the performance of the students in subjects like Biology and Chemistry which have no difference. These findings tallies with Eme (2014) that school location does not influence the students performance in mathematics. That notwithstanding, schools in urban areas are better equipped, have qualified teachers. Favourable government policies have enhanced its student's performance.

Statement of Problem

The dwindling scholarly achievement of Social Studies students in Delta State is at alarming stage. Best (2019) opined that from 2017 to 2020, the students performance has retrogressed terribly from 08% failure rate in 2017 to 49% in 2020. This becomes worrisome because some of the teachers of these students are product of Colleges of Education. Urnar, et al (2015) confirmed that students of Kashim Ibrahim College of Education and Maiduguri could not graduate because of poor performance. Considering the background of the integrated embodiment of Social Studies, which gave room for transfer of knowledge, what therefore could be the reason for the apparent poor performance by the students? This study will therefore underseek combinatorial influence of Social Studies/Political Science and Social Studies/Christian Religious Studies on the terminal achievement of Social Studies Students in Colleges of Education in Delta State, Nigeria.

Research Questions

1. What is the achievement level of students with Social Studies and Political Science combination in Colleges of Education in Delta State, Nigeria?
2. What is the achievement level of students with Social Studies and Christian Religious Studies combination in Colleges of Education in Delta State, Nigeria?
3. What is the difference between the scholarly achievement of students at the Colleges of Education, Agbor and Warri who combined Social Studies with Political Science?
4. What is the difference between the scholarly achievement of students at the Colleges of Education Agbor and Warri who combined Social Studies with Christian Religious Studies?

Hypotheses Research

1. There is no significant difference in the scholarly achievement of students in the Colleges of Education, Agbor and Warri who combined Social Studies with Political Science in Delta State, Nigeria.
2. There is no significant difference in the scholarly achievement of students in the Colleges of Education, Agbor and Warri who combined Social Studies with Christian Religious Studies in Delta State, Nigeria.
3. There is no significant difference in the scholarly achievement students who combined Social Studies/Political Science and Social Studies/Christian Religious Studies in the Colleges of Education in Delta State, Nigeria

Methodology

The adopted design for this investigation is export facto. 189 students from Colleges of Education Warri and Agbor who combined Social Studies with Political Science and Social Studies with Christian Religious Studies were used as population for the study. Furthermore, purposive sampling technique was used to select 131 students where Social Studies/Political Science students represent 114, and 17 students represented Social Studies/Christian Religious Studies. The instrument were the raw scores of students retrieved from their respective department and analysed. The standard criterion mean was placed at 50, where below 50 was classified as low achievement. The design for the study was MANOVA using 2x2x2 factorial design at 0.05 level of significance. The hypothesis were tested using F-test.

Question Research 1

What is the achievement level of students with Social Studies and Political Science combination in Colleges of Education in Delta State, Nigeria?

Table 1: Analysis of students' achievement level with Social Studies and Political Science

Subject combination	N	Mean	Standard deviation	Decision
Social Studies and Political Science	114	48	9.6	Low

The table 1 indicates a mean of 48 for students with Subject combination of Social Studies/Political Science. This performance is deemed low because the bench marks score is 50. The implication of this is that Social Studies/Political Science achievement level is not only low, but also considered not suitable for students to achieve good result.

Research Question 2

What is the achievement level of students with Social Studies and Christian Religious Studies combination in Colleges of Education in Delta State, Nigeria?

Table 2: Analysis of students' achievement level with Social Studies and Christian Religious Studies combination

Subject combination	N	Mean	Standard deviation	Decision
Social Studies and Christian Religious Studies	17	50.3	8.9	High

The table 2 indicates a mean of 50.3 for students with Subject combination of Social Studies/Christian Religious Studies. The performance is deemed high because the mean score is above 50. It therefore implies that this combination enhances high achievement level in the colleges.

Research Question 3

What is the difference between the scholarly achievement of students at the College of Education, Agbor and Warri who combined Social Studies with Political Science?

Table 3: Analysis of difference between the scholarly achievement of Colleges of Education, Agbor and Warri students who combined Social Studies with Political Science

Social Studies/ Political Science	N	Mean	Mean Difference	Decision
College of Education Agbor	94	46.1		
			10.2	High
College of Education Warri	20	56.3		

Table 5 indicated that the difference in mean in the achievement of Colleges of Education, Agbor and Warri students with Social Studies and Political Science combined is 10.2. This means that difference exist in the performance of the students. The result shows that College of Education, Warri students achieved higher than the students in Agbor who combined Social Studies with Political Science.

Research Question 4

What is the difference between the scholarly achievement of students of the College of Education, Agbor and College of Education, Warri who combined Social Studies with Christian Religious Studies?

Table 4: Analysis of difference between Colleges of Education, Agbor and Warri students' achievement who combined Social Studies with Christian Religious Studies.

Social Studies/ Christian Religious Studies.	N	Mean	Mean Difference	Decision
College of Education Agbor	12	47.3		
			12.1	High
College of Education Warri	5	59.4		

Table 4 indicates that the means difference in the performance of College of Education, Agbor and College of Education, Warri is high. This implies that Social Studies students who combined Social Studies with Christian Religious Studies in College of Education Warri achievement is better than their counter parts in College of Education, Agbor.

Hypothesis One

There is no significant difference in the scholarly achievement of students in the Colleges of Education, Agbor and Warri who combined Social Studies with Political Science in Delta State, Nigeria.

Table 5: F-test Analysis of Colleges of Education, Agbor and Warri students' achievement who combined Social Studies with Political Science.

Social Studies/ Political Science	N	Mean	Standard Deviation	DF	T	F	Critical F	Decision
College of Education, Agbor	94	46.13	8.95					
				112 (1-112)	4.8	23.04	3.92	Rejected
College of Education, Warri	20	56.25	8.51					

p>.05

Table 5 reveals that the calculated F-Value of 23.04 is above the critical F-Value of 3.92 at .05 level of significance. The hypothesis is rejected. Thus implying that the difference in the achievement level of Colleges of Education, Agbor and Warri students with Social Studies/Political Science is significant. The results also unveil that College of Education, Warri students with Studies/Political Science achieved better than students in Studies/Political Science in Agbor.

Hypothesis Two

There is no significant difference in the scholarly achievement of students in the College of Education, Agbor and Warri who combined Social Studies with Christian Religious Studies in Delta State, Nigeria.

Table 6: F-test Analysis of College of Education, Agbor and Warri students performance who combined Social Studies with Christian Religious Studies

Social Studies/ Christian Religious Studies	N	Mean	Standard Deviation	DF	T	F	Critical F	Decision
College of Education, Agbor	12	47.33	4.36					
				15 (1-15)	2.64	6.97	4.54	Rejected
College of Education, Warri	5	59.40	9.86					

p>.05

Table 6 unveils that calculated F-Value of 6.97 is above the critical F-Value of 4.54 at 0.05 level of significance. The hypothesis is rejected. The result also unveiled significant difference in the performance of College of Education, Agbor and Warri students who combined Social Studies with Christian Religious Studies. The result establishes that College of Education, Warri students with Social Studies/Christian Religious Studies performed higher than Agbor students.

Hypothesis Three

There is no significant difference in the scholarly performance of students who combined Social Studies/Political Science and Social Studies/Christian Religious Studies in the Colleges of Education in Delta State.

Table 7: F-test Analysis of the achievement of students who combined Social Studies/Political Science and Social Studies/Christian Religious Studies

Subject combinations	N	Mean	Mean Difference	Std Error	P	Critical Value	Decision
Social Studies/Political Science	114	47.9649					
			-2.33	2.5	.898	.05	Accepted
Social Studies/Christian Religious Studies	17	50.2941					

P>.05

Table 7 indicates P value of 8.98 which is greater than Critical Value of .05. Indicating that they hypothesis is accepted. It therefore established that the difference in the scholarly achievement of Social Studies/Political Science and Social Studies/Christian Religious Studies is not significant. Be that as it may, it is evidently clear that Social Studies/Christian Religious Studies students' achieved was higher.

Discussion of Finding

The findings on students' on the achievement in Social Studies/Political Science unveil that the students performed poorly. This shows that closeness in contents does not determine the students achievement positively. This is in affirmation with Uwaifo and Dania (2021) that the relationship existing between Social Studies and Geography did not lead to good performance by the students. This is a complete departure from the stand of Aina and Olanipekun (2013) affirming a relationship between Physics and Computer Science which led to the students' positive performance.

The study further established that Social Studies and Christian Religious Studies combination achievement was high. It is imperative to note that Christian Religious Studies is an Art Subject and as such, there is really no connection when it comes to content and concept with Social Studies which is a subject domiciled with Social Sciences discipline. It is clearly suggestive that Social Studies students' performance in College of Education has no bearing with their subject combination. This study affirms the finding of Arigbadu (2004) and Arigbadu and Mji (2006) that Mathematics students performed higher than other students across all the subject combination. The implication is that no matter the subject combined with mathematics, the students will surely have a good result. Therefore subject combinations have no influence in students' performance.

Furthermore, the study established that the hypothesis of no significant difference in the scholarly achievement of students in the College of Education, Warri with Social Studies and Political Science as well as Social Studies and Christian Religious Studies where both rejected. It therefore implies that College of Education, Warri students achieved better than Agbor students in Social Studies/Political Science and Social Studies/Christian Religious Studies combination respectively. This is in consonance with Endurance et al (2014) and Ita (2017) that students from urban areas always outperformed students from rural areas. They attributed the good performance to government adequate interventions. Bolt, (2012) explained that lack of teachers with high qualification, experience, infrastructure and inadequate facilities leads to low performance in rural areas.

Furthermore, the result showing the achievement difference of students who combined Social Studies with Political Science and Social Studies with Christian Religious Studies unveiled that difference in the students' achievement is not significant. All the same, Social Studie/Christian Religious Studies outperformed their counterparts It is worthy to note that although the difference is not significant, the achievement of Social Studies /Christian Religious Studies students was outstanding. This is exciting because Christian Religious Studies does not have a noticeable correlation with Social Studies unlike Political Science. This finding contradicts Atiyah (2006), Tzanakis (2018) who are strong supporters of correlation in content leading to high performance of students as established in Mathematics and Physics. This study reveals that Social Studies students' performance is not based on the combinations of their subjects.

Conclusion

This work explored the Combinatorial Influence of Social Studies/Political Science and Social Studies/Christian Religious Studies on the terminal performance of Social Studies Students in Colleges of Education in Delta State, Nigeria. The finding established that Social Studies/Political Science students' performance was below average. Knowledge could not be transferred either way to earn good performance. In addition, Social Studies/Christian Religious Studies performance was rated high and well above average. It is therefore believed that Social Studies students can achieve good performance with Christian Religious Studies combination. Moreover, Social Studies students in College of Education, Agbor performance was lower than their counter parts in Warri in Social Studies/Political Science and Social Studies/Christian Religious Studies combinations.

Recommendations

Resulting from the outcome of this investigation, the following are therefore suggested:

1. Research should be embarked upon to determine the cause of low performance of Social Studies/Political Science as they both share certain level of content and concept.
2. Government should provide equal facilities, man power and logistics to both schools. This will help the students get the best thereby bridging the gap in their performance.
3. National commission for Colleges of Education should have an open door policy that will accommodate more subjects to be combined with Social Studies. This will help student to choose their subject of interest.

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