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RESEARCH ARTICLE

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SOCIO-DEMOGRAPHIC DETERMINANTS OF SOCIAL STUDIES KNOWLEDGE AMONG STUDENTS OF UPPER BASIC SCHOOLS IN EBONYI STATE

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ABSTRACT

This research work is carried out on socio-demographic determinants of social studies knowledge among students of upper basic schools in Ebonyi State. It is a descriptive survey research. Three research questions and three hypotheses guided the study. The population of this study comprised all 10, 298 Public Upper Basic II Students in the one hundred and eighty nine (189) Public Upper Basic Schools in the three Education Zones of Ebonyi State. The sample of this study was 515 Upper Basic II Students which represents 5% of the entire population in the area of the study. The instrument that was used for this study was entitled Social Studies Achievement Test (SSAT). The test has fifty two (52) multiple choice items with option A-D to obtain information from students. The questionnaire is made up part 'A' and part 'B', Part A is on the personal data of the respondents. Part B is on Test of Knowledge of Students in Social Studies. The fifty (50) item of instrument Social Studies Achievement Test (SSAT) was also used for data collection. It was validated by three experts, two of the experts were from Arts and Social Science Education Department (Social Studies Option) of the Ebonyi State University, Abakaliki, while one expert from Measurement and Evaluation Unit of Science Education Department. The instrument reliability test was carried out using Kuder Richardson 20 (K-20) statistics and a reliability coefficient of 0.91 were obtained. The researcher administered the instrument by issuing using Direct Delivery Technique (DDT) with the help of three research assistants, one from each Education Zones in the State. Data Analysis were done using Descriptive and Inferential Statistics. Mean and standard deviation to answer the research questions. Hypotheses 1, 3 and 4 were tested using t-test while hypotheses 2 and 5 were tested using Analysis of Variance (ANOVA). All the hypotheses were tested at 0.05 level of significance. Decision Rule: 0- 24 very low, 25 – 49 low, 50 – 74 high, 75 – 100 very high. From the analysis, the following findings were made among others: The knowledge of students in Social Studies is not influence fully or affected by gender; The level of education of the parents influences or affects the knowledge of students in Social Studies. Based on the findings of this study, the researcher made the following recommendation: There should be a process of feed-back initiated for the Secondary schools in Ebonyi State, especially for students, teachers and parents at the Upper Basic level. This feed-back process shall be a medium whereby teachers and parents maintain regular contacts; sharing information concerning their students/wards. Parents should at all-time listen carefully and closely to their wards, not only to verbal communications but to nonverbal communications and to the emotions that may lie beneath what is said.

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INTRODUCTION

The concept of Social Studies can be understood within the context of the objectives which underlie the philosophy and aims of the society's education, (National Teachers Institute, NTI, 2007). This is true of all countries which have Social Studies in their school curricula.

Every society's educational aims and goals are developed to help achieve its national objectives. Eboh (2014) opines that Social Studies, being a subject that deals with the problems of human survival, differ in concept according to the needs of different societies. Consequently, in Nigeria and other parts of the world, Social Studies have no single universally accepted definition. While some educators believe that Social Studies is

just another way of studying Geography and History in a more digestible form, some others maintain that it is simply another name for Civics (Ikwumelu, 2003). Supporting this Ololobou in Akpale, (2014) holds that Social Studies is the integrated study of Man as he battles for survival in the environment, both physical and social environment. In the words of Mbakwem (2009), Social Studies is the study of man which seeks to discover what is true about his actions by virtue of the fact that everywhere and indeed always he leads a group life. Thus, Wronski in Bozimo and Ikwumelu (2005) opines that Social Studies vary from country to country, even within a single nation experts are divided on the issue. The subject has thus been described differently by different persons as extended civics, elementary social science and general studies. The conflict and confusion that characterize the scholarly definitions of Social Studies education made Barr and Barth in Bozimo and Ikwumelu (2009:18), to lament that “the field of Social Studies education is so caught up in ambiguity, inconsistency, and contradiction that it represents a complex educational enigma ...it (Social Studies) is a child”. As a result, the definition of Social Studies has not enjoyed universal acceptance from educators and social scientists. Okam in Bozimo and Ikwumelu (2009) is of the view that Social Studies deals principally with human beings interacting with one another and with their environments. At the primary school level, Social Studies programme is considered as the common learning of man’s interaction with his social and physical environment. It is the study of how man influences and is influenced by his physical, social, political, economic, psychological and cultural environments (Igba, 2004). The objectives of Social Studies can be categorized into Cognitive, Affective and Psychomotor (Okam, 2002). This view is shared by Idah (2014), who noted that Cognitive objectives of Social Studies focus on the intellectual domain, and they are stated as generalizations rather than a collection of specific facts. The selection and organization of the cognitive objectives for Social Studies could be achieved by constructing a hierarchy of major and minor ideas by bringing together the generalizations from a number of disciplines or by grouping generalizations around themes.

Statement of the Problem

There are several opinions concerning students’ knowledge of social studies in upper basic schools in Ebonyi State. However, it appears that environmentalist belief that an enriched environment is more likely to enhance learning than heredity factors. This view has led the researcher to explore some socio-demographic determinants that can enhance or inhibit knowledge of social studies amongst Upper Basic Schools Students in Ebonyi State. Some socio-demographic factors or determinants include; family size, parental socio-economic status (SES) parental level of education, gender, location among others. It is true knowledge that students exposed to rich or enhanced environment are more likely to abreast current affairs and more likely to engage in useful discussion than those from environment that do not even have light that would improve students’ knowledge. Since social studies is not only about accumulation of knowledge from class work the environment is a vital tool for social studies upper basic class knowledge. The environment stimulates learning/study habits through available infrastructure (books, instructional materials and facilities). The way students learn and interact with one another can be stimulated by the environment.

Furthermore, students in Upper Basic Schools in the State have various study habits which they employ in their study of Social Studies as a subject. These study habits are of various forms. They include different kinds of cognitive learning skills and it is questionable whether all those factors put together determine the performance of students in Social Studies. Education stakeholders seems to be at loss as to whether the student’s poor knowledge of Social Study is arising from lack of interest due to the method employed or is as a result of socio-demographic factors like parents level of education, parent level of income, gender, location, family size, among others. The problem therefore is: What are Socio-demographic determinants of Social Studies Knowledge among students of Upper Basic Schools in Ebonyi State?

Purpose of the Study

The main purpose of this study is to ascertain socio-demographic determinants of Social Studies knowledge among students of Upper Basic Schools in Ebonyi State. Specifically, the study ascertain:

1. Level of Social Studies knowledge among students of Upper Basic Schools in Ebonyi State based on gender.
2. Level of Social Studies knowledge among students of Upper Basic Schools in Ebonyi State based on Parent’s level of Education.
3. Level of Social Studies knowledge among students of Upper Basic Schools in Ebonyi State based on Family Size.

Significance of the Study

This study may be considered significant in many ways: To School guidance and counselors; To Social Studies Educators ;To Curriculum Planners; To Teachers; To Students; To Parents; To Ministry of Education; To Researchers. The school Guidance and Counselors could make use of the findings as a relevant information base for counseling students. The findings will reveal to counselors in secondary schools, possible root sources of negative academic achievement of their students. Knowing this and working in cooperation with students’ parents, the school guidance counselors can help their students to have better achievement. Findings from this study will reveal to the Curriculum Planners and Social Studies teachers, how some socio-demographic features such as level of education of parents and peer pressure can do in determining students’ academic performance. This will equip them with various devices to be used to teach the students. Again the outcome will offer useful framework for teachers who are both the planners and decision makers in classrooms. Parents can benefit very much from the findings of this study. They will gain knowledge of how the family size and location – urban/rural can influence students’ knowledge and therefore try to help their wards/children positively. Students may also benefit from the findings of the study. The findings may help them gain knowledge of how peer pressure relates to their achievement. This could go a long way in encouraging good peer groups and discouraging bad peer groups in the school and the society at large. Again, when they are made to understand that the way they feel about themselves affects their knowledge, they may be challenged not only to begin to have faith in themselves but also think positively about themselves. This may likely facilitate their optimism, social, emotional, academic and physical

development. These may also enhance the all round development of the students in terms of their relationship with others, feelings or reasoning, and appearance. The Ministry of Education and other relevant agencies may hopefully benefit from this study. It may act as a guide to the Ministry in providing guidance services to Upper Basic School students. The findings may also show the Ministry staff the need to embark on programmes that will enhance positive knowledge in Social studies on students' in schools. The findings will serve as a guide to researchers for further educational research in other areas similar to this. It will also add to the existing knowledge on socio demographic determinants and students' knowledge in Social Studies. Above all, the theoretical significance of this study will add to the already existing literature.

Scope of the Study: The study focuses on Socio-demographic Determinants of Social Studies Knowledge among Students of Upper Basic Schools in Ebonyi State. The study covers parents' level of education, family size, location and gender: as determinant of knowledge among Social Studies Students' in Upper Basic Schools. The study is delimited to Public Upper Basic II Students in Ebonyi State.

Research Questions

The following research questions will guide the study:

1. What is the level of knowledge of Social Studies among Students in Upper Basic Schools in Ebonyi State by Gender?
2. What is the level of knowledge of Social Studies among Students in Upper Basic Schools in Ebonyi State by Parent's Level of Education?
3. What is the level of knowledge of Social Studies among Students in Upper Basic Schools in Ebonyi State by Family Size?

Hypotheses

The following hypotheses are formulated to guide the study and will be tested at 0.05 level of significance.

- HO₁ There is no significant difference in the level of knowledge of Social Studies among Upper Basic School Students in Ebonyi State by Gender.
- HO₂ There is no significant difference in the level of knowledge of Social Studies among Upper Basic School Students in Ebonyi State by Parent's Level of Education.
- HO₃ There is no significant difference in the level of knowledge of Social Studies among Upper Basic School Students in Ebonyi State by Family Size.

Review of Related Literature

Conceptual Framework: Conceptual Framework is a bit like a recipe or a blue print. It provides an outline of how you plan to conduct the research for your thesis, but it goes further than that by also positioning your work within the larger field of research Fan (2010). The conceptual framework of this study will be discuss under the following sub-heading: Concept of Social studies; Socio-demographic factors; knowledge; Gender and knowledge of students in Social Studies; Parent's level of

education and knowledge of students in Social Studies; Family size and knowledge of students in Social Studies and Location.

Concept of Social Studies: The subject Social Studies has been defined in different ways by different Social Studies Educators. For example, Social Studies is not only a study but a way of life of how man influences and is influenced by his physical, social, political, economic, psychological and cultural environments (guideline on primary curriculum: Report on National workshop on (Primary Education, 2004). Ezegbe (2002) defines Social Studies as a study of how man influences and is in turn influenced by his physical, social political, religious, economic psychological, cultural, scientific and technological environments. According to Akinlaye, Mansaray and Ajiboye (1996), Social Studies is the study of man in his environment. It deals with man's interactions with his physical, social, economic, scientific and technological environments. Mosehin (2005) defines Social Studies as a 'distinct integrated single subject that attempts to study virtually the totality of man's existences on earth purposely to encourage learners to acquire knowledge, skills and values needed for understanding and coping with various problems confronting man in the course survival. Bruce (2008:20) defines Social Studies as 'a discipline which influences three different aspects of a child's education his intellectual development; his social development and is personal growth'. The content and procedures involved in Social Studies enables the child to cultivate adequate means of involvement with the minds of wise men and inventive scholars; to know to solve social problems by knowing how to use tools already developed by social scientists and to participate effectively in his society.

General Aims and Objectives of Social Studies Education: When the Social Studies Department of Aiyetoro Comprehensive High School was assigned with the task of developing and writing out the materials for the early classes of secondary education, it drew up tentative aims and objectives which could be referred to as the general aims and objectives of Social Studies for Nigerian schools. (Bozimo and Ikwumelu, 1999).

These aims and objectives are as follows:

- i. To make Nigerian students understand their environments and their relationships with the physical, economic, social, cultural, etc, environments and to understand the same of other human beings;
- ii. To help them know that all subjects are related and that these subjects are just like branches of a tree with a common stem;
- iii. To improve and broaden the basis of the Nigerian educational system which has been criticized from time to time as narrow and unimaginative;
- iv. To help Nigerian teachers, pupils and students to discover what is good and unique in the physical, social, economic and cultural traditions which hitherto have been implied or neglected;
- v. To develop, encourage and strengthen enquiring minds in pupils and students.

According to Bozimo and Ikwumelu, (1999) the idea of introducing Social Studies as a school subject for Nigeria and other African countries re-echoed at a conference held at Queens College, Oxford, United Kingdom, in 1967. A year

later, 1968, the African Social Studies programme (ASSP) was set up by fifteen African countries in Mombassa in association with the United States of America and Britain. This was in response to the Oxford Conference. Bozimo and Ikwumelu (2004).

Four general objectives were selected to give support and guide to the growth of Social Studies by ASSP. They are:

- i. To create an awareness and understanding of the evolving social and physical environment as a whole, its natural, man-made; cultural and spiritual resources, together with the rational use and conservation of these resources for development;
- ii. To develop a capacity to learn and acquire skills, including not only the basic skills of listening, speaking, reading and writing, and of calculation, but also the skills of hand, together with the skills of observation, analysis and inference which are essential to the forming of sound judgment;
- iii. To ensure the acquisition of the relevant knowledge which is an essential pre-requisite to personal development as well as to the positive personal contribution to the betterment of mankind; and
- iv. To develop a systematic appreciation of the diversity and interdependence of all members of the local community, and of the wider national and international community.

The ASSP suggested that every member nation should adapt these objectives to suit its needs. Bozimo and Ikwumelu, (2004)

In Nigeria, the formulation of the goals of Social Studies education according to Mbakwem (2009) was influenced by the diversified ethnic nature of the country and the need to sustain the existing unity. On this note, Social Studies Association of Nigeria (SOSAN) formed in 1968 was charged with the responsibility of evolving by way of seminars and workshops, a theory and practice of Social Studies teaching in the country. It developed some general basic objectives adapted from those suggested by the ASSP.

The objectives are as follows:

- a. To help the learner fit into the society to which he belongs;
- b. To create an understanding of environment –social and physical environment-it’s man-made, natural, cultural and spiritual resources and the conservation of these resources for development,
- c. To develop an awareness and appreciation for the inter-relatedness of human knowledge and human life;
- d. To develop capacity to learn and acquire skills essential to the formulation of satisfactory professional life and further studies;
- e. To develop capacity for logical thinking and sound rational judgment;
- f. To develop in the pupils’ positive attitude to citizenship and desire to make positive personal contribution to the creation of prosperous united Nigeria;
- g. To make the student aware of the problems his country and the world in general and a sympathetic

appreciation of the diversity and interdependence of all members of the local community and of the wider national and international communities. (Bozimo and Ikwumelu, 1999).

These general objectives are in harmony with the national educational aims and objectives as stated in the National Policy on Education thus:

- i. the inculcation of national consciousness and national unity;
- ii. the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- iii. the training of the mind in the understanding of the world around; and
- iv. the acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live in and contribute to the development of his society.

Concept of Socio demographic

Demographic is seen as of or relating to demography, the science of vital and social statistics. A single vital or social statistic of a human population, as the number of births or deaths and specific segment of a population having shared characteristics, www.dictionary.com. The term socio-demographic refers to a group defined by its sociological and demographic characteristics, it also relates to or involving a combination of social and demographic factors. Socio demographic variables include the following: gender, parents’ level of education, family size, peer pressure and location – urban/rural (Taylor, 2002). Socio-demographic appears to look at the life around individuals and characteristics such as age, gender, sexual orientation, race, religion, income, marital status, birth rate, death rate, average size of family, heritage, education and medical history. It is basically grouping of people by those characteristics. Eamon, (2005) sees socio demographic as the general family environment irrespective of structure that has great influence and is capable of influencing a child’s socio-physiological educational growth and development. Socio-demographic according to Magyvat, (2006), is perceived as “consisting of structural and socio-economic circumstance, situations and conditions which are capable of influencing or affecting a child’s physical, emotional and educational needs”. For instance, level of education of parents contributes immensely to high or low academic achievement of a student. Parents with high and increased level of education help a lot to enhance the performance and behaviour of their children, (Dearing, McCartney, Haveman & Wolfe, 2010; Nagin & Tremblay, 2001; Smith, Brooks-Gunn, & Klebanov, 2015).

Socio-demographic Determinants and Students Knowledge in Social Studies: Knowledge involves observable and measureable performance that takes place in the standard of excellence (Machr and Archer, 2007). Desforges and Abouchaar (2013), hold that pupils’ Knowledge and adjustments are influenced by many people, processes and institutions, parents, the broader family, peer groups, neighborhoods influences, schools and other bodies (e.g churches, clubs) are all implicated in shaping children’s progress towards their self fulfillment. In the face of this complexity, attempts to ascertain the impact of any singular

force in shaping achievement must proceed with some concepts of how the many forces and actors might interact with each other. Some forces/factors that shape or determine the knowledge of students are discussed below.

METHODOLOGY

Design of the Study: The researcher adopted a descriptive research design. This study was carried out in all Public Upper Basic Schools in Ebonyi State. It concentrated on the three Education Zone of the State namely Abakaliki, Onueke, and Afikpo Education Zones. Ebonyi State is an inland South-Eastern State of Nigeria. The population of this study comprised all 10, 298 Public Upper Basic II Students in the one hundred and eighty nine (189) Public Upper Basic Schools in the three Education Zones of Ebonyi State. The sample of this study was 515 Upper Basic II Students which represents 5% of the entire population in the area of the study. The instrument that was used for this study was entitled Social Studies Achievement Test (SSAT). The test has fifty two (52) multiple choice items with option A-D to obtain information from students. The instrument was validated by three experts, two of the experts were from Arts and Social Science Education Department (Social Studies Option) of the Ebonyi State University, Abakaliki, while one expert from Measurement and Evaluation Unit of Science Education Department. The reliability of the instrument was tested using Kuder – Richardson 20 (K-20) statistics and a reliability coefficient of 0.91 were obtained. The researcher adopted Direct Delivery Technique (DDT) in data collection with the help of three research assistants, one from each Education Zones in the State. Data collected were analyzed using Descriptive and Inferential Statistics. Mean and standard deviation to answer the research questions. Hypotheses 1, 3 and 4 were tested using t-test while hypotheses 2 and 5 were tested using Analysis of Variance (ANOVA). All the hypotheses were tested at 0.05 level of significance.

Decision Rule: 0- 24 very low, 25 – 49 low, 50 – 74 high, 75 – 100 very high.

PRESENTATION OF RESULTS

Research Question 1: What is the level of knowledge of Social Studies among Students in Upper Basic Schools in Ebonyi State by Gender?

Table 1. Description of Social Studies Knowledge by Gender

Gender	No	Mean (\bar{X})	SD	Decision
Male	227	59.67%	16.89	High
Female	273	58.04%	18.19	High

The result of the data analysis presented on table 1 reveals that the level of achievement (Knowledge) possessed by male social studies students is higher than their female counter parts. This is because the mean (\bar{X}) of 59.67% obtained by the male students is higher than the mean (\bar{X}) of 58.04% obtained by the female students. Both male and female had high level of knowledge, hence gender was not a determinant of Social studies knowledge among students of Upper Basic Schools in Ebonyi State.

HO₁ There is no significant difference in the mean achievement of Upper Basic School Students in Ebonyi State based on gender of the respondents.

Table 2. T-test Analysis on Gender as Determinant of Social Studies Knowledge

Gender	N	\bar{X}	SD	dF	t-cal	t-crit	Decision
Male	227	59.67	16.89	498	1.04	1.96	N Sig
Female	273	58.04	18.19				

The result of t-test analysis presented on table 6 reveals that there was no significant difference in the mean achievement score of male and female in Upper Basic Schools Social Studies Students in Ebonyi State. This is because from the responses of the students the t-calculated value of 1.04 obtained is less than t-critical value of 1.96 as shown on the table. The researcher therefore did not reject the null hypotheses.

Research Question 2: What is the level of knowledge of Social Studies among Students in Upper Basic Schools in Ebonyi State by Parent's Level of Education?

Table 3. Description of Social Studies Knowledge by Parent's level of education

Parent's level of education	No	Mean (\bar{X})	SD	Decision
Basic	157	58.28%	17.45	High
Secondary	196	58.94%	17.26	High
Tertiary	147	59.10%	18.33	High

The result of data analysis presented on table 2 reveals that achievement of Social Studies students whose parents has higher level of education perform higher than those whose parents has low level of education as shown on the table, the students' whose parents has tertiary education qualification obtained mean (\bar{X}) of 59.10%, parent with secondary education certificate obtained mean (\bar{X}) of 58.94% and parent with basic education qualification had mean (\bar{X}) of 58.28 respectively.

HO₂ There is no significant difference in the mean achievement score of Social Studies Students in the Upper Basic Schools in Ebonyi State based on their parent's level of education.

The result of the analysis of variance (ANOVA) presented on table 7 reveals that there was no significant difference in the achievement of students of Social Studies in the Upper Basic Schools in Ebonyi State. This is because the alpha value of 0.05 is less than the F-probability value of 0.91. Based on this, the researcher did not reject the null hypotheses.

Research Question 3: What is the level of knowledge of Social Studies among Students in Upper Basic Schools in Ebonyi State by Family Size?

The result of the analysis presented on table 3 revealed that the students of Social Studies with family size of 1 – 4 achieve higher score with the mean (\bar{X}) of 59.76% while students with family size of 5 and above achieve lower with mean of 58.09%.

Table 4. t-test Analysis on Parent's level of education as Determinant of Social Studies Knowledge

Source of variation	DF	Sum of Square	Mean sum of square	Alpha value	F.prob	Decision
B/w groups	2	59.39	29.69	0.05	0.91	Accepted
Within groups	497	154712.40	311.92			
Total	499	154771.80				

Table 5. Description of Social Studies Knowledge by Family Size

Family size	No	Mean (\bar{X})	SD	Decision
1 – 4	205	59.77%	16.38	High
5 and above	295	58.09%	18.41	High

Table 6. T-test Analysis on Family size as Determinant of Social Studies Knowledge

Family size	N	\bar{X}	SD	DF	t-cal	t-crit	Decision
1 - 4	205	59.77	16.38	498	1.04	1.96	Accepted
5 and above	295	58.09	18.41				

HO₃ There is no significant difference on the mean achievement of Social Studies Students of Upper Basic Schools in Ebonyi State based on their family size.

The result of t-test analysis presented on table 8 reveals that there was no significant difference in the mean achievement score of Social Studies Students in the Upper Basic Schools Students whose family size is 1 – 4 and 5 and above. This is because from the response of students t-calculated value of 1.04 obtained is less than t-critical value of 1.96. Based on this, the researcher failed to reject the null hypotheses.

DISCUSSION OF FINDINGS

This is done under gender, parent's level of education, family size, location and parent's level of income.

Gender and knowledge of students in Social Studies: The result of the study in Table 1 indicates that the mean (\bar{X}) of 59.67 was obtained signifying that the male students is higher than the female students whose mean (\bar{X}) of 58.04. This implies that male students performs better than the female students in Social studies in Upper Basic Schools in Ebonyi State. This finding is in consonance with the works of Avulata and Oniyama (2009) who stated that gender stereotype in school as 'hidden curriculum' which sends out messages to girls to conform to role expectation. In most societies, gender roles have roles based on the women folk, preventing their participation in, and benefiting from development efforts (UNESCO, 2000). This has created observable psychological alienation or depression in the minds of the female students (Joel and Ande, 2006). As a result, boys dominate chemistry, physics, mathematics and environmental studies classes while the girls go into reading Languages and Arts. Also Akpochafo (2009) observes that in Nigeria as in many other African societies, there is gender bias, a situation in which cultural beliefs and structural arrangement favour men over women. Explaining further, Anele (2008) is of the opinion that the socio-cultural practices of the African societies have placed men on the position, which give them domineering influence on women folk.

HO₁: The result of the Hypothesis in Table 6, the t-calculated is 1.04 while the t-critical value of 1.96 as shown on the table.

From the two values the t-calculated value is less than the t-critical value. Therefore, HO₁ which stated that there is no significant difference in the mean achievement of Upper Basic School Students in Ebonyi State based on gender of the respondents was upheld and also concludes that there is a significant difference in the mean scores of students' of Social Studies in Upper Basic Schools in Ebonyi State and gender. This finding agrees with the works of Akinbote (1999) confirms that there is no significant difference between the cognitive achievement and attitude towards Social Studies of boys and that of the girls. In his own contribution, Adeosun (2002) confirms that there is no significant difference in the achievement score between males and females while conducting studies on effects of multimedia packages on students' achievement and retention in Social Studies.

Parent's level of Education and knowledge of students in Social Studies: The result of study in Table 2 shows a mean (\bar{X}) of 59.10 for students whose parents has tertiary education qualification, mean (\bar{X}) of 58.94 for students whose parents have secondary education certificate and mean (\bar{X}) of 58.28 for students whose parents has basic education qualification. This implies that the level of education of the parents influences or affects the performance of students in Social studies in Upper Basic Schools in Ebonyi State. This finding agreed with the work of Magana (2010) who said that mother with increased education had a higher stimulation for cognitive development. The result is in agreement with the work of Dearing, Mecartney, and Taylor (2002) who stated that parental educational level is an important predictor of children's educational and behaviour outcomes. For example, if the parents are not educated they lack the awareness of their responsibilities to the education of their children because they are not interested in their children's progress whereas the educated parents visit school occasionally to inquire and discuss their wards' educational achievement and progress.

HO₂: The result of the analysis of variance (ANOVA) presented on table 7 shows that the alpha value of 0.05 is less than the F-probability value of 0.91. Therefore, HO₂ which stated that there is no significant difference in the mean achievement score of Social Studies Students in the Upper Basic Schools in Ebonyi State was nulled and therefore concludes that there is a significant difference in the mean scores of students' of Social Studies in Upper Basic Schools in

Ebonyi State and parent's level of education. This finding agrees with the works of Douglas (1980) who opines that parental level of education is a motivating factor for success.

Family Size and Knowledge of Students in Social Studies:

Table 3 seeks to find out the level of achievement (knowledge) of Social Studies among Students in Upper Basic Schools in Ebonyi State by family size. The result of the study in Table 3, revealed that the students of Social Studies with family size of 1 – 4 achieves higher score with the mean (\bar{X}) of 59.76 while students with family size of 5 and above achieves lower with mean (\bar{X}) of 58.09.

This implies that the performance of students in Social studies is being affected by the number of children in the family. This finding is in agreement with Bradley and Corwyn (2002) who stated that the distress and distractions connected with crowding result in fewer and less-rich exchanges between parents and child. Having more siblings result in less allocation of time and attention to each child; this will in the long-run give rise to low achievement in school.

HO₃: The result of t-test analysis presented on table 8 shows that t-calculated value of 1.04 obtained is less than t-critical value of 1.96. Therefore, HO₃ which stated that there is no significant difference on the mean achievement of Social Studies Students of Upper Basic Schools in Ebonyi State was nulled and concludes that there is a significance difference in the mean scores of students' of Social Studies in Upper Basic Schools in Ebonyi State and family size. This findings agrees with the works of Bradley and Crowyn (2002), who asserts that children with fewer brothers and sisters obtain more schooling than those with more siblings.

Summary of Findings

From the analysis above, the following findings were made:

1. The knowledge of students in Social Studies is not influence fully or affected by gender
2. The level of education of the parents influences or affects the knowledge of students in Social Studies.
3. The knowledge of students in Social studies is being affected by the number of children in the family.
4. There is no significant difference in the mean achievement of Upper Basic School students in Ebonyi State based on gender of the respondents. The null hypothesis was not rejected signifying that there is no significant difference in the mean achievement score of Social studies students in the Upper Basic Schools in Ebonyi State based on gender. Because the t-cal value of 1.04 obtained is less than $t_{(crit)}$ of 1.96
5. There was no significant difference in the mean achievement score of Social studies students in the Upper Basic Schools in Ebonyi state based on their level of education. The null hypothesis was accepted, this is because the alpha value of 0.05 is less than the F-probability value of 0.91.
6. There was no significant difference in the mean achievement score of Social Studies Students in the Upper Basic Schools Students whose family size is 1-4 and 5 and above. The researcher uphold the null hypotheses. This is because from the response of students $t_{(cal)}$ value of 1.04 obtained is less than $t_{(crit)}$ value of 1.96.

Recommendations

Based on the findings of this study, the researcher made the following recommendation.

1. There should be a process of feed-back initiated for the Secondary schools in Ebonyi State, especially for students, teachers and parents at the Upper Basic level. This feed-back process shall be a medium whereby teachers and parents maintain regular contacts; sharing information concerning their students/wards.
2. Following from the fore-going, the guidance counselor's office and environment should be equipped in such a way as to provide psychological and emotional healing to clients. Features that could douse intra-personal tension such as picture, talks/messages and video chips among others should be provided. Above all, the counsellor's office should be academically motivating at the same time.
3. Parents should at all time listen carefully and closely to their wards, not only to verbal communications but to nonverbal communications and to the emotions that may lie beneath what is said.
4. Enlightenment campaign should be organized by the Ministries of Health and Education to the low economic status of parents on the need to embark on family planning so that they can raise only the number of children they can cater for.
5. Working parents should act as sources of incentives, encouragement, and reinforcement to their children so that they can perform well in schools, especially in Social studies tests.

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