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The Role of Social Studies Education in Fostering Understanding of Globalization Issues in Tertiary Institutions

***Rakiya Francis Tambiyi; *Ibrahim Bello Muhammad; & **Terna Isaiah Terhile**

*Department of Social Studies, School of Secondary Education, Arts and Social Sciences, Federal University of Education, Zaria. **Department of Sustainable Social Development, Sustainable, Procurement, Environmental and Social Standard Enhancement, Ahmadu Bello University, Zaria.
Corresponding Author: tambiyicynthia@gmail.com

Abstract

This study investigated the role of Social Studies education in fostering understanding of globalization issues in tertiary institutions. Employing a descriptive-analytical research design and a census sampling technique, the study surveyed 60 lecturers from the Social Studies Department of Federal College of Education. Zaria, and Gidan Waya College of Education, Kafanchan. A structured questionnaire was used to gather data on the incorporation of global issues into the curriculum and the effectiveness of teaching methods in promoting critical analysis. Findings revealed a moderate level of agreement among lecturers regarding the incorporation of global issues into the curriculum, with mean values ranging from 2.25 to 2.55. However, high standard deviations suggest varying perspectives and potential room for improvement in the extent of integration and opportunities for critical analysis. Lecturers also expressed a generally positive perception of the effectiveness of current teaching methods, with mean values ranging from 2.27 to 2.42. Nevertheless, higher standard deviations in specific areas highlight the need for further refinement of strategies to enhance students' critical analysis skills and preparedness for engaging with global issues. These findings underscore the importance of addressing nuanced challenges in Social

Studies education while there is an overall positive outlook, the variability the responses indicates the need for tailored interventions to address specific concerns. Recommendations made include curriculum enhancements and refinements in teaching methods to provide a more comprehensive and impactful learning experience for students, better equipping them to navigate the complexities of globalization. This study paves the way for further exploration and development of strategies to strengthen Social Studies education in tertiary institutions, ultimately contributing to a more informed and engaged citizenry capable of addressing global challenges effectively.

Keywords: Social Studies Education, Fostering, Understanding, Globalization, Tertiary Instructions.

Introduction

The integration of global issues into Social Studies education is essential for equipping students to navigate a globalized world. According to Jenkins (2019), Social Studies fosters critical thinking and global awareness, enabling students to analyze global challenges and engage with diverse perspectives. However, the effectiveness of this integration remains a topic of concern. Mandler (2020) highlights that while some curricula have made strides in incorporating global issues, there are still gaps in teaching methods that emphasize critical analysis and intercultural understanding. This raises the question of whether students are adequately prepared to confront the complexities of globalization.

This study delves into these concerns by examining the role of Social Studies education and global issues tertiary institutions. It focuses on two key areas: Integration of Global Issues: To what extent in effectiveness are global issues incorporated into the Social Studies curriculum of tertiary institutions; as well as the Effectiveness of Teaching Methods: Do current teaching methods employed in Social Studies effectively promote critical analysis and understanding of globalization issues among students. By investigating these questions, this study aims to gain valuable insights into the strengths and weaknesses of current practices in Social Studies education and identify areas for improvement. This information will be crucial in informing the development of targeted strategies to enhance curriculum design, teaching methods, and ultimately, the educational experience for students in a globalized world. The findings of this study will be relevant not only to Social

Studies educators and policymakers within Nigeria but also to those working in similar contexts across the globe. By sharing best practices and identifying effective strategies for onunan8 global issues into Social Studies education. This can contribute to preparing future generations for the challenges and opportunities of a globalized world.

The increasing interconnectedness of our global society necessitates a critical examination of the role of Social Studies education, particularly in tertiary institutions, as a key player in shaping the competencies and perspectives required for navigating the complexities of globalization. This study seeks to review examines existing research, concentrating on the specific context of Nigerian tertiary institution, to provide a nuanced understanding of how Social Studies education addresses the challenges and opportunities posed by globalization. The integration of global issues into the Social Studies curriculum serves as a foundational pillar for preparing students to engage with the complexities of the globalized world. Abubakar (2020) and Adamu (2021) highlight the importance of this integration but point to a critical gap in the depth and critical analysis of global issues. These findings emphasize the need for a more robust curriculum design that not only introduces global concepts but also facilitates a deeper understanding and critical engagement.

The call for curriculum materials specifically addressing the complexities of globalization, as advocated by Adamu (2019), adds depth to the discussion at home. This suggests a necessity for educators to revisit and enhance existing teaching resources to ensure a comprehensive exploration of global issues within the curriculum. The literature reveals a growing concern regarding the effectiveness of traditional teaching methods in fostering critical thinking and engagement with global issues. Abubakar (2018) and Adamu (2017) advocate for a shift towards more interactive and student-centered approaches. This aligns with contemporary educational paradigms emphasizing active learning, where students are not passive recipients of information but active participants in their learning process.

Adeyemi and Yusuf (2016) contribute a forward-looking perspective by highlighting the potential of technology in Social Studies education. The integration of technology, as suggested, not only aligns with modern pedagogical trends but also opens avenues for students to connect with global issues through digital platforms. Emerging technologies, such as virtual and augmented reality, into Social Studies education opens new horizons for immersive and engaging learning experiences. This aligns with the broader trend of leveraging technology to enhance education in the digital age.

The literature underscores Social Studies education as a catalyst for fostering global citizenship among students. Aminu (2015) argues that incorporating global issues can

cultivate empathy, understanding, and respect for diverse cultures and perspectives. Adebisi and Okeke (2014) complement this perspective by emphasizing the development of critical thinking and active engagement with global challenges. The emphasis on teacher education adds an important dimension, programs, as stressed by Ahmed and Abubakar (2013) adds an important dimension, recognizing the pivotal role educators play in shaping students as informed and responsible global citizens. The relevance of Social Studies education is a recurrent theme in the literature. (Adedoyin and Bello, 2012). While acknowledging the significance, there is a concurrent recognition of the need for continuous curriculum review and development of Social Studies curriculum towards global issues. This adaptive approach is crucial to ensuring that Social Studies education remains responsive to the evolving challenges and opportunities presented by globalization. The literature not only presents a retrospective analysis but also looks forward to emerging trends and future directions. The call for decolonizing the curriculum, integrating diverse perspectives, and challenging Eurocentric narratives aligns with the contemporary discourse on inclusivity and diversity in education.

The proposed trend of interdisciplinarity aligns with the recognition that global issues are inherently multidimensional. According to Jones (2019), collaborating with other disciplines provides a holistic approach to understanding complex global challenges, fostering a more comprehensive and interconnected perspective. This approach enhances students' ability to critically engage with issues that transcend traditional disciplinary boundaries, promoting a deeper understanding of global phenomena.

Issues related to teaching methods in Social Studies education often revolve around the need for approaches that foster critical thinking, active engagement, and global awareness. Traditional methods, such as rote learning and teacher-centered instruction, have been criticized for failing to equip students with the analytical skills needed to address contemporary global issues. Research suggests that more interactive, student-centered approaches, such as inquiry-based learning, collaborative projects, and experiential learning, are more effective in promoting deep understanding and engagement with complex topics (Adeyemi & Ajibade, 2018). However, there are challenges in implementing these methods, including inadequate teacher training, resource constraints, and large class sizes, which hinder the effective adoption of innovative pedagogies in many educational contexts

The emphasis on experiential learning aligns with the pedagogical shift towards hands-on, practical experiences. According to Kolb & Kolb (2018), real-world engagements allow students to deepen their understanding of global issues by applying theoretical knowledge in practical, meaningful contexts. This approach not only enhances

comprehension but also equips students with tangible skills necessary for navigating a globalized world.

Assessment reform recognizes the limitations of traditional standardized tests in capturing the multifaceted skills necessary for thriving in a globalized world. According to Darling-Hammond (2019), the shift toward authentic assessment methods reflects a commitment to evaluating students' critical thinking, problem-solving, and global citizenship skills, which are essential for addressing complex global challenges. This approach promotes deeper learning and a more accurate reflection of students' preparedness for real-world contexts.

Opportunities presented by an interconnected world highlight the growing significance of Social Studies education in fostering global awareness. Despite this, there is still a need for empirical research to assess the current state of the Social Studies curriculum in Nigerian tertiary institutions. This study aims to explore the existing framework, evaluating its effectiveness in addressing globalization issues and preparing students for active participation in the global community (Adebayo, 2020).

Nigeria, stands at the crossroads of globalization, experiencing the profound impacts of interconnected economies, cultures, and politics. Within this context, the efficacy of Social Studies education in tertiary institutions becomes a critical concern. As globalization permeates various aspects of society, it raises pertinent questions about the readiness of students to comprehend, adapt to, and contribute meaningfully to the globalized landscape. One major concern pertains to the integration of Social Studies education into the curriculum of tertiary institutions. The depth and breadth of coverage within the existing curriculum need scrutiny to determine whether it adequately addresses the multifaceted dimensions of globalization--ranging from economic interdependence to cultural exchange and political dynamics.

Additionally, the effectiveness of current teaching methods in Social Studies classrooms warrants investigation. Given the dynamic nature of global issues, it is crucial to assess whether these methods foster a comprehensive understanding among students, equipping them with the necessary analytical skills and global perspectives (Ogunleye, 2019). Furthermore, this study seeks to identify and explore challenges inherent in the implementation of Social Studies resource constraints, education for addressing globalization issues. Factors such as pedagogical limitations, and cultural considerations may pose obstacles to the seamless integration of global perspectives into the educational framework.

In light of these considerations, the overarching problem addressed by this research is: To what extent does the current state of Social Studies education in tertiary institutions in Nigeria equip students with the knowledge and skills needed to engage effectively

with the complexities of globalization? This inquiry aims to uncover areas of improvement and inform recommendations for optimizing Social Studies education, ensuring that graduates are well-prepared to navigate the challenges and opportunities presented by an increasingly interconnected world.

Aim and objectives of the study

The aim of this study is to assess globalization issues and the role of social studies education in tertiary institutions with focus on Kaduna State. The specific objectives of the study are to:

1. assess the extent of integration of global issues within the current Social Studies curriculum of tertiary institutions in Kaduna State.
2. evaluate the effectiveness of teaching methods employed in Social Studies classrooms in enhancing students' understanding of globalization issues in Kaduna State.

Research questions:

The following research questions guided the study

1. To what extent does global issues incorporated into the existing Social Studies curriculum of tertiary institutions in Kaduna State?
2. How effective are the current teaching methods in Social Studies classrooms in fostering students' understanding of globalization issues in tertiary institutions within Kaduna State?

Methods

This study employed a descriptive-analytical research design, meaning it was non-experimental and aimed to describe and analyze the existing state of Social Studies education in two tertiary institutions within Kaduna State. No manipulation of variables took place, and data collection focused on understanding the current situation. The target population comprised sixty (60)'lecturers from the Social Studies Departments of two institutions: Federal College of Education, Zaria, and Gidan Waya College of Education, Kafanchan. The study utilized a census sampling technique, collecting data from every individual within the target population (UN Statistics Division, 2010).

A structured questionnaire titled “Global Issues within the current social studies curriculum” (GICSSC) consisting of ten items was used to gather data from all 60 participants. Frequency distribution and percentages were utilized to analyze the data related to the descriptive aspects of the research questions. Additionally, mean scores

and standard deviations were calculated to assess the central tendency and variability of responses, thereby providing insights into the research questions.

RESULTS

Research question one: To what extent are global issues incorporated into the existing Social Studies curriculum of tertiary institutions in Kaduna State?

Table 1: Response on the extent to which global issues are incorporated into the existing Social Studies curriculum of tertiary institutions in Kaduna State.

S/N	ITEM	SA	A	SD	D	% SA	% A	%SD	% D	Mean	SD
1	The Social Studies curriculum at my institution adequately integrates a diverse range of global issue.	15	25%	25	41.6%	12	20%	8	13.33%	2.47	0.98
2	The content covered in Social Studies courses, in my opinion, effectively addresses the various dimensions of globalization	12	20%	20	33.33%	15	25%	13	21.67%	2.23	0.83
3	I believe that the Social Studies courses I teach provide students with a well-rounded understanding of global issues	20	33.33%	20	33.33%	10	16.67%	10	16.67%	2.58	0.71
4	The Social Studies curriculum encourages critical thinking among students in relation to global challenges	15	25%	30	50%	10	16.67%	5	8.33%	2.57	0.73
5	From my perspective as a lecturer, the inclusion of a global perspective in the Social Studies curriculum enhances students	18	30%	25	41.67%	12	20%	5	8.33%	2.70%	0.85

	understanding of diverse cultures		
	Total Average Mean	**2.51**	**0.82**

Source: field data 2024

The responses from 60 lecturers regarding the integration of global issues into the Social Studies curriculum in tertiary institutions within Kaduna State reveal a moderate level of agreement. The mean values, ranging from 2.25 to 2.55, suggest an overall positive perception among educators. Notably, a substantial percentage of respondents express agreement, with percentages ranging from 30% to 35%. However, the presence of standard deviations introduces variability in responses. Specifically, questions Q2 and Q4 exhibit higher standard deviations (1.05 and 0.89, respectively), indicating diverse perspectives and experiences among lecturers in these areas. This variability suggests that while there is general agreement on the incorporation of global issues, there are nuanced challenges and differences in perspectives, particularly concerning the extent of incorporation and opportunities for critical analysis.

In essence, the overall sentiment is positive, emphasizing effective incorporation of global issues into social studies curriculum. However, the variations in responses underscores the importance of addressing specific challenges and tailoring strategies to optimize the educational experiences. This nuanced understanding can guide efforts to refine the Social Studies curriculum in tertiary institutions within Kaduna state for a more comprehensive exploration of global issues.

Research Question Two: To evaluate the effectiveness of teaching methods employed in Social Studies classrooms in enhancing students' understanding of globalization issues in Kaduna State.

Table 2: Response on effectiveness of the current teaching methods in Social Studies methods classrooms in fostering students' understanding of globalization issues in tertiary institutions within Kaduna State.

S/N	ITEM	SA	A	SD	D	%SA	%A	%SD	%D	Mean	SD
1	The teaching methods employed in Social Studies classes help me , as a lecturer, effectively conveyed the complexities of global issues to students	15	25%	20	33.3%	15	25%	10	16.67%	2.42	0.53
2	The inclusion of real-world examples in Social Studies lecturers, in my experience, enhances students understanding of globalization	12	20%	25	41.67%	15	25%	8	13.33%	2.35	0.69
3	As a lecturer, I find that group discussions and interative activities in Social Studies classes	18	30%	20	33.33%	10	16.67%	12	20%	2.42	0.92

	contribute to students' awareness of global challenges.										
4	The teaching methods I employed in Social Studies classes encourage students' critically analysed global events.	14	23.3%	22	36.67%	10	16.67%	14	23.33%	2.27	1.03
5	I believe that the teaching method I use in Social Studies classroom effectively prepare students, as future global citizens, for active engagement in global issues.	20	33.33%	15	25%	12	20%	13	21.67%	2.42%	0.77
	Total Average Mean									**2.37**	**0.79**

Source: field data 2024

The responses from 60 respondents on the effectiveness of current teaching methods in Social Studies classrooms in addressing globalization issues within Kaduna State reveal a moderate level of agreement. The mean values, ranging from 2.27 to 2,42, suggest an overall positive perception of the methods employed by educators. Notably, a substantial percentage of respondents express agreement, with percentages ranging from 33.33% to 41.67%.

However, the presence of standard deviations highlights the variability in responses. Specifically, questions Q4 and Q5 show higher standard deviations (1.03 and 0.77. respectively), indicating diverse perspectives and experiences among respondents in these areas. This variability suggests that while there is general agreement on the effectiveness of teaching methods, there are nuanced challenges and differences in perception, particularly regarding critical analysis of global events and the preparation of students for active engagement in global issues.

In essence, while the overall sentiment is positive, the varying perspectives emphasize the need for a nuanced approach in refining teaching methods to address specific challenges and enhance effectiveness. These insights can guide educators in tailoring their strategies to optimize the impact of Social Studies education on globalization issues in tertiary institutions within Kaduna State.

Discussions:

The findings from the responses of 60 lecturers regarding the incorporation of global issues into the social studies curriculum (RQl) and the effectiveness of teaching methods in fostering understanding of globalization issues (RQ2) in tertiary institutions within Kaduna State provide valuable insights into the current state of social studies education in the region. The moderate level of agreement, reflected in mean values ranging from 2.25 to 2.55, indicates a positive overall perception among lecturers. A notable percentage of respondents express agreement that global issues are effectively incorporated into the curriculum. However, the presence of higher

standard deviations in questions related to the extent of incorporation and opportunities for critical analysis suggests varying perspectives among educators, this variability prompts a closer examination of specific challenges and areas improvement in the social studies curriculum.

A study conducted by Akindele (2022) on the Incorporation of Global Issues in the Social Studies Curriculum of Tertiary Institutions in Nigeria echoes these findings, revealing a Similar moderate level of agreement among lecturers. Akindele's study highlights the need for improved curriculum resources and professional development opportunities, aligning with the observed variability in perceptions among educators in Kaduna State. This parallel underscores a broader national trend, indicating a shared need for enhanced support structures in social studies education across Nigeria.

The findings demonstrate a generally positive perception among respondents regarding the effectiveness of current teaching methods. Mean values ranging from 2.27 to 2.42 indicate a moderate level of agreement. A substantial percentage of lecturers express agreement with the positive impact of teaching methods on students' understanding of globalization issues. However, higher standard deviations in questions related to critical analysis and preparation of students suggest diverse perspectives and experiences. This variability highlights the need for targeted improvements in specific areas to enhance the overall effectiveness of teaching methods in social studies classrooms.

Mthembu's (2021) study on the Effectiveness of Teaching Methods in Fostering Understanding of Globalization Issues in Secondary Schools of South Africa aligns with these observations. Mthembu's findings emphasize a positive perception of current teaching methods but acknowledge the need for greater emphasis on critical analysis and skills development for engaging with global issues. This resonates with the variability identified in the Kaduna State context, reinforcing the importance of refining teaching methods to ensure a comprehensive and skills-oriented approach.

Both sets of responses underscore the significance of addressing nuanced challenges in social studies education within Kaduna State. While there is an overall positive perception, the variability in responses indicates the need for tailored strategies to address specific concerns. Recommendations for curriculum enhancements and teaching method refinements should be considered to optimize the educational experience and better prepare students for active engagement with global issues.

These findings, complemented by the insights from Mthembu (2021) set the stage for further exploration and development of strategies to strengthen Social Studies education in tertiary institutions within Kaduna State, ensuring a more comprehensive and impactful approach to global issues. The collective evidence calls for collaborative

efforts at both regional and national levels to advance social studies education in Nigeria, emphasizing continuous improvement and responsiveness to the evolving needs of educators and students.

Conclusion

The study on Social Studies education in Kaduna State's tertiary institutions reveals a generally positive perception among lecturers regarding the integration of global issues into the curriculum and the effectiveness of current teaching methods. However, variability in responses suggests a need for targeted improvements, particularly in critical analysis and student preparation. The findings underscore the importance of professional development for educators, curriculum reviews, and innovative teaching strategies to address diverse learning needs. Future research should further explore identified challenges, fostering continuous dialogue among educators, policymakers, and researchers. Ultimately, addressing these challenges while leveraging strengths will empower tertiary institutions to cultivate informed, critical, and active global citizens capable of navigating the complexities of an interconnected world.

Recommendations

Based on the conclusion drawn from the findings, the following recommendations were proffered to enhance the role of Social Studies education on globalisation issues in tertiary institutions in Kaduna State:

- ✓ The incorporation of global issues into the Social Studies curriculum should be a priority.
- ✓ Emphasizing interdisciplinary approaches and real-world relevance. Implement a thorough curriculum review, ensuring seamless integration and providing professional development opportunities for lecturers. This will equip educators with the necessary knowledge and pedagogical skills to effectively convey the complexities of global issues to students.
- ✓ Emphasize the adoption of innovative teaching methods that foster critical analysis and cultural understanding. Encourage the use of technology-enhanced learning tools to create dynamic and interactive classrooms.
- ✓ Establish a robust assessment system aligned with curriculum objectives, promoting continuous improvement and ensuring that assessments effectively measure students' understanding of global issues.

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