

Social Studies Teachers' Perception of the Place of Local Child Plays in Youth Socialisation in the Southwest, Nigeria: A Tetfund-Sponsored Research

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Abstract

This study adopted the survey design to investigate Social Studies teachers' perception of the place of local child plays in youth socialisation in 45 secondary schools randomly selected across three out of the six states in Southwest, Nigeria. Data were collated with a questionnaire titled Social Studies Teachers Perception of Indigeneous Child Play in Youth Socialisation (SSTPICP) with a reliability co-efficient of 0.79. Result showed that the awareness level of teachers of the place of local child play in youth socialisation was high, and that many of the teacher/respondents stated that they used the local child plays in their teaching service delivery. Suggestions were made that teachers of Social Studies should be subjected to both formal and informal training on the use of local games.

Key words: Local child play; Youth socialisation, Citizenship value; National development; Curriculum development

Introduction

Developing Social Studies curriculum in a plural state like Nigeria is a challenge. People's cultures, values, traditions, religion and ways of life are varied. This diversity reflects in all the facets of life: politics, economy, resource control and communal living. This plurality has far-reaching implications in the teaching of Social Studies because of its focus on the interaction of man with his environment. Therefore, a teacher of Social Studies must at all times, be abreast of the political, social, environmental, economic and religious issues and continually strives for ways of harnessing them for an integrated national development.

Resources from cultural values, religious, social and economic traditions of the people constitute a bulk of the worldviews of the citizens, and they need to be harnessed for use in Social Studies classrooms. Studies have explored the use of local play in teaching Social Studies and its curriculum development. Aremu & Ekine (2012), Adeyemi & Salawudeen, (2014) & Ogunyemi & Henning (2020), Lawal, (2023) considered the attitudes of Social Studies' teachers to the inculcation of citizenship values. Adeyemi & Salawudeen (2014) looked at the

role of traditional Yoruba proverbs in peace education. Ogunyemi & Henning conducted a study to assess the value of plays in the socialisation of African child. These studies point to the need to further explore the role of local resources in the development of the Social Studies curriculum.

Literature Review

Social Studies is a multidisciplinary discipline. Its scope cuts across Social Sciences, Humanities and Environmental Studies. It plays an important role in the national development because it inculcates positive learners' values such as co-operation, dedication, hard work, interdependence, tolerance, true sense of nationhood, loyalty, commitment and integrated nationalism (Meizeiobi, 2010; Egbule & Eboh, 2021). In another study, Okogu & Umudjere, (2014) viewed Social Studies as a problem-solving discipline which provides solutions to social problems afflicting the country. The study examined the roles the discipline could play in the advancement of peace of Nigeria, and it recommended it as corrective means for peace and tranquillity for the progress of Nigerian society. In a similar vein, Salawudeen (2021),

viewed Social Studies as a discipline which focused on the holistic study of man in various social roles, positions and interactions, either as an individual or in the groups and that it is a dynamic and integrated discipline with a curriculum extending to multi-ethnic, multi-cultural and religious diverse Nigeria.

Based on the nature of Social Studies above, it is, perhaps, not out of order to explore materials from Nigeria's complex social environment to help teachers in the teaching of diverse cultural values. Scholars have emphasised the role of child plays in the effective child development (Marah, 2006, Nyota & Mapara, 2008, Ogunyemi & Henning, 2020). Evidence from literature suggests that the traditional African children's play optimises the development of pupils. Nyota & Mapara (2008) reported that traditional children's games in Zimbabwe represented traditional methods of learning. Furthermore, Otteng & Binkley (2006) presented in their study, some of African's experiences which had endured to modern times. In the documentary analysis conducted on the studies of South African and Nigeria childhood education, Ogunyemi & Henning (2020) and Salawu & Oyaremi (2012) assessed the value of African plays. They concluded that if properly used, local children's plays could promote psychomotor, emotional and cognitive skills. Major problems confronting the integration of the local and modern forms of children's play were identified to include lack of competent practitioners; the misconception of work and play (as the commencement of school and student in serious academic work in the proliferation private schools, attitudes of the stakeholders and inconsistent government policies; challenges of integrating traditional and modern forms of child play.

Salawudeen (2009 & 2021) conducted studies on the application of traditional resources for enhancement of Social Studies curriculum in Nigeria. Salawudeen (2009), looked at the adoption of Yoruba folktales to teach honesty, hard work and patriotism among the Basic 6-9 pupils. The study affirmed the contribution of the Yoruba folktales to these

values. The use of traditional teaching resources was the basis of Salawudeen (2021)'s study. In the same vein, Adeyemi & Salawudeen (2014) used indigenous proverbs to teach peace education.

Problem Statement

Social Studies is a multidisciplinary subject which focuses on human interaction with his environment. Its scope is wide, and it deals with existential problems of living. Its study encompasses other social sciences and humanities. There is a dearth of teaching resources and materials for youth socialisation in Social Studies classrooms. Although studies have examined how traditional/local institutions and values could be used to teach cultural values in Social Studies classrooms, few of these are empirical. Also, less studies have been conducted on teachers' perceptions of the use of local plays for youth socialisation in southwest Nigeria. Most existing works do not reflect aspects of local culture like local plays such as *Ayo; Okoto; Bojuboju; Kobe* etc.

Therefore, this study investigated the Social Studies teachers' perception of the place of local child plays in youth socialisation in Southwest, Nigeria.

Objectives of the Study

The study aims at investigating Social Studies teachers' perceptions on the use of local plays in youth socialisation among the people of south-west Nigeria. The study's objectives are:

1. investigate the awareness of the role local child plays in youth socialisation.
2. examine the ways local plays can be used to improve youth socialisation
3. fund the differences in the private and public-school Social Studies teachers' perception in the use of local child plays.
4. investigate the Social Studies teachers' perceptions of the use of local child plays in urban and rural schools.
5. determine the difference in the Social Studies teachers' perception on the use of local child plays based on their qualifications.

Research Questions

The following research questions and hypotheses guided the study:

1. What is the level of awareness of local child plays in youth socialisation?
2. What is the use of local child plays in improving youth socialisation?

Hypotheses

1. There will no significant difference in the public and private school Social Studies teachers' perception in the use of local child plays.
2. There will be no significant difference in the Social Studies teachers' perceptions of the use of local child plays in urban and rural schools.
3. There will be no significant difference in the Social Studies teachers' perceptions on the use of local child plays based on their qualifications.

Methodology

The study adopted the descriptive survey design to examine the perceptions of Social Studies teachers in Basic 6-9 in the Southwest Nigeria. The study area is Southwestern Nigeria, comprising Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States.

The population consisted of all Social Studies teachers in Basic 6-9 (JSS) in the Southwest, Nigeria, comprising Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States. Ondo Osun and Oyo states were randomly selected out of the six states in the Southwest, Nigeria. Also, random sampling technique was adopted to select 150 Social Studies teachers in 45 Junior Secondary schools (30 public and 15 privates) in the selected States.

One instrument, namely, Social Studies Teachers' Perception of Indigenous Child Play in Youth Socialisation (SSTPICP) was used. Part 1 of the instrument contained demographic information on respondents, the purpose of which was to gather information on the type of

school, the subject taught, qualifications and experience of the respondent teachers. Part II consisted of 27 items which were designed to be scored in modified four-point Likert scale.

The researcher made use of six research assistants to administer the questionnaire. Each of the assistants was assigned States in southern Nigeria. The Yoruba plays explored in this study are:

Alo Apamo – Riddles. They are usually stated in question form.

Ayo – A game of number.

Bojuboju (Hide and Seek) – A play in which the face of one of the participants will be covered, and when the cover is removed, he/she was to catch a team member, who in turn will have his face covered?

Ekun Meran – A circle is made by joining hands. One person is chosen as a goat and he stays inside and a leopard tries to catch.

Mo ni ni Mo ni ni – Children sat down with leg stretched and one of them parts the legs one time while others sing the rhyme.

Okoto – A game played mainly by boys. Snail shells are cut into a thimble form and spun on the ground.

Talowa Ninu Ogba Naa – A team play in which a member will lead with song, to end in one of them who will take over that person. etc.

The analysis was done through inferential statistics, simple percentage and t-test.

Results

Research Question 1: What is the level of awareness of local child plays in youth socialisation?

This data collected on the question was subjected to descriptive analysis and the result is presented in Table I.

Table 1: The level of awareness of local child plays in youth socialisation

S/N	Level of Awareness	Frequency (f)			Percentage (%)		
		Public	Private	Total	Public	Private	Total
1.	Low	6	2	8	6.5	4.5	5.8
2.	Moderate	16	14	30	17.2	31.8	21.9
3.	High	71	28	99	76.3	63.6	72.3
	Total	93	44	137	100	100	100

Result in Table 1 on the descriptive analysis reveals the level of awareness of local child plays in youth socialisation in the study area. As perceived by the respondents and observable from the table, the level of awareness of local child plays among the respondents is high at 99(72.3%). A further look at the awareness of local child plays among the public and private schools' teachers indicates that it was high in both groups. Public is 71 (76.3%) while the private is 28(63.6%). However, the analysis reveals that the level of awareness of the

importance of local plays is higher among the public-school respondents than the private school respondents.

Research Question Two: What are the extent of the level of use of Local Child Plays in improving Youth Socialisation?

The research question shows that the results of the descriptive analysis of 10 items in the questionnaire in Part B on "Use of Yoruba Child's Plays" in Table 2 below.

Table 2: Teachers' Perception of the Use of local plays in improving youth socialisation.

S/N	Use of Yoruba Child's Play	Mean	S.D	Rank
1.	Knowledge of pupils in Yoruba indigenous child's play on culture	3.84	1.04	1st
2.	The plays develop leadership and followership traits in the pupils	3.83	0.51	2nd
3.	'Okoto' is used to teach justice and sanctions	3.21	0.38	8th
4.	I use 'Ta lo wa ninu ogba naa' to teach co-operation, alertness and motor skill	3.58	0.54	6th
5.	I use 'Ijakadi' (wrestling) to produce strong, healthy and brave pupils	2.94	0.43	9th
6.	I use 'alo apagbe' to teach morality, creativity and intellectual values	3.68	0.53	5th
7.	I use 'bojuboju' to teach motor skills, co-operation and alertness	3.49	0.51	7th
8.	I use 'alo ijapa' to teach values of honesty, kindness, diligence, patriotism and respect for the lives of others	3.74	0.53	3rd
9.	I use 'sansalubo' to teach the importance of consistency	2.81	0.53	10th
10.	I use 'eni bi eni' to teach arithmetical and mathematical skills	3.71	0.98	4th

Table 2 presented the result on the extent of the use of local child's play from the respondents. The extent of the use of the plays to improve awareness of culture ranked highest ($\bar{X} = 3.84$;

SD 1.04)., instil leadership and followership skills ranked second ($\bar{X} = 3.83$, SD = 0.51), and use of alo ijapa (tortoise stories) to inculcate values of honesty, kindness, diligence,

patriotism and respect ranked third (\bar{X} =3.74,S.D=0.53).The respondents claimed they used eni bi eni to teach counting and mathematical accuracy (\bar{X} =3.71;SD=0.98); ranked 4th; also apagbe to teach morality, creativity and intellectual values ranked 5th; (\bar{X} =3.68;SD 0.53;’ talo wa ninu ogba naa’ to teach co-operation,alertness and motor skills ranked 6th, (\bar{X} = 3.58; S.D = 0.54); and boju boju to teach motor skills, co-operation and alertness ranked 7th (\bar{X} =3.49;SD=0.51). Furthermore, the

use of Okoto to teach justice and sanctions ranked 8th (\bar{X} =3.21;SD = 0.38); ijakadi ranked 9th (\bar{X} =2.94;SD=0.43) and sansalubo ranked 10th (\bar{X} =2.81;SD=0.53).

Testing Hypotheses

Hypothesis One: There is no significant difference in the perceptions of public and private school Social Studies teachers in the use of local child plays.

Table 3: T-Test Analysis on the perceptions of public and private school social science teachers in the use of the local child plays

Variables	N	Mean	SD	Df	P	Remark
Public	93	97.2	8.49	135	0.835	NS Accepted
Private	43	95.6	9.15			

$P \leq 0.05$

The result indicated that the P-value was observed at $df = 135$. Since the P-value = 0.835 was greater than the alpha-value of 0.005 level of significance, the null hypothesis was accepted. In essence, no significant difference existed between the perceptions of the public and private school Social studies teachers in the

use of child plays.

Hypothesis Two: There is no significant difference in Social Studies Teachers Perceptions of the use of local child plays for socialisation in urban and rural schools.

Table 4: The difference in Social Studies teachers' perceptions in urban and rural schools.

Variables	N	Mean	SD	Df	P	Remark
Urban	68	54.8	3.82	109	0.001	S
Rural	43	91.4	7.24			

$P \leq 0.05$

Table 4 indicated that the p-value of 0.001 was observed at the $df = 109$. Since the p-value is less than the alpha value of 0.05, it means that the difference in the perceptions of Social Studies teacher in urban and rural schools in the local child plays was significant in favour of the rural schools. Therefore, hypothesis is rejected because no significant difference

existed in Social Studies teachers' perception of the use of local child plays.

Hypothesis Three: There is no significant difference in the Social Studies teachers' perceptions on the use of local child plays based on their qualifications.

Table 5: Chi-square analysis of the influence of educational qualifications on the level of awareness of local child plays for youth socialisation.

Qualifications	Level of Awareness of Local Plays			X ²	df	Significant
	Low	Moderate	High			
NCE	2(1.5)	10(10.3)	43(31.4)	169.631		.000
B.Ed/B.Sc Ed, B.Sc/BA+PGDE	0(0.0)	6(4.4)	52(38.0)			
M.Ed	0(0.0)	2(2.2)	2(2.2)			
MSc	(2.2)	12(8.8)	2(2.2)			
PhD	0(0.0)	0(0.0)	0(0.0)			

(X² = 171.63; p < 0.05).

Results in Table 5 showed that there is a significant influence of educational qualifications on the awareness of Social Studies teachers' awareness of the use of local child plays in youth socialisation. (X² = 169.631; P < 0.05). The null hypothesis which states that there is no significant influence of educational qualifications on Social Studies teachers' awareness of the use of local child play in youth socialisation is hereby rejected. The result implied that educational qualifications have an influence on the level of awareness.

Discussion

The result showed that Social Studies teachers' awareness of the role of local child plays in youth socialisation was high. This supported the findings of scholars that child plays played critical role in the effective child development (March, 2006; Nigota & Mapaa, 2008; Ogunyemi & Henning, 2006). It also confirmed the finding of Otteng & Bingley (2006). It also confirmed the finding of Otteng & Bingley (2006) that some African experiences of socialisation survived to the present time, despite the long years of consideration.

The study also found that Yoruba indigeneous child's plays promoted pupils' cultural awareness and that it instilled leadership and followership skills in the pupils among others. This confirmed the findings of Salawudeen (2009; 2021) on the educative roles of local teaching of Social Studies. Other findings of the study were that local child plays inculcate positive citizenship values such as co-

operations, morality, creativity and intellectual values, develop their motor skills and emphasise the importance of consistency and accuracy.

The study further revealed that local child plays was in use in both public and private schools in the southwest, Nigeria as teachers at both types of school clearly showed an understanding of them. This stressed the importance of local child plays and confirmed the findings of (Adeyemi & Salawudeen 2014; Ogunyemi & Henning, 2020) on the capacity of traditional child plays in enhancing school curriculum.

It was also found that local child plays were used more for Social Studies' instruction in the urban than rural schools. This finding pointed to the fact that teachers in rural communities and resources tend to use the local child plays more than those in urban schools. This finding requires further corroboration by scholars.

The result also indicated that teachers' qualifications informed their perceptions and use of the local child plays in the Social Studies classroom. This finding is in consonance with Salawudeen (2021) which confirmed the importance of teachers' qualifications and experience in the use of teaching resources.

Conclusion

The study found that teachers' perceptions of the relevance of local child plays in youth socialisation was high, and their use could intervene in the levels of social disintegration and "de-socialisation" prevalent

in the Nigerian society. The study further indicated that values of co-operation, honesty, morality and unity were developed by the use of local child plays in schools. The respondents converged in their opinions that local child plays could drastically reduce deviant behaviours which could later mature to various anti-social and criminal behaviours in adults. It was apparent that the promotion of local child plays across Nigeria's complex milieu would have a major effect on the inculcation of citizenship values.

Recommendations

- The National Commission for Colleges of Education (NCCE), and Nigerian University Commission (NUC) offering teacher education in Colleges of education and Universities should include local child plays as a course to be taught for the award of the Nigerian Certificate in Education (NCE) and Bachelors' Degrees in Education.
- Ministries, Directorates and Agencies (MDAs) saddled with the responsibilities of curriculum development, content development, professional certifications and promotion of teachers should include training in local child plays in the content of their workshops, conferences and training in Social Studies Education;
- Resources and materials for the teaching of Social Studies in Basic 1 – 9 should include modules on the local play which are peculiar to the different parts of the Nigerian federation.
- Teachers of Social Studies should be exposed to formal and informal education in the content and use of local child plays.

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