

**COMBINATORIAL INFLUENCE OF SOCIAL STUDIES AND ENGLISH LANGUAGE ON STUDENTS' ACADEMIC ACHIEVEMENT IN DELTA STATE COLLEGE OF EDUCATION**

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**ABSTRACT**

This study investigated the combinatorial influence of Social Studies and English Language on students' academic achievement in Delta State. The study adopted an ex post facto design. The entire population of 38 students was drawn from the Colleges of Education Agbor and Warri in Delta State. Three research questions were answered using mean and standard deviation while two hypotheses were formulated and tested with an f-test at a 0.05 level of significance. The instrument for the study was students' raw scores collected from the department and did not require validation and reliability tests as this would have been concluded by the various Colleges of Education involved. The results unveiled that, the achievement of students who combined Social Studies with English Language was high. The result also revealed that there was no significant difference in the achievement of Social Studies and English Language combination based on gender and finally the study established that there was no significant difference in the achievement of the students in Colleges of Education Agbor and College of Education Warri with Social Studies and English Language combinations. It was therefore recommended that curriculum planners at the National Certificate of Education level should encourage all Colleges of Education to continue to project the combination of Social Studies with English Language. Furthermore, the disparities existing in various facets between the College of Education Agbor and Warri Colleges of Education should be harmonized to give students from urban and rural areas equal access to government facilities.

**Keywords:** Combinatorial, Influence, Achievement, English Language, Social Studies, Colleges of Education, students.

**1. INTRODUCTION**

Hooper and Smith (1993) opined that Social Studies is a subject with instructions that will help in moral and citizenship training which will also give the people a sense of good judgment and imagination for the good of the nation which is a critical part of education. The training derived from education exposes Social Studies educators and trainees to quality curriculum. The quality curriculum according to Taiwo (2000) and Dashen (2004) should be adequate, and relevant in objectives, learning experiences, and content. This will help in producing academically and professionally competent NCE teachers, especially in Social Studies. Social Studies teachers must know in detail and from an advanced perspective, the content they are to teach their students and also correct any form of misconceptions (Ball 2001). The challenge here is that few people are willing to go to colleges of education to become trained teachers. More so, products from colleges of education are those employed to teach foundation classes such as primary schools and when necessary Basic 7 to 9. This is aimed at setting the stage for subsequent academic activities and

development. The evident shortage of teachers in schools, the need to allow students to be groomed in two subject disciplines as well as the need to boost the population of students in colleges of education gave rise to subject combinations.

Subject combination is a common phenomenon in colleges of education especially in Nigeria. The combinations cut across the Sciences, Social Sciences, and Arts faculties. Some of these combinations according to Uwaifo (2021) are Social Studies and Geography, French Language and Social Studies, Social Studies and Music, Social Studies and Physics, Social Studies and Economics. According to Aina (2011), students' combinations affect their academic achievement unlike Uwaifo and Dania (2021) and Uwaifo (2022) who are of the view that combinations of subjects do not play a large role in students' academic achievement at Nigeria Certificate in Education (NCE) level. It is on this premise this study investigated the academic achievement of students with Social Studies and English Language combination. It is imperative to clarify the fact that both subjects combined have no relationship in concept, structure, and content. Therefore, the achievement of these students will help discover if this combination will help Social Studies students achieve success and therefore be encouraged at the NCE level across Nigeria and beyond.

The seeming shortage in supply of teachers both in primary and secondary schools as well as lack of effectiveness and competence of NCE graduates led to the introduction of subjects' combination in Nigeria Colleges of Education. It is now a normal thing to have subjects combined across the Sciences, Social Sciences, and Art disciplines. Moreover, it also gives room for more students to be admitted into the institutions, thereby enhancing income inflow for the institutions and the opportunity to get certificates for the students at the successful completion of their program. This results in a win-win affair for both parties.

The question that readily comes to mind is what will be the academic achievement of the students if the combined subjects are not related in content and concept? Fabounbi (2014) opined that students achieved better when there was a correlation in the subjects. This study also confirmed Aina & Olanipekun (2013) that students who performed well in Physics will naturally do well in Computer Science. Uwaifo and Dania (2021) also affirmed good performance in the Social Studies and Economics combination which implies that the correlation in the concept and content in both subjects led to the students' success. On the contrary, Social Studies and Geography performance was very low the seeming closeness notwithstanding (Uwaifo & Dania 2021)

The English Language is a medium of expression and communication that has led to interconnectedness across the universe with a resultant effect on the exchange of ideas, information, and culture. It has become a well-established basis of communication in man's world of education and commerce. A critical look at the English Language reveals that the content and concepts have no correlation with Social Studies but its proficiency aids classroom instructions by aligning it with academic content in Social Studies. This is what World-Class Instruction Design Assessment (2013) refers to as "the language of Social Studies" It is imperative to note that with all the seeming differences, English Language remains a means and medium of communicating, learning, teaching, and transmission of information. Aina (2013) posited that English Language though does not affect students' academic performance in Physics and Computer science but its proficiency has aided the students' successful performance. Furthermore, Uwaifo (2022) posited that Social Studies and Christian Religious Studies combination had a very high scholarly

achievement irrespective of the lack of closeness in content. The study further reiterated that although Christian Religious Studies is a disciplined domiciled in the Faculty of Art, the students' success rate was outstanding.

Gender to some scholars has always been seen as a predictor of the achievement of students. Adigun, et al (2015) established that the gender of students had no distinguishing line in cognitive, affective, and psychomotor skills. All the same female students' scores were slightly above their male counterparts, although not significant. In the study on gender and achievement of students in Biology using 48 females and 39 males, Odagboyi, (2015) posited that male students achieved better than female students. The reason for the female low performance was traced to the cultural belief that their male counterparts are superior. Other studies established low academic achievement among female folks (Ogunboyede, 2001; Owolabi & Etuk-Ireen, 2009; Zember & Bloom, 2011). Moreover, Awoniyi and Awoniyi, (2015) alluded that there was a significant difference in the academic exploit of male and female students in favour of the female. On the other hand, Adeyemi and Adeyemi (2013) and Eze, et al (2015) posited no significant difference in students' performance based on gender. Uwaifo & Dania (2021) established in their study a non-significant difference gender-wise between Social Studies/Geography and Social Studies/Economics combination.

The aim of Nigeria's vision of 20-2020 gives rise to basic human rights development which is aimed at ensuring formal education. This is an assurance that every Nigerian child has access to education from Basic 1 to Basic 6. Nworgu, (2003) lends credence to this assertion when he claims that the academic achievement of students is proof of their level of educational attainment. Therefore, these students are to attain this height and goal no matter where they are located in Nigeria be it urban or rural.

Mohammad, et al (2014) in a study on students' achievement at International Islamic University in Chittagong, stipulated that school location has a great effect on the academic performance of the students. To this end, they concluded that students in the interiors have weak educational backgrounds when compared with their counterparts in the urban dwelling areas. This revealing assertion was strongly affirmed by Dandan, et al (2015) that inequality existed in the educational achievement of the Republic of China migrant children studying in urban and rural areas in favour of the urban students. The residents who represented 61% of respondents reiterated that 55% of the children in rural areas have low performance in their academic outcomes. Corroborating the foregoing is the study conducted by Onoyase (2015). The study investigated urban, semi-urban, and rural school student performance, the investigation established a significant difference in the performance of English Language, Geography, and Mathematics students due to their school location.

### **Purpose of the Study**

The purpose of this investigation is to establish the combinatorial influence of English Language and Social Studies academic achievement in Colleges of Education, at Delta State. Specifically, the study will:

1. Determine the extent of academic achievement of students who combined Social Studies with English Language

2. Establish the extent of difference between the academic achievement of male and female students with Social Studies and English Language combination.
3. Find out the extent of difference in the academic achievement of Colleges of Education Agbor and Warri students with Social Studies and English Language combination.

### Research Questions

The under-listed questions were raised to guide the study:

1. What is the extent of the academic achievement of students who combined Social Studies with English Language?
2. What is the extent of difference in academic achievement of male and female students with Social Studies and English Language combination?
3. What is the extent of the difference in academic achievement of Colleges of Education Agbor and Warri students with Social Studies and English Language combination?

### Research Hypotheses

The following hypotheses were formulated and tested at a 0.05 level of significance.

1. There is no significant difference between the academic achievement of male and female students with Social Studies and English Language combination.
2. There is no significant difference between the academic achievement of Colleges of Education Agbor and Warri students with Social Studies and English Language combination.

## 2. METHODOLOGY

Expost-Facto design was adopted for the study. The population for the study was 38 students. These are the entire population of students from the Colleges of Education Warri and Agbor who combined Social Studies with English Language. College of Education Agbor had 34 students and Warri had only four (4) students. Raw scores of the students were the only instrument for the study and they were collected from the Department involved and analyzed. These raw scores from the department did not need validation or reliability tests as they would have been taken care of by the schools. The research questions were answered with the use of mean and standard deviation. The criterion mean use was 50 where less than 50 was adjudged low academic achievement. MANOVA was used and it was a  $2 \times 2 \times 2$  Factorial design placed at 0.05 level of significance. The hypotheses raised were tested with the use of the F-test.

### Research Question One

What is the extent of academic achievement of students who combined Social Studies with English Language?

Table 1 explains the extent of achievement of students who combined social studies with English language.

**Table 1: Analysis of the academic achievement of students who combined Social Studies with English Language.**

Subject Combination	N	Mean	Standard Deviation	Decision
<b>Social Studies/English Language</b>	38	51	5.0	High

Table 1 reveals a mean of 51 for students who combined Social Studies with English Language. The performance of the students was rated high because the mean was rated above 50. The result implies that students with Social Studies/English Language combination had a high achievement and so considered suitable to be combined with Social Studies in colleges of education.

**Research Question Two**

What is the extent of difference in academic achievement of male and female students with Social Studies and English Language combination?

Table 2 explains the extent of the difference in the achievement between male and female students with Social Studies and English Language combination.

**Table 2: Analysis of the difference in academic achievement of male and female students with Social Studies and English Language combination.**

Social Studies/English Language	N	Mean	Standard Deviation	Decision
<b>Male</b>	12	48.5	4.0	Low
<b>Female</b>	26	52.5		

Table 2 indicates that the mean difference between male and female students' achievement in Social Studies/English Language combination is 4.0. This revealed that the mean difference is low also suggesting that the difference in their achievement was not too much. That notwithstanding the female students outperformed the male students.

**Research Question Three**

What is the extent of difference in the academic achievement of colleges of education Agbor and Warri students with Social Studies and English Language combination?

Table 3 explains the difference in academic achievement between Agbor and Warri Colleges of Education students with Social Studies and English language combination.

**Table 3: Analysis of the difference between the academic achievement of colleges of education Agbor and Warri students with Social Studies and English Language combination.**

Social Studies/English Language	N	Mean	Standard Deviation	Decision
<b>Colleges of Education Agbor</b>	34	51.4	0.1	Low
<b>Colleges of Education Warri</b>	4	51.3		

Table 3 reveals that the mean difference between colleges of education Agbor and Warri students’ academic achievement in Social Studies/English Language is 0.1. This shows that the mean difference is very low an indication that there was no difference in the academic achievement of the students.

**Hypotheses One**

There is no significant difference between the academic achievement of male and female students with Social Studies and English Language combination.

**Table 4- F-test: Analysis of academic achievement of male and female students with Social Studies and English Language combination**

Social Studies/English Language	N	Mean	Standard Deviation	DF	T	F	Critical F	Decision
<b>Sex</b>								
<b>Male</b>	12	48.50	5.02					
				36	2.28	5.2	6.61	
<b>Female</b>	26	52.54	5.21					

Table 4 shows that the calculated F-value of 5.2 is less than the critical F-value of 6.6 at a 0.05 level of significance. The hypothesis was accepted. The result maintained that there was no significant difference between the performance of male and female students with Social Studies/English Language Combination. Nonetheless, the female students had a high achievement rate.

**Hypotheses Two**

There is no significant difference between the academic achievement of colleges of education Agbor and Warri students with Social Studies and English Language combination.

**Table 5 – F- test; Analysis of academic achievement of colleges of education Agbor and Warri students with Social Studies and English Language combination.**



Social Studies/English Language	N	Mean	Standard Deviation	DF	T	F	Critical F	Decision
Colleges of Education								
Location								
<b>Agbor</b>	34	51.38	5.53	5		0.0009	0.03	6.61
<b>Warri</b>	4	51.25	5.06	1-5				Accepted

Table 5 indicates that the calculated F-value of 0.03 is less than the critical F-value of 6.61 at a 0.05 level of significance. The hypothesis was accepted. The result maintained that there was no significant difference between the academic achievement of colleges of education Agbor and Warri students with Social Studies and English Language combination as the students from both colleges were at par in their achievement in the subjects combined.

#### 4. DISCUSSION OF FINDINGS

The findings on students' academic achievement in Social Studies/English Language combinations indicated that the students' achievement was high. It is impertinent to stress that English Language has no clear-cut connectivity with Social Studies. The finding established that this combination is seriously encouraging due to the favourable performance of the students. This finding contrasts that of Farounbi, (2014) whose finding revealed a low performance in Biology and Geography combination. Uwaifo, (2022) finding revealed that closeness in content does not necessarily play any role in the outcome of students' performance in schools as seen in the case of geography and social studies combination. The study further established that the difference in performance of male and female students with Social Studies and English Language combination was low. This suggested that there was no significant difference in their academic achievement. This finding is at variance with Odagboyi (2015) whose investigation showed that female students outperformed male students. The studies of Owolabi, et al (2009), and Zember and Bloom 2011 are in consonance that female students performed less than males. Finally, the following discoveries of Adeyemi and Adeyemi (2013), Eze et al (2015) and Uwaifo and Dania (2021) established no significant difference in students' performance based on gender.

It was also established that there was no significant difference in the achievement of students with Social Studies/English Language combination in colleges of education Agbor and Warri. The difference in the location did not make a difference in the student's success story, implying that the combination of Social Studies and English Language remains a welcome development and a source of academic excellence in colleges of education. This is supported by Okolosi (2007) whose study discovered no significant relationship between students' performance in urban and rural areas in English Language. Eme, (2014) affirmed that the location of schools does not influence the performance of students in Mathematics. Mohammad, et al, (2014), Dandan, et al, (2015), and Onoyase, (2015) studies revealed a significant effect on students' performance in favour of those in urban areas. This study discovered that several reasons account for the difference in students' performance when viewing the situation from the aspect of location. These include unequal

distribution of educational facilities such as teaching materials and aids, books, Social amenities such as access roads, electricity, and hospitals as well as services leading to geographical and political isolation. Other challenges are poor financial assistance, absence of eagerness, and low interest of teachers as a result of poor or delayed remuneration coupled with poor working conditions, and poor implementations of policies in favour of teachers.

## 5. CONCLUSION

Social Studies is combined with English Language in the College of Education in Nigeria. The finding affirmed that students with Social Studies and English Language combination had high performance irrespective of diverse content, structure, and concepts inherent in both subjects. Gender-wise, there was no significant difference in the student's performance, both genders were at par. Finally, there was no significant difference in the performance of the colleges of Agbor and Warri with Social Studies and English Language combination. The students were at an equal level in their academic achievement.

## 6. RECOMMENDATION

1. NCE curriculum planners are to continue to combine Social Studies and English Language as this study revealed that the students can attain success.
2. The government should harmonize the disparity existing between urban and rural areas to give students equal opportunity location notwithstanding.
3. The government must make colleges of education very viable by employing more products from the schools to teach in schools or work in offices. This will help increase the population of the school that is dwindling when they are sure of job prospects after graduation.

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