

A Comparative Study of Students' Performance in Economics Concepts and Other Concepts in Social Studies Curriculum

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ABSTRACT Social Studies is described as an integrated study of many academic disciplines, which promotes civic competence in the learners at all stages of education. This study, therefore, showed a comparative analysis of students' performance in Economics Concepts and other Social Studies Concepts with a view to determining the relevance of Economics Concepts among other Concepts in the Social Studies Curriculum. Descriptive research was carried out in twenty (20) junior secondary schools with 200 respondents in Nigeria. Two instruments whose reliability coefficient values are 0.78 and 0.82 were used. Data was analyzed using the Pearson Product Moment Correlation (PPMC) and t-test to determine the differences in students' performance. The study showed that the inclusion of economics concepts into the content of social studies curriculum is justified and capable of helping to achieve the objectives of social studies but not in isolation of other concepts. The study concludes that the economics concepts in social studies curriculum is imminent, as the knowledge acquired from it by students is applied even after graduation at school to solve emergencies.