AN EVALUATION OF SOCIAL STUDIES EDUCATI
IN PRE-PRIMARY SCHOOLS' CURRICULUM IN SOME SELECTED LOCAL GOVERNMENT OF OSUN STATE

By

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DECLARATION

I wish to ascertain and confirm that I am the author of this thesis titled, '**An evaluation of social studies education in pre-primary schools' curriculum in some selected local governments of Osun State'**. This study with special emphasis on Osun State has not been previously presented for a higher degree. Quotations and other sources of information utilised in this study are duly acknowledged by means of references.

Phebe Adebola Adeyemi (Mrs)

CERTIFICATION

This thesis entitled: **"An Evaluation of Social Studies Education in Pre-Primary Schools' Curriculum in Some Selected Local Governments of Osun State"** by ***Phebe Adebola Adeyemi*** has been read and approved as meeting the requirement for the award of **Master degree** of Education in Curriculum and Instruction (Social Studies) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

Dedicated to the blessed memory of my late loving father, Pastor J. Ade Anjorin my first teacher who taught me to read and write the basic alphabets and to count numbers when the school rejected me because my hand had not crossed my head to touch my ear.

To all nursery age children both at school and at home.

Phebe Adebola Adeyemi.

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ABSTRACT

This study was designed to evaluate the programme of Social Studies in Pre-Primary Schools' Curriculum in some selected local governments of Osun State. To achieve this end a set of questionnaire was designed for nursery school teachers. The questionnaire were administered in six local governments in Osun State.

Out of 194 questionnaire administered only 175 were returned. The received responses were statistically analysed to answer the research questions.

The data analysis revealed the followings:

i) There is significant difference between the objectives of social studies contained in the pre-primary school curriculum in Osun State Capital and those in the urban centres,

ii) There is significant difference between the instructional materials used in teaching social studies in the state capital and those of the urban centres,

iii) There is significant difference between the instructional techniques used in teaching social studies in the state capital nursery schools and those of the urban centres,

iv) There is no significant difference between Social Studies evaluation techniques used in the state capital and those of the urban centres.

Recommendations

(1) Designing a uniform curriculum for nursery schools in Nigeria.

(2) Social Studies should be included on the nursery schools time table.

(3) Social Studies content in the nursery schools' curriculum should be spelt out.

(4) Proprietors and proprietress should employ and retain qualified and experienced teachers.

(5) Teachers should be encouraged to attend workshops and seminars on Social Studies.

(6) There should be provision for Social Studies instructional materials in the nursery schools.

(7) Parents should be enlightened on the level of what the children could achieve at nursery school level.

TABLE OF CONTENTS

CONTENTS		PAGE
	Title page	i
	Declaration	ii
	Certification	iii
	Dedication	iv
	Acknowledgements	v
	Abstract	vii
	Table of Contents	ix
	List of Tables	xiii
	Abreviations, Symbols and Definition of Terms	xiv
	Definition of Terms	xv
CHAPTER ONE		
1.0	**INTRODUCTION**	1
1.1	Background of the Study	2
1.2	Statement of the problem	3
1.3	Purpose of Study	4
1.4	Research Questions	5
1.5	Hypotheses	6
1.6	Significance	6
1.7	Delimitation (Scope)	9
1.8	Limitations	9

1.9 Summary..... 10

CHAPTER TWO

2.0 **INTRODUCTION**..... 11

2.1 Concept and type of Education..... 12

2.1.1 What is Education..... 12

2.1.2 Types of Education..... 12

2.1.3 Informal Education..... 13

2.2 Historical development of early childhood Education..... 14

2.3 The Importance of Nursery Schools..... 20

2.4 Social Studies Education..... 22

2.5 Definition of Evaluation..... 23

2.5.1 Types of Evaluation..... 25

2.5.2 Diagnostic Evaluation..... 25

2.5.3 Summative Evaluation..... 25

2.6 Models of Evaluation..... 25

2.6.1 The Tyler's Model..... 25

2.6.2 The Provus Model..... 26

2.6.3 The Advocacy Model..... 26

2.6.4 Programme Audit Model..... 27

2.6.5 The Context Input Process and Product..... 27

2.6.6 Scriven's Model..... 28

2.7 The Relationship between Evaluation and the School Curriculum. 29

2.8 Importance of Evaluation..... 33

2.9 Pre-School Curriculum..... 34

2.10 Pre-School Children and their needs..... 36

2.11 Facilities and Equipment..... 37

2.12 The Pre-School Teacher and Method of Teaching in the Pre-School..... 38

2.13 Summary..... 38

CHAPTER THREE

METHODOLOGY..... 40

3.0 Introduction..... 40

3.1 Research Procedure..... 40

3.2 Population..... 40

3.3 Sample and Sampling Technique..... 42

3.4 Instrumentation..... 42

3.5 Validity and Reliability of Instrument..... 44

3.6 Pilot Study..... 45

3.7 Administration of Questionnaire..... 46

3.8 Statistical Technique..... 47

3.9 Summary..... 47

CHAPTER FOUR

PRESENTATION OF DATA AND ANALYSIS..... 48

4.0 Introduction..... 48

4.1 List of selected local government and nursery schools..... 49

4.2 Respondents spread..... 50

4.3 Respondents per school..... 51

4.4 Respondents' Bio Data..... 52

4.5 Social Studies Objectives..... 53

4.6 Social Studies Teachers..... 59

4.7 Social Studies Instructional Materials..... 60

4.8 Social Studies Instructional Techniques..... 62

4.9 Social Studies Evaluation Techniques in the Nursery Schools.. 63

Hypothesis Testing..... 63

4.10 Hypothesis 1..... 64

4.11 Hypothesis 2..... 65

4.12 Hypothesis 3..... 66

4.13 Hypothesis 4..... 67

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS.. 69

5.1 Introduction..... 69

5.2 Restatement of the problem..... 69

5.3 Summary..... 70

5.4 Conclusion..... 72

5.5 Recommendations..... 73

5.6 Suggestion for Future Research..... 75

REFERENCES..... 76

APPENDIX..... 79

OOO

LIST OF TABLES

TABLES		PAGE
4.1	List of selected local government(s) and nursery schools.....	49
4.2	Respondents spread.....	50
4.3	Respondents per schools.....	51
4.4.1	Respondents' sex.....	52
4.4.2	Qualification of Respondents.....	52
4.5.1	Social Studies objectives.....	53
4.5.2	Level of social norms and values taught in the nursery schools	54
4.5.3	Teaching cooperation and team spirit.....	55
4.5.4	Inculcating the spirit of inquiry and creativity in the nursery school children.....	56
4.5.5	To each good habits especially good health habits.....	57
4.5.6	Summary of the Social Studies objectives in the nursery school curriculum.....	58
4.6	Social Studies teachers.....	59
4.7.1	Availability of Social Studies instructional materials.....	60
4.7.2	Appropriateness.....	61
4.8	Social Studies instructional techniques.....	62
4.9	Social Studies evaluation techniques in the nursery schools	63
4.10	Social Studies objectives for nursery schools.....	64
4.11	Hypotheses 2.....	65
4.12	Hypotheses 3.....	66
4.13	Social Studies evaluation techniques in the nursery schools	67

ABBREVIATIONS, SYMBOLS AND DEFINITION OF TERMS

Abbreviations

Av.	Available
B.Ed.	Bachelor of Arts Education
C.I.P.P.	Context Input Process and Product
Gr. Av.	Greatly Available
N. Av.	Not Available
N.C.E.	Nigerian Certificate in Education
N.E.R.C.	National Education Resource Centre
U.N.E.S.C.O.	United Nations Educational Scientific and Cultural Organisation
N.P.E.	National Policy on Education
P. Av.	Partially Available
S.S.C.E.	Senior Secondary Certificate Examination.

DEFINITION OF TERMS

Curriculum: It is the substance of the school programme. It includes subjects in a course of study taught at a particular school or college.

Evaluation: 'To find out or form an idea of the amount'. To assess. In this context evaluation refers to finding out the amount of social studies education contained in the pre-primary school.

Evaluation Techniques: They are the different system used to evaluate the success of a lesson. This can be at the end of a lesson, a unit; or the whole programme.

Instructional Materials: Materials that aid teaching and facilitate effective learning. They include text books, toys, pictures, television, video, blocks, plasticine, jig-saw puzzle, blackboard, journals, films, etc.

Instructional Techniques: These are the various techniques or methods the teacher uses in imparting knowledge to learners.

Pre-Primary School: This is used synonymously with nursery school in this context. They are schools for children aged 3-5 to prepare them for primary school education.

CHAPTER ONE

1.0 INTRODUCTION

Pre-primary education was described in National Policy on Education (1981.10) as "**the education given in an educational institution to children aged 3-5 plus prior to their entering the primary school**". In support of this idea, Durojaiye (1977.114) emphasised nursery school age to be 3-5. He adocated that children below age 3 should remain under the care of their mothers or house girls at home. Early childhood education can be considered a fairly new branch much as other areas of education had existed centuries ago, (Maxim, 1980.2). The reason he gave for this was the neglect of early childhood education in America before 1870s. Between the ages of 3-5, children learn fast through play and by imitating people around them.

Social Studies in pre-primary school is meant to train the child to live a useful life in his community. It entails developing the child in critical thinking and the ability to solve problems. Social Studies helps young learners to find a basis for their values and prepare them for future. Every child lives in time, space and society, the task of the school is to help him to make adjustment to them.

Children of this age should not be overcowded in the class. This is to give the children a real opportunity for learning and development. Limited number of pupils in a class allows for efficiency and acquisition of educational value. The duration of time spent in school is about four hours. This is distributed over variety of activities as children at this level have short attention sparm. Experienced, friendly teachers and a lot of instructional materials are required for teaching at this level.

1.1 BACKGROUND OF THE STUDY

In Nigeria, attention has been based more on the primary, secondary and tertiary levels of Education. Less attention has been paid on nursery schools. In the National Policy on Education, some objectives were listed out for nursery schools like all other levels of institutions. The implementation of the nursery schools objectives were neglected. For example, there had been little supervision of what is going on in the nursery schools by educational inspectors. Nursery schools are seen here and there even in car garages. One wonders if all these nursery schools aim at achieving the stated objectives. The followings are the objectives of pre-primary schools listed in the National Policy on Education (1981-10).

1. "to effect a smooth transition from home to school.
2. to provide adequate care and supervision for the children while their parents are at work (on farm, in the market, offices, etc.).
3. to inculcate social norms.
4. to inculcate in the child the spirit of enquiry and creativity through the exploration of nature and local environment, playing with toys, artistic and musical activities.
5. to teach cooperation and team spirit.
6. to teach the rudiments of numbers, letters, colours, shapes, forms.
7. to teach good habits especially good health habits".

Quite a number of social studies concepts can be taught through some of these objectives. It is the delight of the researcher to find out from teachers who teach this level of children how much social studies concept are contained in the pre-primary school curriculum being used in their school.

1.2 STATEMENT OF THE PROBLEM

Social Studies has the role of studying the basic characteristics of man. It investigates many and varied expressions of the adaptation of man to the area in which he lives. It also deals with man and his relationship with other men. Udoh (1971) stated one of the reasons for the emergence of Social Studies as the loss of faith in the traditional educational pattern in bringing about any change in the attitude of the younger generation. It is on the basis of the above that the Federal Government introduced Social Studies as a compulsory subject in the primary and junior secondary schools, [National Policy on Education (1981.17)]. This shows that the Federal Government is very much committed to the course of promoting social studies education in Nigeria. To fully effect this, social studies has been introduced into the tertiary institutions. For example, Ahmadu Bello University, Zaria, produces B.Ed., M.Ed. and Ph.D candidates in Social Studies. The steps taken by the government for the subject no matter how laudable, they cannot be achieved without good planning, hardwork and combined efforts of all and sundry. This means that the pre-primary school children should not be left out in the learning of Social Studies. They will study the subject better when they start at the nursery age.

Social Studies being regarded as new came with its early-stage problems. The problems include shortage of trained manpower, lack of enthusiasm by learners. These problems are considered as threats to the promotion of social studies in Nigerian schools.

It is in the light of this that the investigator saw the problems as existing in pre-primaary school Social Studies.

1.3 PURPOSE OF STUDY

Social Studies deals with man and how he interacts with his social and physical environment. The researcher was curious to find out how much of the social studies concepts were inculcated in the children at the nursery school age. At this age, the children are in the process of forming the basic behaviour, attitude and they are also internalising some cultural values which are essential to social studies.

Other points that motivated the researcher to want to find out about the extent to which social studies content is being taught in the nursery schools are the public outcry on the private Nursery Schools in the areas of inconsistent operation of syllabus and implementation of pre-primary objectives as stated in the National Policy on Education (N.P.E.). There had been complaints both verbally and in writing on the insufficient facilities and lack of experience of many teachers who teach at the nursery schools.

It might be easy to start a programmes but more demanding to run the programme effectively. In Osun State, many of the pre-primary schools appeared to have been organised for years ago while some were just being developed. Most of them were owned either by individuals or joint propiretors. As far as the researcher knows, little or no effort has been made to assess the success or otherwise of the programme in order to improve it. For the sake of improvement therefore, evaluation becomes very necessary. Like any branch of education the pre-primary schools deserve constant evaluation. The researcher is interested in evaluating the content of social studies in the pre-primary school curriculum in some selected local government of Osun State.

The purpose or objectives of this study is to determine the availability and adequacy of social studies education in the pre-primary school curriculum. Another purpose is to examine the relevance of social studies content taught in the nursery schools to the pre-primary school national objectives. Teachers' ability to handle a subject properly is determined by his ability to use appropriate methods and materials of instruction. The researcher will examine the methods and teaching aids used by the pre-primary school social studies teachers.

According to Hawa (1979) and Ogunniyi (1984), the success of the implementation of any programme in schools ultimately depends on the teachers. the teacher transmits the curriculum content to the learners. Supporting this is the writing which reads:

> **"The ability of the teacher to perform his function properly and effectively will depend on the relevance of his trainings for the task awaiting him after graduation. (N.E.R.C.) Task Force (1977)".**

One of the major purposes of this research therefore is to find out how qualified the teachers in the pre-primary schools in the selected areas are to handling social studies programme. Finally, the techniques of evaluating social studies in the nursery schools will be examined.

1.4 RESEARCH QUESTIONS

The research questions to be addressed by this study are as follows:

1. are there differences in the objectives of social studies contained in pre-primary school curriculum in Osun State Capital and other urban centres?
2. Do state capital nursery schools have more social studies instructional materials than

those of the urban centres?

3. Are there similarities in the instructional techniques used in teaching social studies in the state capital nursery schools and those in the urban centres.

4. Are there differences in the social studies evaluation techniques used in the state capital and those in the urban centres of Osun State?

1.5 HYPOTHESES

1. There is no significant difference between the objectives of social studies contained in the pre-primary school curriculum in Osun State Capital and those in other urban centres.

2. There is no significant difference between the instructional materials used in teaaching social studies in the State Capital nursery schools and those in other urban centres.

3. There is no significant difference between the instructional techniques used in teaching social studies in the state capital nursery schools and those of the urban centres.

4. There is no significant difference between the techniques used to evaluate social studies in the state capital nursery schools and those in the urban centres.

1.6 SIGNIFICANCE

The N.P.E. (1981.6) referred to the importance of evaluation by including the continuous assessment system in the new educational pattern (6-3-3-4). This inclusion indicates the high demand for accountability in education which supports the fact that the work of evaluation like this is inevitably important.

As far as the researcher knows, this is the first time a study will be carried out on evaaluation of social studies education in the pre-primary school curriculum in selected local government areas of Osun State. The study would therefore be significant in several ways.

Teachers who teach at this level will become conscious about how to relate to children in the pre-primary schools. Teachers will become more aware of the techniques to be used in teaching social studies to children of this age.

Pre-primary school curriculum planners will be conscious of including social studies to help children learn their societal values and norms at the early age. This will help in inculcating good citizenship education in the children from childhood.

Parents will be aware of their roles in imparting social norms and cultural values to the children. Over assumption by parents concerning the Nursery school children's achievement will be removed.

The Ministries of Education at the National, State and Local government levels will benefit from the findings in the following ways.

First, by including the adequate social studies concepts in the pre-primary schools' curriculum. Secondly, Nursery school teachers will be trained to handle social studies effectively at this level. Thirdly, appropriate social studies instructional materials will be provided to the nursery schools. Fourthly, more supervision of the nursery schools would be carried out to guide the implementation of the nursery school objectives.

The Nursery school proprietors who organise such schools and employ teachers to teach will benefit through the findings of the study. They will learn to employ trained and experienced teachers to teach at this level. They will be aware of how the social studies teacher should teach and evaluate the lessons. They will also learn to retain the qualified social studies teachers.

Future researchers are likely to benefit from the findings and they may research on other aspects of this study that have not been treated.

This study is very significant in that some Educationists have called for a national outlook on Nursery Education. One of them was Aliu Babs Fafunwa in Kolawole (1989.) who said that:

> **"African countries south of the Sahara should develop a system of Nursery Education both in the village and urban areas....." (Fafunwa 1967 in Kolawole 1989).**

The implication of the above statement is that indigenous education should be organised and imparted to the nursery age children both in towns and in villages. By this suggestion, indigenous education should be given to children via the indigenous language, values and norms. In other words, the culture of the society which is highly part of social studies should be taken into consideration. As the nursery age children are learning their culture, they are also learning social studies. If the learning is carried out in an organised environment whether in the rural or urban area, it can be subjected to evaluation to assess the success or otherwise of the programme. Ebel (1974) and Tyler (1974) are both of the view that an overall evaluation of any programme of study should be embarked upon after every three or five years in order to continue to improve. Ebel (1974) and Tyler (1974) are both of the view that an overall evaluation of any programme of study should be embarked upon after every three or five years in order to continue to improve and make it more relevant. Bajah (1979) has also emphasized that an education programme which has been in existence for more than a decade should be subjected to evaluation. The view of these curriculum experts emphasize the importance of

evaluating any educational programme.

Beathy and Clark (1967) believe that it is man's **'nature'** to evaluate and the ability to evaluate and assess man's programme has always been his tool in measuring his progress and effectiveness in the world. It is therefore very significant to evaluate the social studies education in the pre-primary school curriculum.

1.7 DELIMITATION (SCOPE)

The research is on pre-primary school social studies. The study was carried out in the nursery schools. Teachers in the nursery answered given questions.

The rationale for utilization of the nursery school teachers is that it is assumed that they are familiar with the nursery schools' curriculum. The teachers are aware of the social studies concepts in their curriculum. They are also familiar with the instructional materials, instructional techniques and the techniques of evaluation being used in their schools. They are expected to fill the questionnaire with some degree of accuracy.

The main instrument used in collecting data for this study was written questionnaire for nursery school teachers.

This research will be too broad if the researcher was to carry out the investigation in the Nursery schools in all the towns and villages of Osun State. Since there are twenty-two local governments, she limited herself to six local government. Eighteen schools were picked from urban and rural areas alike.

1.8 LIMITATIONS

Teachers in the pre-primary school have different qualifications. They are exposed to different experiences. Some of them are trained while others are not. Some have the knowledge

of social studies while others do not.

At present there are no adequate and good literature on Social Studies. This has led to repetition in quoting the available text books.

The difference in the exposure of the teachers and the lack of adequate text books constitute problems in assessing the exact social studies concepts in the pre-primary school curriculum.

1.9 SUMMARY

This chapter presents the basis for this research (evaluation of social studies education in pre-primary schools' curriculum in some selected local governments of Osun State) as highlighted in the following:

Introduction, statement of the problem, purpose of study, research question, hypotheses, significance of the study. Others are Delimitation and Limitations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Reviewing related literature is of immense value in a research work of this type. The reason is that it sheds light on many areas of the problem under study. There has been a great deal of research and writing in the field of nursery education.

Such writings can be found in textbooks and encyclopedias. People have written on children of this age from conception to Nursery school ages, and the activities of the children in the nursery schools. For example, Maxim (1980) wrote on the very young: **Guiding children from infancy through the early years;** Rusell (1976), wrote on the nursery school in his book titled: **'On Education'**. National Policy on Education (1981) stated the objectives of pre-primary education and how to go about achieving the goals. to achieve these goals adequately, there is the need for trained teachers. The teachers need thorough knowledge of the subject and how to handle the pre-school children effectively.

In the light of the above, this chapter is meant to review related literature to the topic of study. The literature review covers the following areas such as what education is, type of education, historical development of early childhood education, definition of evaluation, types of evaluation, models of evaluation, the relationship between evaluation and school curriculum, importance of evaluation, the pre-primary school curriculum, pre-school children and their needs, facilities and equipment, pre-school teachers and methods of teaching in the pre-primary school, then the summary.

2.1 CONCEPT AND TYPE OF EDUCATION

2.1.1 What is Education

Adiele (1975) defined **'Education as that ... desirable change in human behaviour'**. Plato described education as, **'that training which is given by suitable habits to the first instincts of virtue in children ... the particular training in respect of pleasure and pain'**. Leonard (1976) defined education as, **"a process that change the learner"**. From these views, we can say that education is causing desirable change in human behaviour. Pre-primary education is supposed to effect smooth transition from home to school. To help the children adapt to an environment other than their homes. It is meant to make the children have a change of behaviour to other people who are not members of their families.

2.1.2 Types of Education

To cause desirable change in human behaviour cannot be carried out in the classroom only. This can be acquired through sources such as the home, peer groups, classrooms and other non-classroom situations. The types of education that we have include formal, informal and non-formal.

Formal Education generally means schooling. It refers to any teaching/learning process. According to Fafunwa (1974) this type of education has regular sets of rules, organisation and routine pattern. It is controlled by the government through education agencies such as proprietors, missionaries, communities, companies and institutional, organisations. The nursery schools are a form of formal education.

2.1.3 Informal Education

Enoh (1987) refers to this as the process of fitting individuals into an orgaanised way of life and an established tradition of a society. Informal education begins very early in childhood and continues throughout life. It has no organised curriculum, laws, teaching method, control mechanism, evaluation procedures or specially trained staff. the trainings that the children receive in this homes before the age of three that they start nursery schools is a good example of informal education.

Non-Formal Education: This is the learning of skills and activities outside the school system. Both Fafunwa (1974) and Enoh (1987) agreed that the non-formal educatioon can be deliberately planned, staffed and financed. Skills acquired in this manner make the learners more useful to themselves and the society. Instructors in the system are those who haad also got some knowledge and experience in the skills concerned. Examples of skills that can be acquired are cap making, bicycle repairing, sewing and knitting, cooking, farming, hair plaiting, dyeing and many others.

Indigenous or traditional education is described by Enoh as the training given to individual child to acquire the life pattern of his society and to become a full member of his society. This is meant to pass on to the rising generation the existing knowledge of man's physical and social environments. By implication, the nursery school children will become the future adults.

It is meant to transmit sound morals and cultural values to the child and the society in which he lives. It is intended to develop in the individual, skills talents, knowledge, norms and values of his society. Traditional Education is imparted to the child from birth and educators

include both immediate parents and the members of the extended family. Nowadays, children are hardly exposed to such opportunities of learning since most families live alone as nuclear families.

Even then both parents are out, running around to make ends meet so children are left at the mercy of nannies, day-care centres or nursery schools. How much norms and societal values do they learn in the nursery schools? At the end of this study one can answer this question. Social Studies will go a long way to inculcate social values and norms in the children at this stage.

2.2 HISTORICAL DEVELOPMENT OF EARLY CHILDHOOD EDUCATION

Some educationists have pointed out situation that led to the growth of early childhood education. Some of them are Russell (1976) and Maxim (1980).

Maaxim realising the importance of education at this stage writes, **'what you do with these children during their early years has a great impact on their future lives, their family, their community, and their world'**. He went further to say, **'since each child is a unique individual, subject to many more influences than a sculptor's lump of clay, the teacher's job is important indeed'**, with this background, he traced the roots of early childhood education as follows. In America, other areas of education had existed centuries before the early childhood education programmes, started.

In America, early childhood education started in late 1870s. Before then, children were termed as miniature adults and people who did not buy the idea began to voice out their concerns about the ways youngsters were handled. People like Elizabeth Barrett Browing in Maxim 1980 expressed her feeling in a poem titled: **'The cry of the children'**:

The young lambs are bleating
'The young lambs are bleating in the meadow
The young birds are chirping in the nest
The young fawns are playing with shadows,
The young flowers are blowing toward the
West, But the young, young children, O my
brothers.
They are weeping bitterly.
They are weeping in the play time of the others
In the country of the free
They look up with their pale and sunken faces
And their looks are sad to see
For the man's hoary anguish draws and presses
Down the cheeks of infancy:'

According to Maxim, such concern for children was not wide spread but enlightened individuals began to take an interest in their plight and the concept of early childhood years began to change.

Philosophers such as John Locke (1632-1704) England, Jean Jacques Rousseau (1712-1778) Fraance, and John Heinrick Festalozzi (1746-1827) Switzerland). Maxim felt that children should not be viewed as embryonic adults, but as individuals. They were of the opinion that children need special care and support. For that reason, the philosophers according to Maxim, wanted children removed from adult like surroundings and provided with a warm, loving environment. It has also been contended that they should be exposed to child-oriented experiences where they would be free to develop the senses and form personalities, whether in the home or in the school.

Following the general lead of these philosopher, several educational reformers began to contribute specific ideas on the education of young children. Early childhood programmes began to appear. The first of these original programmes according to Maxim, was designed by a Scot,

Robert Owen (1771-1858). Owen became sensitive to the harsh working conditions of the little children in the factories. He therefore built an infant school where they were receiving an education appropriate to their age. The school provided a spacious, cheerful and comfortable environment where the children were free to move and explore as pleased. Outside, children were exposed to nature and inside, to real objects. That was the beginning of thoughts about early childhood education. Dancing, singing and other forms of creative play were encouraged. Teachers were admonished not to annoy the children with books and formal lessons. Patience, love, and understanding characterised the school's atmosphere as children were cared for without fear of punishment.

However, there were no journals to spread his good ideas and people who enjoyed using the children for cheap labour were not prepared to extend this kind of care to the other parts.

Next was Friedrich Froebel (1782-1852). He founded his first popularly recognized school for children younger than eight in Blankenburg in 1837 (Maxim, 1980). He named it **"Children's garden"**. The reason being that he likened children to plants. He provided instructional materials to train the children in muscle skill activities such as drawing, colouring, sewing, weaving, folding paper and pasting. Concepts of size, shape and colours were introduced and nature study. Proebel would want children to be tendered like plants and carefully taught.

Margaret McMillan (1860-1931) in Maxim (1980) was another lady who showed interest in early childhood education and especially the infants' health. She built the first nursery school in England. She established **"day nurseries"** for children aged two to seven years. This she did to make up for the neglect in health and hygiene the children experienced at home. **"The**

day nurseries" came to be called, **"Nursery Schools"**. The major attention was on the concept of physical care. The school provided bathing, clean clothes, nourishing meals, adequate fresh air and exercise. Learning was also carried out in her school. First she introduced the training of various muscles of the body which she labelled, **'nature'**. The children were helped to develop reading, writing, and number skills. The use of clay modelling, colouring, drawing, block play and the use of other perceptual-motor materials. Rhythmic movement, dramatic play and musical activities were encouraged to exercise children's physical abilities and their self-expression. By implication she encouraged learning through play which this study also encourages.

She wrote a book titled: **'The Nursery School'**. The book soon became pre-school educators. The main factor that motivated her to start her school was the physical needs of the young children.

After McMillan came Maria - Montessori (1870-1952). Like McMillan, Montessori was motivated to start her school in order to meet the critical physical needs of young children. Both of these pioneers stressed that education could operate only in settings that first addressed the health and welfare of the child. They also emphasised that early education should take the form of training the muscles of the body through exercise and movement.

Maria Montessori according to Maxim was known throughout her life as a woman of many roles. Her career in education, however, made the name **'Montessori'** world-famous. She is the Italy's first female physician. She came into close contact with retarded youngsters who were unmercifully labelled **'idiot'** children. At first she diagnosed and prescribed treatments for all of these children's maladies but eventually she became most interested in

applying educational principles to curring their **'idiocy'**. First, she observed the children to diagnose their weaknesses. Then she created a new set of activities, a sensory method using didactic (self-teaching) materials to educate them. The success of her children proved the height of the success of her programme. All her children passed an achievement test which they took along with children from regular Roman Schools. On the other hand, not all the normal children from the Roman School passed. Over the years she modified her method in order to use it with the normal children. In 1907, she opened a school called **"Casa dei Bambini"** or Children's House for children aged three to seven. Her success led to the schools opening branches in other places.

Montessori's method was based on her ideas of child development. To her, children move through **'sensitive periods'**. These stages of life she said make the children learn certain skills or behaviours more easily than they could during others. She devised an environment with activities and materials designed specifically for the special needs of children during three basic periods of growth. These she called:

i) The period of motor education or practical experience.

ii) The period of sensory education or training the senses.

iii) The period of academic education or teaching, reading and writing.

The Montessori method became popular in the United States during the first part of this century. The popularity was short lived for the following reasons. Early childhood educators were dissatisfied with her emphasis on academics. They felt a higher value should be placed on expressive activities. Such as play, music and art. However, since the 1960s a revival of interest in academic instruction has led to what many described as **"the discovery of**

Montessori".

Maxim (1980) sheds light also on the growth of early childhood education in the United States. Kindergratens and nursery schools, he said were patterned closely after their European predecessors. According to him, the first kindergarten was opened in Water town Wisconsin, in 1855 by Mrs. Carl Schurz who has been a student of Froebel in Germany. Carl meant the school for her own children and the children of her close relatives. Other people soon got to know about it because of her teaching materials, creative activities and warm classroom technique. All these attracted others to bring their children. This study advocates some idea of using teaching materials in the nursery schools.

Following Schurz's pattern, Peabody opened an English-speaking Frobelian Kindergarten in Boston in 1860. Peabody devoted the rest of her life to this new form of education for young children. In 1870, less than a dozen private kindergarten existed in the United States, but by 1892, the number of classrooms had risen to appropriately 2,500 and involved over 33,000 pupils Maxim (1980).

This rapid growth was confined mainly to the large cities, where support came from private associations. The first public school kindergarten was opened in St. Louis in 1873 by Susan Blow. By 1900 Public School Kindergarten had risen to over 130,000 children.

In Nigeria, children are generally exposed to the culture of their environment (Udoh, 1983). But children were not sent to school at their early ages when formal education was first introduced. By the researchers' personal experience, school age was determined by one's hand reaching the ear when the arm was placed across the head. Later, school age was fixed between ages 6 and 7. The nursery years were still neglected.

The changing community attitude and the Nigerian Government's plans which favour nursery education do not come as a surprise. It is currently accepted that the young child holds an important place in our universe. It is also agreed that at the heart of the educational process lies the child. His physical, moral, social and psychological well being are of immense and unprecedented parental and community concern (Awoniyi, 1970). The government through the national media, and its white paper on the National Policy has proclaimed a revolution in our schools at all levels. This study is out to find out the extent at which the revolution has been a reality at the nursery level. This will be in the areas of social studies content in the nursery school curriculum. In aaddition the materials, and teaching techniques will be looked into.

2.3 THE IMPORTANCE OF NURSERY SCHOOLS

Russell (1976) enumerated the importance of nursery schools. In his writing, he said that habits that give happiness and usefulness to the young child in later life should be given to the children in the school. His reasons were **'that some parents are poor, ignorant and some are overworked'**. Secondly, he wanted all children who live in towns to attend nursery school. Thirdly, he felt that the same system of training should be extended to children of all colour, race and class'.

He went further to emphasise that childhood education is of immeasurable importance medically and psychologically since both are intertwined. For example, fear will make a child breath badly, and breathing badly will predispose it to a variety of diseases. According to him, since such interrelation are so numerous, he felt that no one can hope to succeed with a child's character without some medical knowledge and the idea of psychology.

He stressed the fact that parents, especially the uneducated ones, cannot be expected to possess all the skills of dealing with young children. He pointed out the stark ignorance of some parents, especially those from rural areas. Some parents are overworked while others he said, are highly educated, conscientious, not too busy; yet the children cannot gain at home as much as they can in a nursery school. According to him children very much need the nursery school because at home; they do not get:

(a) the companionship of other children of same age;

(b) they may get too much attention from adults if family is small which he said may lead them to be nervy and precocious in conscience.

(c) parents cannot have the experience of multitudes of children, which gives a sure touch.

(d) only the rich can provide the space and the environment that best suits young children.

(e) If parents can afford the facilities, it produces pride of possession and a feeling of superiority, which are extraordinarily gainful morally.

With the aabove points, Russell advocated that parents should send their children from the age of two to schools that are available around their neighbourhood at least for some part of the day. Among the most famous nursery schools was the one established by Miss Margaret McMillan, (1860-1931). McMillan also pointed out the importance of nursery education.

> **"The nursery school if it became universal could, in one generation, remove the profound differences in education which at present divide the classes could produce a population all enjoying the mental and physical development which is now confined to the most fortunate, and could remove the terrible dead-weight of disease and stupidity and malevolence which now makes progress so difficult".**

To quote McMillan again[28],

"The nursery child has a fairly good physique Not only do his neighbours in the slum fall far short of him; his betters in good districts the middle-class children of a very good type fall far short of him. It is clear that something more than parental love and "parental responsibility" are wanted. Rule of thumb have all broken down "parental love" without knowledge has broken down. It is very highly skilled work".

Observing our society today, a lot of the children who attend nursery schools are more social and more independent than their counterparts at home. It shows obviously that nursery schools are very important.

2.4 SOCIAL STUDIES EDUCATION

Social Studies is the study of man in his physical and social environment, and of the world in which he lives (Udoh, 1978), Onyabe (1980) defined Social Studies as an integration of experience and knowledge concerning man's relations for the purpose of citizenship education.

Makinde (1979) described Social Studies Education as the study of man's physical environment, e.g. drainage, highland, climate, natural resources around man, culture that man has developed his social environment, e.g. food, religion, dress, occupation, craft, etc. Social Studies examines man's social laws and sanctions, marriage, method of inheritance. It studies man's leisure activities and assesses the importance of his celebrations.

Social Studies education is meant to make children aware of what is going on round them in the early years of school life.

At nursery school level, the child is concerned with himself, his friends in the class, his mother and his father, his toys, his food and clothing. He loves stories.

Udoh described this age as the one in which the child dreams about magical things. He draws what he thinks he sees which may not look like what he actually sees. Udoh saw this age as that in which Social Studies education offers an opportunity to teach good citizenship through stories. This, he suggested, would help the child to understand what is right and wrong. It also teaches the child not only to take but also to give. Social Studies education is best taught at this stage through legends, songs, and stories.

2.5.0 DEFINITION OF EVALUATION

The definition of some related terms may help in clearing some terminological confusions. Smart (1975) described the term **"Measurement"** as being concerned with qualifying the nature and extent of changes in the pupil's performance and attitude. The word **'evaluation'** is defined by Oxford Dictionary as, **'to find out'** or **'to state the value of'**. Under assessment, measurement is considered as the expected outcomes, while evaluation involves the making of judgements about the nature and desirability of the recorded changes. Some of the following definitions of evaluation will further help to clarify the meaning and purpose of evaluation.

Evaluation was defined by Stufflebeam (1971) as the process of delineating, obtaining and producing useful information for judging decisions' alternatives.

Inyang (1981) on Ibadan UNESCO Conference (1977) said **"the conference gave aa broad definition of evaluation as the process of ascertaining the decision to be made in selecting related information, collecting and analysing information in order to report**

summary data useful to decision makers in any alternatives". Information collected in this study will help curriculum planners in decision making.

Skager (1978) in his own view maintained:

> **"assigning marks, selecting individuals for special opportunities, or the quality of instructional materials as assessing the effectiveness of various approaches to instruction, and many other kinds of activities are all commonly referred to as evaluation".**

Evaluation development is summarised by Wilhelms (1966) as follows:

> **"Evaluation... must facilitate self evaluation..., encompass every objective valued by the school... facilitate learning and teaching... produce records appropriate to the purposes for which records are essential... provide continuing feedback *into the larger questions of curriculum* development of educational policy".**

Shavelson (1976) has defined evaluation in a way most relevant to this study. He said, **"evaluation is collecting and using of information to judge the worth of something"**. This shows that evaluation is not limited to educatonal system alone. However, educationally, evaluation is used to find out the effectiveness of aspects of the curriculum such as its objectives, scope, qualification of teaching staff, subject validity, facilities, etc. These would allow for improvement in educational performance.

2.5.1 Types of Evaluation

Some educationists have identified three main types of evaluation. They include diagnostic, formative and summative.

2.5.2 Diagnostic Evaluation

According to Scriven, formative evaluation takes place in the course of a programme. Objectives, methods of instruction and facilities may be reversed following the result of this evaluation. This study is a form of formative evaluation since pre-primary curriculum is a continuous programme. It will lead to reviewing and improvement of the curriculum programme.

2.5.3 Summative Evaluation

To Scriven (1967) and Ozigi *et al.* (1978) this type of evaluation occurs at the end of the programme unlike the formative evaluation that is used while the programme is still in process. Summative evaluation produces the overall result of the programme. It is usually used for a programme which has terminated or will continue in another phase.

2.6 MODELS OF EVALUATION

There are varieties of models through which educational evaluation could be carried out. Some of the models include:

2.6.1 The Tyler's Model

Tyler's mode is sometimes referred to as a classical model. According to him, evaluation should be in two phases so that the difference between the evaluation could be the impact or the information to be used for judgement. His model is product-oriented. The evaluator is only concerned with the product of the programme.

Tyler sets out steps for his model as follows:

(1) Establish broad objective

(2) Classify the objective

(3) State the objective behaviourally

(4) Define situations where students are supposed to show and exhibit the skill they have acquired.

(5) Use aa tool to acquire it

(6) Collect student's performance

(7) Compare with the standard or objective to obtain the gap.

These should be repeated over and over until one obtains the required result so aas to get the validity.

The disadvantage noticed in this model is that it does not consider any other findings except its product much as it sets out with clear objectives. It is also time consuming.

2.6.2 The Provus Model

Provus model has the same steps as Tyler's model of evaluation. It was designed to correct errors from Tyler's model. According to this model, evaluation is supposed to determine whether a programme is to be maintained or terminated. This model does not give room for corrections in the programme.

2.6.3 The Advocacy Model

This model is borrowed from law that is, evaluation by jury of education. These judges are educational experts who weigh the evidence for and against a case or a problem.

The judges would take the following steps:

(1) Identify the issue

(2) Study it

(3) Present evidence

(4) Make the judgement and take the decision.

Although the model is democratic since it allows for hearing and the decision is through research, yet it may be influenced by politically powerful people.

2.6.4 Programme Audit Model

The audit model uses business terms and it is always used to accredit private schools. To use the model, questionnaire are sent to the school to be filled. A standard is therefore set for the school based on the outcome of the questionnaire. Inspectors can use it to recommend the school to the government for upgrading.

Thorough as the model is, it is still open to personal influence.

2.6.5 The Context Input Process and Product

The context input process and product (C.I.P.P.) model was invented by Stufflebeam (1971). This is a comprehensive model because it attempts to measure all aspects of the programme. the model is based on the assumptions.

i) that curriculum evaluation should be comprehensive.

ii) that many factors (variables) may affect outcome of curriculum.

The context evaluation examines important variables such as the objectives of the learners who are to consume the programme and whose needs the programme will serve.

The input evaluation deals with resources such as the teachers, lecturers, experts, equipment, classes, teaching aids and all that go in for the programme.

The process evaluation evaluates the method of instruction. Questions may be asked as follows: *Does the teacher lead the students to learn? Do the students understand and actually learn?*

The product (impact) evaluation deals with the outcomes of the programme. It seeks to find out if the programme actually achieved the aims it was set up to achieve. The response could be obtained from the test scores, students' performance and from observation.

The researcher would like to recommend this model in educational evaluation.

2.6.6 Scriven's Model (1967)

Scriven's model is also called the Summative Evaluation Model or Goal Free Evaluation Model. His view is that goal blindfolds the research because it directs a researcher and makes him to neglect any other information he may come across in the process of the research. To him, evaluation should be goalfree. The method was derived from medicine where the doctor diagnoses to get a disease without having any particular disease in mind. Scriven is of the view that the whole programme should be studied to gather as much information as possible and to guide decision making.

Having looked at various types of evaluation models, the researcher is of the opinion that there is always the need for a researcher to have a goal in mind, which will direct him to avoid complete digression. The model that will be used for this research is Stufflebeam's Context Input Process and Product Model because it is comprehensive in nature. It also creates room for decision on every aspect of the programme. It will be easy to detect the strong and the weak

points of every aspect of the programme. It will also allow for easy decision making and recommendation.

2.7 THE RELATIONSHIP BETWEEN EVALUATION AND THE SCHOOL CURRICULUM

Curriculum was defined by Maccia in Hooper (1971) as **'presented Instructional content'**. She saw curriculum as the function of the relationship between teaacher behaviour and pupil behaviour. Beauchamp's working definition is that **'curriculum is a design of a social group for the educational experiences of their children in school'**. Hooper gave a more comprehensive meaning which is, **'all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school'**. This is illustrated by what he called a simple model of the curriculum.

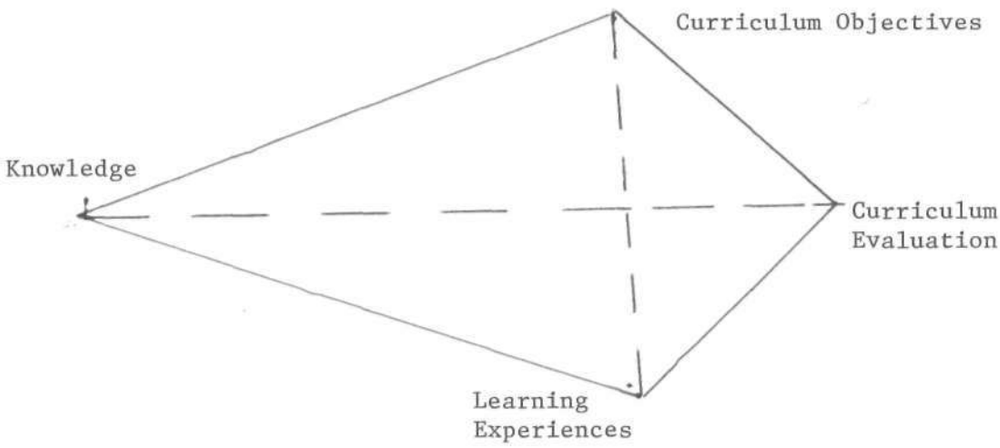


Figure 2.1: Hooper's Model of Curriculum Development.

Hopper's definition would be preferred in this study.

In curriculum studies, curriculum analysts have agreed that curriculum development is made up of elements but the number varies from author to author depending on individual's view. In all the models, evaluation features but other elements are alternating as each author views it fit.

Tyler (1945) represents his model with the following diagram.

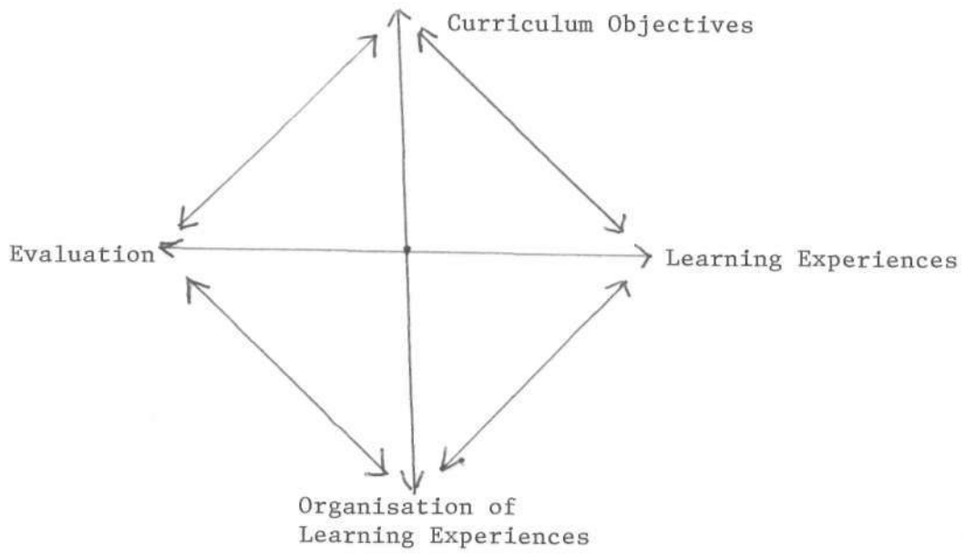


Figure 2.2: Tyler's Model of Curriculum Development.

All the elements have an effect on each other in curriculum development, e.g. objectives guide in selecting leaarning experiences.

The learning experiences need to be organised into a form (content) which will help to achieve objectives. All these procedures demand to be evaluated to ascertain if the objectives have been achieved. In line with this, the objectives of social studies will be examined in pre-primary school curriculum.

Kerr (1968) illustrated his model in a shape with four elements as:

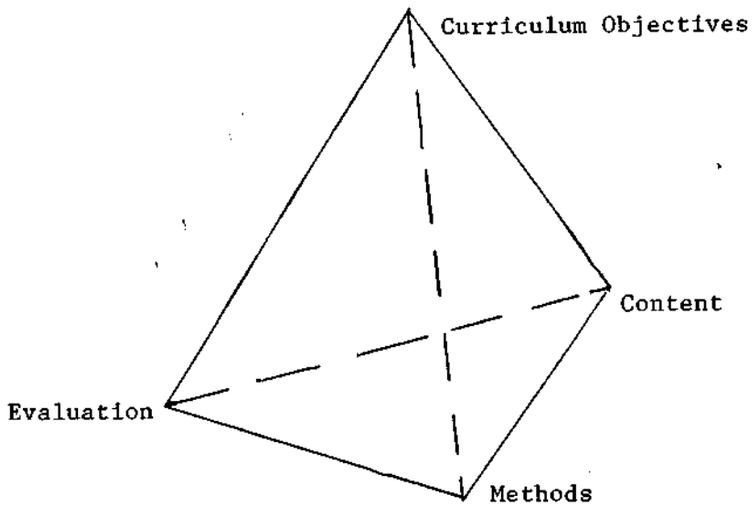


Figure 2.3: Kerr's Model of Curriculum Development.

Kerr is of the opinion that these are the four important elements in curriculum development. Each element is supported by the other.

To Wheeler (1967), his curriculum model takes a cyclical shape. In his view the curriculum development takes a circulating process which indicates the continuous nature of the curriculum development.

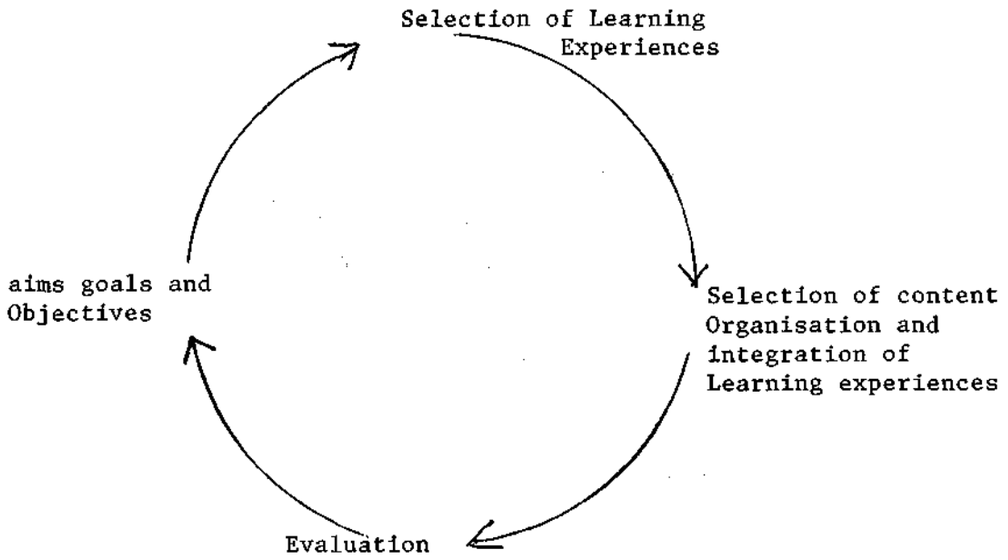


Figure 2.4: Wheeler's Model of Curriculum Development.

From the diagram, besides stating objectives, selecting learning experiences, and content as stated by Tyler (1949) the elements should be integrated to check any irregularity in their composition. Each is constantly reviewed and modified based upon the feedback obtained through evaluation. This model includes selection of content in which learning experiences selected will be taught; as such the researcher would like to recommend the model. The learning experiences are integrated so that they form a pattern of meaningful knowledge.

The functions of evaluation were enumerated by Eigner (1979) as diagnosing, revising a curriculum, comparing programme, anticipating educational needs and determining objectives. Evaluation in the above diagram serves this same purpose. It could also be inferred from the diagram that evaluation deals with the content of educational materials, the impact of the presentation of the lesson and the outcomes of the educaation in terms of student's performance. There will continue to be the need for evaluation as long as there will be the need for cirriculum innovation and implementation. Evaluation enhances decision-making.

Evaluation has to be an all-round process since it is an inevitable part of the curriculum development process. Evaluation should take care of the teaching/learning process in the classroom as well as the other aspect of the learner's life. These include the learner's family life, social relationship, recreation period both in and outside the school and leadership roles. Various tools that are used to collect the desired data include interview, observation, questionnaire, personal interaction, etc.

2.8 IMPORTANCE OF EVALUATION

Evaluation is important to determine learners' educational progress. It is crucial that educationists in general and counsellors in particular should know and monitor the influence it has on the overall performance of students. Proprietors, Ministries of Education both at state and national levels through evaluation would be able to assess the educational achievements, the progress and areas that need adjustment in the pre-school curriculum.

Bajah (1979) stated the main purposes of evaluation as follows:

1. Measuring the effect of a given programme against the goals it sets out to accomplish in an effort to contribute to subsequent decision making about the programme.
2. Strengthening the programme.
3. Comparing the gains of adopting a programme with those of other programmes.

Evaluation on the whole has been seen as a way of leading to improvement in the quality of education, to the students, evaluation helps to discover achievements and lapses in the teaching/learning process and the student is geared up to struggle for improvement. Evaluation provides necessary information about individual student (Adekeye, 1986). Again to Silvia (1978) evaluation helps the administrators in decision making about the whole system that they

administer. In other words, it helps them to re-adjust their decisions on finance, facilities, and personnel as well as in appraising the effectiveness of the achievement of the whole programme.

2.9 PRE-SCHOOL CURRICULUM

The National Policy on Education (1981) stated the objectives of pre-school education as follows:

'Pre-primary education as referred to in this document is the education given in an education institution to children aged 3 to 5 years plus, prior to their entering the primary school'.

Purpose:

(a) effecting a smooth transition from the home to the school.

(b) preparing the child for the primary level of education.

(c) providing adequate care and supervision for the children while their parents are at work (on farms, in the markets, offices, etc.).

(d) inculcating social norms;

(e) inculcating in the child the spirit of inquiry and creativity through the exploration of nature, and the local environment, playing with toys, artistic and muscial activities, etc.

(f) teaching cooperation and team spirit;

(g) teaching the rudiments of numbers, letters, colours, shapes, forms through play and;

(h) teaching good habits, especially good health habits. Kolawole (1989) grouped the learning experiences of these young children into the followings:

   (i) experiences that will help the child toward developing cultural awareness and social skills.

(ii) experiences that are planned towards emotional maturity.

These learning experiences, he said, are expected to be either directed by the teacher and those that are organised by the children themselves. In all, the main objectives of these learning experience is to help the child develop a well-balanced personality.

Maxim (1980) stated that the types of learning experiences provided for the children should be closely aligned with the stated objectives or goals. He is of the opinion that once the objectives are stated, the next thing is how to accomplish them. He said, - Now that we have determined where we are going, and what we will like to accomplish when we get there, what is the best mode of transportation to get us there?' According to him, if we seek to meet the needs of the **"whole child, (social, emotional, physical, and intellectual) then we must attempt to combine a trusting environment and informal experiences for learning.**

He recommended informal programmes. This is a way of organising the class into different corners such as painting corner, blocks corner, Wendy house, shopping corner, jig-saw puzzle, toys, corner, etc. The children are left to go in groups to different corners and interact, and play with the materials while the teachers go round to observe their discussions and assist if necessary. After the period of free play activities, the teacher later calls the children together and from the pupils, discussions and games, he proceeds to guide the children's individual interest in the topics dealing with reading, writing, numbers, science, social studies music, construction and games.

If the children need to develop sound reading, mathematics and language skills in order to be successful in their later schooling, then a highly teacher-directed, formalised approach should be the method of instruction, (Skills-oriented). If the process of problems solving and

concept formation are valued then the best classroom environemtn would be one in which there is student-centred activity such as observation, manipulation and experimentation (cognitive development).

Oswin (1969) in her writing on what goes on in the infants' school is of the opinion that children learn a lot through play. Parents see it as play, but the children play on a deep and serious level. This, she said, serves as foundation to the child's ability to apply his knowledge, skills and standard throughout his life.

2.10 PRE-SCHOOL CHILDREN AND THEIR NEEDS

According to Encyclopedia Americana Volume 5, conception lasts between 35 to 37 weeks. And that the new-born infant weighs approximately 3.5kg and is 50 cm long. It went further to describe the early days of the child which are the period between 3 months and a little over a year as a period when the child likes to grip objects firmly, kick, move, sit, crawl and walk. It assessed this as a period marked by evidence of physical growth and maturation. This is the period before he goes to the nursery school.

Kolawole (1989) discussed at length the importance of balanced diet to the child's development and health at this time. This shows that all the experiences that the child acquires at this period have an important influence on his physical, intellectual and social development. He said the child learns to listen and to talk. The language the child picks first is the one the mother speaks to him. Kolawole identified the child's needs as '**need for status, need for security, need for affection, need for independence, and need for competence**'. This is what Brown (1977) has termed a credit to the environment.

Between the ages of 2 and 3 years the child develops socially and emotionally, (Kolawole, 1989). The children of this age differ in emotional and social behaviours. Some psychologists believe that the differences are due to heredity. For example Lovell (1970) and others think that the difference is largely due to environment. However, most of them agree that the children interact with members of the society. This shows the importance or need to create an educative environment for children at this stage, Brown (1977).

The child's interactions with other children are best displayed in play form. The child may sometimes be aggressive as well. according to Encyclopedia Britanica, in USSR, school training for some children is started during the first year in nurseries. Teachers who handle children of this age have the dual responsibilities of both caring for the infants as well as providing an enriched environment.

2.11 FACILITIES AND EQUIPMENT

Maxim (1980) emphasised the importance of the need for quality and quantity teaching aids, toys and play objects to the children at this age. He suggested that the teacher should have different corners in the class such as painting corner, block corner, moulding corner, Wendy house and toys corner. He stressed that the teaching equipment which serve as play objects help in developing the child in no small way socially, mentally, morally and even scientifically. The play objects will help a lot in impacting social studies to the children.

Kolawole (1989) classified the nursery school equipment into (a) Indoor equipment (b) Outdoor equipment. Among his list, the indoor equipment include: Dry Sand tray, Modelling toys, water trough, floating toys, silhouettes of animals, letters for drawing around, colour sorting and matching materials, first aid box, beam bags, spoons, cooking pots, old kitchen

utensils, rope, etc. The outdoor items include climbing ladder, rocking horse, slide, seesaw, pedal toys, carts for pulling, swings, etc. These help the children to learn unconsciously.

2.12 THE PRE-SCHOOL TEACHER AND METHOD OF TEACHING IN THE PRE-SCHOOLS

Oswin (1969) states that, **'a pre-school teacher is a leader, a guide whose function is to help her children to think for themselves, to progress from one discovery to another and from concrete examples to general principles and abstract reasoning'**. In her opinion, the teacher leads the children step by step as individuals or as members of a group towards individual achievement.

The emphasis of having a friendly atmosphere in schools was stressed by Grant (1972). She goes further to explain that the children should feel they can trust their teacher, and they should know by his attitude that he is ready to help and guide them. To her, children learn better under a friendly atmosphere. Grant recommends that instead of sitting in rows, the teachers of smaller children should arrange pupils to sit in groups as this makes lessons easier. Most educators recommend play way method for teaching children at this level.

2.13 SUMMARY

Evaluation has been seen by Skilbeck (1985) as **'the varied'** and **'numerous appraisals'** that we often make about the aims of education. This is reflected in the practice of the programmes and activities of learning which are provided to meet these aims. The feedback got from the evaluation helps the students and administrators in decision making. Models of evaluation have revealed how evaluation could be carried out and the C.I.P.P. model was chosen for this study.

The pre-school curriculum has been defined as the experiences that will effect a smooth transition of the child from home to the school. as well as developing a well balanced personality from the child. These experiences are to be received through formal and informal activities in the pre-school.

The pre-school teacher and his qualities are highlighted. The method that contribute to successful pre-school education was discussed. Other things such as the children's need, the facilities and the equipments are highlighted.

Since the study has research questions on these variables, their results will help pre-schools to improve in the areas they have found themselves deficient. All going through literary work done by researchers, none has been done on the aspects of pre-school curriculum to the best of knowledge of this researches. This makes this work unique and its findings would contribute to scholarship in the pre-schools.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter discusses the various methods and procedures employed in conducting this study. It states the steps followed in testing the hypotheses of the investigation otherwise known as the research instrument. The procedure followed was explained. The means of data collection was the use of questionnaire.

The chapter is sub-divided into introduction, research procedure, population, sample and sampling, validity and reliability of instruments, pilot study, administration of the questionnaire, statistical method, summary.

3.1 RESEARCH PROCEDURE

There are various methods of collecting data, but this study is concerned with investigating the content of Social Studies in the pre-primary school curriculum.

Stufflebeam's (1971) model attempts to measure all aspects of a programme. The variables that were measured according to the model were objectives of Social Studies that the learners who are to consume the programme and whose need the programme is to serve, the resource materials and the instructional techniques used in teaching social studies in the Nursery Schools. Questionnaire designed was in rating scale, used to investigate the variables in play.

3.2 POPULATION

This study was carried out to evaluate the content of Social Studies in the pre-primary school curriculum. The research was carried out in Osun State. Osogbo served as the State

Capital centre and five other local government headquarters served as the urban centres. The state capital was chosen because there were nursery schools there. Parents in the state capital were also enlightened and would be more concerned with the type of education given to their children. The Ministry of Education in the State capital is likely to be more up and doing in the provision of instructional materials and the quality of teachers employed which will enable the researcher to have more useful data. The Nursery schools in the state capital are also exposed to possible regular inspection and visits by Educational Professionalists. Other local government headquarters were also chosen because they also run nursery schools. The parent population included all teachers in the selected nursery schools. The parent population included all teachers in the selected nursery schools.

Below is the table of population in the area of study following the official document from the Osun State Ministry of Education Statistics Unit (as at 31/05/94).

AREA	NO OF SCHOOL	NO OF NURSERY CLASSES	NO OF TEACHERS
Osogbo	11	100	100
Ilesa	20	198	198
Ife Central	22	205	205
Ede	6	56	56
Ejigbo	5	45	45
Irepodun	5	46	46

3.3 SAMPLE AND SAMPLING TECHNIQUE

A good sample is agreed to be a representative of the parent population.

Among the 22 local governments in Osun State, 6 local government were studied. These formed 27.3 percent of the local governments. In the six local governments, there were a total of 750 nursery teachers out of which 194 were studied which formed 23.33 percent of the total number.

To accomplish the study, respondents within each school were selected by their headteachers. The subjective selection method was used due to the large number of teachers. the criteria used for the selection was length of years of teachers' experience in the nursery school. Although respondents did not have equal years of experience but teachers who have stayed about five years and above with the nursery section of the school would be familiar with the learning activities of the level and the problems they have in the class. All the subjects studied were nursery school teachers.

3.4 INSTRUMENTATION

The research instrument for this study required the contribution of many valuable discussions about the content of Social Studies in the nursery school curriculum, instructional materials, instructional techniques and the qualification of the nursery teachers. Questionnaire was used as the main technique for data collection.

According to Selitis *et al.* (1965) the types of summated scale most frequently used to carry out research in Social Studies follows the pattern devised by Likert. It was therefore decided to include Likert type Scale in the questionnaire. Following Likert type Scale, subjects were asked to respond to each item of five degrees of agreement or disagreement on the

availability of Social Studies education in the pre-primary schools.

In constructing questionnaire for this study, the researcher consulted the writings of others. this was in line with Lowson (1975)'s advice that in constructing a questionnaire, the first step the researcher takes is to sit down and assemble either from the writing of others or to form his own imagination a series of statements which people agree or disagree with.

Bearing this in mind, the researcher constructed 35 items of statements for study. This followed the suggestion made by Edward in 1957 that 25 attitude statements are adequate for measuring social studies, (Onyabe, 1981).

The questionnaire was scrutinised by experts within and outside Social Studies Department before it was administered.

A pilot study was also carried out to assess the appropriateness and effectiveness of the research instrument. The questionnaire was designed for teachers and it was divided into six parts - referred to as sections **'A'** to **'F'**. Below is the outline of the division.

i) Section A - Personal Information

ii) Section B - Social Studies Content in the Curriculum objectives of pre-primary schools.

iii) Section C - Instructional Materials

iv) Section D - Instructional Techniques

Section E - Evaluation Techniques

v) Section F - Suggestions.

In the questionnaire, nursery school teachers were required to tick or write in the appropriate spaces provided. The questionnaire took this form.

A] **Personal Information**: Teachers were required to give information about themselves, their ages, qualification, length of experience with the nursery school, and the source of the curriculum used in their nursery schools.

B] **Social Studies Content in the Pre-primary school curriculum objectives**: Respondents were expected to rate the Social Studies Content in the Pre-primary School Curriculum Objectives at the level of availability.

C] **Instructional Materials**: This section required teachers to signify the instructional materials available in their schools. They are also to state their appropriateness and frequency of use.

D] **Instructional Techniques**: Items in this section are for the assessment of the teachers' efficiency and personal attitude to work.

E] **Evaluation Techniques**: This section is concerned with the system of evaluating social studies in the nursery schools.

F] **Suggestions**: Teachers are requested to give their suggestions on these items.

i) The possible problems militating against the full achievement of the content of social studies content in the pre-primary school curriculum.

ii) Some cultural values, norms and social studies concepts that could be taught to children in the nursery school level.

3.5 VALIDITY AND RELIABILITY OF INSTRUMENT

All questions were answered. All questions in the instrument were answered during the pilot study. The statistical method used to test the validity and reliability of the questions was that of Kudar Richardson. The reliability index used was KR B. The responses were coded as:

Greatly Available 4, available 3

Partially Available 2, Not Available 1

The formular used for testing the instrument's reliability was:

$$\mathbf{R - K_{21}} = \frac{K}{K-I}\left[1 - \frac{x\,(K-x)}{S^2\,K}\right]$$

K represents the number of questions administered.

X represents the mean of the test.

S represents the standard deviation

K = 38, X = 19, Std Dev. = 11.72

F = 3118, Fx = 57785, Σfd^2 = 428101

Outcome = 0.96.

The statistical analysis from this pilot study is 0.96 which was very close to '1' showed that the instrument was nearly perfect.

Therefore, the questions could be regarded as valid and reliable based on Kudar Richardson's method of assessing reliability of a test.

3.6 PILOT STUDY

a pilot study was undertaken to assess the effectiveness and the appropriateness of the developed research instruments. This gave an opportunity for testing the validity and reliability of the research instruments. The pilot study was carried out at Auntie Grace Nursery School Oshogbo, BARTSO Nursery School and Duma Nursery School in Ilesa, Osun State.

These schools were chosen because they share similar characteristics with the nursery schools in the state wherein the main investigation would be conducted. These similar characteristics include: *Admission criteria, curriculum objectives, instructional techniques, qualification of teachers and types of parents.*

The pilot study involved 28 teachers - who were randomly selected. The research instruments were given to the head teachers in the three schools with explanation by the researcher.

The selected teachers were given free hands to respond to the questionnaire as they felt. The instruments were left with the respondents for about three days before they were returned to the head teachers who handed them back to the researcher. The result of the pilot study is presented as follows:

QUESTIONNAAIRE DISTRIBUTION	**NO GIVEN**	**NO RECEIVED**	**% RETURNED**
BARTSO Nursery School	10	9	
Auntie Grace School	9	9	
DUMA Nursery School	9	8	
TOTAL	**28**	**26**	**92.9**

3.7 ADMINISTRATION OF THE QUESTIONNAIRE

The researcher made the administration of the questionnaire a joint work of the researcher herself, the head teachers and the nursery class teachers in the selected schools.

First, the researcher familiarised herself with the head teachers and explained the purpose of her exercise to the staff concerned. The nursery class teachers were given the questionnaire which they took away to study, fill and return.

After the completed questionnaire had been returned, the researcher proceeded to analyse the data.

3.8 STATISTICAL TECNIQUE

The statistical technique used for the main research was T. Test and Chi square. Independent T. Test is used for testing two groups of different population. Dependent T. Test was used in this study because two groups of same population were compared and the level of measurement was at interval degree of measurement. The critical value was 0.05 and the rejection level was at 95%. Chi square is a non-parametic statistic for yes or no response. It is used when level of measurement is not above ordinal. It was used in this study to test between the expected teaching techniques and the observed.

3.9 SUMMARY

In this chapter, detailed description had been made of the research design and the procedure followed in carrying out the research. The population and sample included the nursery school teachers in the selected schools.

The method of data collection was through questionnaire. The questionnaire method was used so as to allow for detailed information. The validity and reliability of the research instrument was ascertained through the administration of a pilot study. The administration of the main questionnaire was carried out by the researcher and the head teachers in the selected schools.

CHAPTER FOUR

PRESENTATION OF DATA AND ANALYSIS

4.0 INTRODUCTION

The chapter presented and analysed the data collected for this study. The pressentation and the analyses dealt with the responses of the subjects of this study.

In all, 194 questionnaire were distributed but only 175 were returned. This accounts for the missing 19 questionnaire. That means that 90.2 % were returned.

The subjects of this study were a hundred and seventy five teachers - (175) in eighteen nursery schools. The nursery schools were selected from six local government areas of Osun State.

Data presented in this chapter was analysed based on the stated hypotheses and research questions of the study. The first section of this chapter presented the list of the nursery schools and the data collected from the questionnaire.

The data was presented according to the division in the administered questionnaire.

The information has been analysed by converting the figures into percentages which will allow for interpretation. The second section is the interpretation of the analyses based on the hypotheses and research questions.

TABLE 4.1: LIST OF SELECTED LOCAL GOVERNMENT(S) AND NURSERY SCHOOLS

LOCAL GOVERNMENT	S/NO	SCHOOLS	TOWN/ VILLAGE
OSOGBO	01	Bojuwade Nursery Primary School	Osogbo
	02	Aromolaran Nursery Primary School	"
	03	Aduramo Nursery Primary School	"
ILESA	04	FUN-UN-TO International School	Ilesa
	05	Prestige Kiddies Nursery School	"
	06	Omotayo Nursery School	"
	07	Moremi Junior Academy Nursery School	Ile-Ife
IFE	08	Sijuwade Nursery School	"
CENTRAL	09	Ideal Nursery School	"
EDE	10	Olaolu Nursery School	Ede
	11	Rising Nursery School	"
	12	Omolola Nursery School	"
EJIGBO	13	Idi-Ape Nursery School	Ejigbo
	14	Saliola Nursery Primary School	"
	15	Hope Nursery Primary School	"
IREPODUN	16	Orosun Nursery School	Erin
	17	Omoniyi Nursery School	Ilobu
	18	Nusirat Nursery Primary School	"

Table 4.1 presents the list of Nursery Schools used and the local governments. The respondents were from eighteen selected nursery schools. Which are from six local government areas in Osun State.

TABLE 4.2: RESPONDENTS SPREAD

LOCAL GOVERNMENT	NO. OF TEACHERS	%
Osogbo	35	20.00
Ilesa	30	17.14
Ife Central	31	17.71
Ede	26	14.86
Ejigbo	28	16.00
Irepodun	25	14.29
TOTAL	**175**	**100.00**

Table 4.2 shows the number of respondents from each of the six local governments as follows: Osogbo the State capital had 35 (20.00%) respondents, Ilesa 30 (17.14%), Ife 31 (17.71%), Ede 26 (14.86%), Ejigbo 28 (16.00%) and Irepodun 25 (14.29%).

With Osogbo as the state capital, the other five local government headquarters formed the urban centre. The data collected from the five local governments were computed together and the mean was used to compare the data from the state capital in the latter part of this chapter. This showed that the respondents were selected at 29.17% on the average from each local government. This confirmed that the selection of the respondents were fairly spread round the six local governments.

TABLE 4.3: RESPONDENTS PER SCHOOL

S/NO	NAME OF SCHOOL	NO. OF TEACHERS	%
1.	Bojuwade	13	7.43
2.	Aromolaran	11	6.29
3.	Aduramo	11	6.29
4.	FUN-UN-TO	10	5.71
5.	Prestige	10	5.71
6.	Omotayo	10	5.71
7.	Moremi	14	8.00
8.	Sijuwade	8	4.57
9.	Ideal	9	5.14
10.	Olaolu	8	4.57
11.	Rising	10	5.71
12.	Omolola	8	4.57
13.	Idi-Ape	10	5.71
14.	SALIOLA	8	4.57
15.	Hope	10	5.71
16.	Orosun	8	4.57
17.	Omoniyi	9	5.14
18.	Nusirat	8	4.57
	TOTAL	**175**	**100.00**

Table 4.3 revealed the number of respondents from each school. This also confirm the fair distribution of the respondents.

4.4 RESPONDENTS' BIO DATA

This section has data about respondents' sex, qualification and teaching experience.

TABLE 4.4.1: RESPONDENTS' SEX

SEX	NO	%
Male	83	47.43
Female	92	52.57
TOTAL	**175**	**100.00**

Table 4.4.1 shows that 83 (47.43%) teachers are male while 92 (52.57%) are female. This implies that there are more female respondents than male.

TABLE 4.4.2: QUALIFICATION OF RESPONDENTS

QUAALIFICATION	NO	%
S.S.C.E.	11	6.29
Teachers' Grade II	26	14.86
Associateship	0	0.00
Infant method diploma	6	3.43
N.C.E.	130	74.29
B.Ed.	2	1.14
TOTAL	**175**	**100.00**

Table 4.4.2 revealed that the teachers in the nursery schools have the following qualifications. SSCE 11 (6.29%); Teachers grade II 26 (14.86%); there was no teacher with associateship qualification; Infant method diploma 6 (3.43%) N.C.E. 130 (74.29%) and B.Ed. 2 (1.14%).

The implications of these were that majority of the teachers had Nigeria Certificate in Education. Others had teaching qualifications such as Grade II, and Infant method which were relevant qualifications for teaching at the nursery level. Only eleven teachers had SSCE and two had B.Ed. which were not required qualifications for teaching at the nursery level.

4.5 SOCIAL STUDIES OBJECTIVES

This section deals with social studies objectives identified in the objectives of pre-primary education as it is in the National Policy on Education. Some questions were asked to find out if they are contained in the nursery school curriculum and how well the objectives were inculcated in the nursery school children. Some questions were asked to investigate each objective.

Table 4.5.1:

4.5.1 'To effect a smooth transition from home to schools'.

C1 The school provides educative toys and games for new children.

C2 Teaachers give parental affection to children in Nursery school.

C3 Children are guided to make friends in the class.

RATING	C1	C2	C3	TOTAL	%
Not achieved	11	17	23	51	9.71
Partially achieved	7	21	15	43	8.19
Achieved	69	107	100	276	52.57
Greatly achieved	88	37	37	155	29.52
TOTAL	**175**	**175**	**175**	**525**	**100.00**

Table 4.5.1 showed the level of children's smooth transition from home to school - which is socialising the children into school life. the table revealed a raating level of 51 (9.71%) not achieved, 43 (8.19%) partially achieved; 276 (52.57%) achieved, 155 (29.52%) greatly achieved.

This implies that though a larger percentage of the nursery schools provide a venue for smooth transition of children from home to school, some of the nursery schools have a lot of room for improvement.

Table 4.5.2: LEVEL OF SOCIAL NORMS AND VALUES TAUGHT IN THE NURSERY SCHOOLS

C4 = The mastery of friendly attitude

C5 = The art of saying thank you

C6 = Level of toilet training

C7 = Overcoming emotional display

C8 = The extent to which children get along well with others.

RATING	C4	C5	C6	C7	C8	TOTAL	%
Not achieved	14	9	23	20	23	89	10.17
Partially achieved	20	18	19	18	21	**96**	10.97
Achieved	80	95	78	86	89	**428**	48.92
Greatly achieved	61	53	55	51	42	262	29.94
TOTAL	**175**	**175**	**175**	**175**	**175**	**875**	**100.00**

Table 4.5.2 revealed the level of values and social norms being taught in the nursery schools as 89 (10.17%) not achieved; 96 (10.97%) partially achieved; 428 (48.92%) greatly achieved. By implication this aspect of social studies is taught in most of the nursery schools, yet some of the schools do not teach them adequately.

TABLE 4.5.3: TEACHING COOPERATION AND TEAM SPIRIT

C9 = Children enjoy performance of individual activities.

C10 = Level of children's enjoyment of group activities.

C11 = How much children display willingness to share and use toys with others.

C12 = Showing evidence of self-confidence and a feeling of self growth.

C13 = Making efforts to discuss with others.

RATING	C9	C10	C11	C12	C13	TOTAL	%
Not achieved	12	27	20	28	33	129	14.74
Partially achieved	22	21	33	18	22	116	13.26
Achieved	95	82	83	81	84	425	48.57
Greatly achieved	37	45	39	48	36	205	23.43
TOTAL	**175**	**175**	**175**	**175**	**175**	**875**	**100.00**

Table 4.5.3 shows the level of cooperation and team spirit which are important concepts in Social Studies that is being taught in the nursery schools as 129 (14.74%) not achieved, 116 (13.26%) partially achieved ; 425 (48.57%) achieved and 205 (23.43%) greatly achieved. This implies that cooperation and team spirit are being inculcated in the children in many of the schools.

TABLE 4.5.4: INCULCATING THE SPIRIT OF INQUIRY AND CREATIVITY IN THE NURSERY SCHOOL CHILDREN

C14 = Interest in asking questions.

C15 = Opportunity to find out facts through play.

C16 = Exploration of nature by Educational visit within the school premises.

C17 = Development of creativity ability through painting, colouring, sorting, and word-matching.

C18 = Spirit of enquiry developed by manipulating various toys and role playing.

RATING	C14	C15	C16	C17	C18	TOTAL	%
Not achieved	20	29	37	41	40	167	19.09
Partially achieved	13	29	30	35	36	143	16.34
Achieved	91	77	81	73	76	398	45.48
Greatly achieved	51	40	27	26	23	167	19.09
TOTAL	**175**	**175**	**175**	**175**	**175**	**875**	**100.00**

The level of inculcating the spirit of inquiry and creativity in the nursery school children is revealed in Table 4.5.4 as 167 (19.09%) not achieved 143 (16.34%) partially achieved, 398 (45.48%) achieved; and 167 (19.09%) greatly achieved. The implication of this is that the inculcation of the spirit of enquiry and creativity is very available in the nursery school curriculum.

TABLE 4.5.5: TO TEACH GOOD HABITS ESPECIALLY GOOD HEALTH HABITS

C19 = Habit of greeting

C20 = Making efforts to speak clearly

C21 = Working independently

C22 = Habit of washing hands before eating

C23 = Coordination of eye/hand in constructing toys, and fixing jig-saw puzzles.

RATING	C19	C20	C21	C22	C23	TOTAL	%
Not achieved	17	17	25	26	35	130	13.71
Partially achieved	23	19	24	28	28	122	13.94
Achieved	80	103	84	89	75	431	49.26
Greatly achieved	55	36	42	32	37	202	23.09
TOTAL	**175**	**175**	**175**	**175**	**175**	**875**	**100.00**

Table 4.5.5 shows that in inculcating good habits in the children the rating was 130 (13.71%) not achieved, 122 (13.945) partially achieved, 431 (49.26%) achieved, 202 (23.09%) greatly achieved. By implication most of the nursery schools have to put in more effort in this area since only 23.09% scored greatly achieved in the item.

TABLE 4.5.6: SUMMARY OF THE SOCIAL STUDIES OBJECTIVES IN THE NURSERY SCHOOL CURRICULUM

RATING	4.5.1	4.5.2	4.5.3	4.5.4	4.5.5	TOTAL	%
Not achieved	51	89	129	167	130	566	14.03
Partially achieved	43	96	116	143	122	520	12.89
Achieved	276	428	425	398	431	1958	48.52
Greatly achieved	155	262	205	167	202	991	24.56
TOTAL	**525**	**875**	**875**	**875**	**875**	**4035**	**100.00**

Summarily, the content of social studies objectives in the pre-school curriculum is shown as 566 (14.03%) not achieved; 520 (12.89%) partially achieved; 1958 (48.52%) achieved; 991 (24.56%) greatly achieved. It can therefore be inferred that the content of social studies is available in the pre-primary school curriculum but more effort is needed to achieve these objectives.

TABLE 4.6: SOCIAL STUDIES TEACHERS

Table 4.6 is to show teachers who have Social Studies qualifications. The following points were rated in table 4.6.

C24 = Teachers who specialise in Social Studies

C25 = Teachers who have read Social Studies as a subject in school.

C26 = Teachers who have never read Social Studies.

Teachers with knowledge of Social Studies	**No**	**%**
Specialise in Social Studies	39	22.29
Read Social Studies as a subject	42	24.00
Has never read Social Studies	94	53.71
TOTAL	**175**	**100.00**

Table 4.6 revealed that out of the 175 respondents, 39 (22.29%) read Social Studies as a major subject, 42 (245) read Social Studies as one of their subjects in the College and 94 (53.71%) have never studied Social Studies as a subject at all. This implies that a larger percentage of the teachers has not studied social studies and so are not likely to handle the

subject properly.

TABLE 4.7: SOCIAL STUDIES INSTRUCTIONAL MATERIALS

Table 4.7 gives information concerning the Social Studies instructional materials for nursery schools. Table 4.7.1 contains the availability of the materials while table 4.7.2 deals with the appropriaateness of the materials. The instructional materials are:

C27	=	Toys	**C32**	=	Measuring bowls
C28	=	Blocks	**C33**	=	Lego
C29	=	Jig Saw Puzzles	**C34**	=	Plasticine
C30	=	Paints/dye & brush	**C35**	=	Television Set
C31	=	Wendy house	**C36**	=	Video

TABLE 4.7.1: AVAILABILITY OF SOCIAL STUDIES INSTRUCTIONAL MATERIALS

	C27	C28	C29	C30	C31	C32	C33	C34	C35	C36	TOTAL	%
Not available	32	48	41	77	51	50	42	53	75	79	548	31.31
Very scanty	11	16	35	19	13	13	31	25	31	23	217	12.40
Limited	27	26	27	32	35	33	24	40	28	28	300	17.14
Available	59	52	51	35	51	43	57	34	26	28	436	24.91
Highly available	46	33	21	12	25	36	21	23	15	17	249	14.23
	175	**175**	**175**	**175**	**175**	**175**	**175**	**175**	**175**	**175**	**1750**	**100.00**

Table 4.7.1 revealed the level of availability of Social Studies instructional materials in the nursery schools as 548 (31.31%) not available at all, 217 (12.40%) as very scanty, 300 (17.14%) available; while 249 (14.23%) are highly available.

The implication of this is that most of the schools do not have instructional materials, (12.40 + 17.14%) which is 39.50 have very few instructional materials while (39.14%) have reasonable number of instructional materials.

TABLE 4.7.2: APPROPRIATENESS

RATING	C27	C28	C29	C30	C31	C32	C33	C34	C35	C36	TOTAL	%
Not appropriate	30	33	38	34	23	16	25	29	61	76	365	20.86
Nearly appropriate	28	29	28	46	44	56	40	39	47	41	398	22.74
Fairly appropriate	24	30	32	39	44	40	45	50	34	30	368	21.03
Appropriate	62	56	54	40	45	48	47	39	27	26	444	25.37
Highly appropriate	31	27	23	16	19	15	18	18	6	2	175	10.00
	175	**175**	**175**	**175**	**175**	**175**	**175**	**175**	**175**	**175**	**1750**	**100%**

In table 4.7.2 it has been discovered that the appropriateness of Social Studies instructional materials in the nursery schools stood at 365 (20.86%) not appropriate, 398 (22.74%) nearly appropriate; 368 (21.03%) were fairly appropriate, 444 (25.37%) were appropriate.

By implication 20.86% of the instructional materials in the nursery schools were grossly inappropriate, 22.745 and 21.03% were almost appropriate 25.37% were just appropriate and only 10.00% were highly appropriate.

TABLE 4.8: SOCIAL STUDIES INSTRUCTIONAL TECHNIQUES

Table 4.8 gave respondents view on some social studies instructional techniques which are listed below:

C37 = Playway method

C38 = Dramatic method

C39 = Group method

C40 = Role play method

C41 = Inquiry method

RATING SCALE	C37	C38	C39	C40	C41	TOTAL	%
Never used	8	22	36	58	104	228	26.06
Sometimes used	29	96	98	87	52	362	41.37
Often used	138	57	41	30	19	285	32.57
	175	**175**	**175**	**175**	**175**	**875**	**100.00**

From table 4.8 it has been observed that the various methods of teaching social studies was rated by the respondents as never used, 228 (26.06%); sometimes used 362 (41.37%); often used 285 (32.57%).

This implies that some of the social studies instructional techniques have never been used by these nursery school teachers. Especially the inquiry technique which is very essential in teaching social studies has never been used by 104 among the 175 respondents.

TABLE 4.9: SOCIAL STUDIES EVALUATION TECHNIQUES IN THE NURSERY SCHOOLS

Table 4.9 contains some Social Studies evaluation techniques that can be used in the nursery schools. These include:

C42 = Drawing

C43 = Observing the children

C44 = Picture matching

C45 = Oral test

C46 = Objective test.

RATING SCALE	C42	C43	C44	C45	C46	TOTAL	%
Never used	138	137	98	87	102	562	64.23
Sometimes used	28	28	41	58	53	208	23.77
Often used	9	10	36	30	20	105	12.00
	175	**175**	**175**	**175**	**175**	**875**	**100.00**

Table 4.9 revealed that the social studies evaluation techniques were rated as 562 (64.23%) never used 208 (23.77%) sometimes used and 105 (12%) often used. By implication, social studies has not been adequately evaluated in the nursery schools.

Hypothesis Testing

The interpretation of data in this study has been based on the hypotheses and the research questions. Four hypotheses and four research questions were raised. The procedure followed in testing the hypotheses and answers to the reseaarch questions have been discussed below.

To test the null hypothesis of no significant difference, T-Test and Chi square were used to test the null hypothesis of no significant difference.

Hypothesis I

The first hypothesis was, **'there is no significant difference between the objectives of social studies contained in the pre-primary school curriculum in Osun State capital and those in other urban centres'**. To test this hypothesis, the summary of the computation are contained in table 4.10 below.

TABLE 4.10: SOCIAL STUDIES OBJECTIVES FOR NURSERY SCHOOLS

SUBJECT	NO	MEAN	S.D	T.VALUE	DF	P
Metropolitan	35	36-14	9.93			
				3.48	173	0.0008
Urban	140	29-76	9.64			

The table reveals that the computed T value is significant, hence the null hypothesis is rejected. From the research findings, the reasons discovered for this were the differences in the sources of social studies curriculum and that most of the nursery schools were not teaching social studies as a subject in the time tables. Social Studies was not recognised as a subject by most of the teachers whereas the larger part of content could be taught under social studies. This would have led to the teaching of useful cultural values, social norms and the spirit of inquiry would have been inculcated in the children to help them develop positive reasoning and face problems with hearts that find solutions to them.

In the light of the above points, the hypotheses had to be re-framed to read, there is significant difference between the achievement of pre-primary school social studies objectives in the state capital and that of the urban centres.

4.11 HYPOTHESIS 2

The second hypothesis reads, **'there is no significant difference between the instructional materials used in teaching of social studies in the pre-primary schools in the state capital and those in the urban centres'.**

To test this hypothesis, the summary of the computations are contained in table 4.11. T-test was used to test the null hypothesis of no significant difference.

TABLE 4.11:

SUBJECT	NO	MEAN	S.D	T.VALUE	DF	P
Metropolitan	35	29.37	6.61			
				4.45	173	0.0000
Urban	140	23.76	6.68			

Table 4.11 proofs that the computed T-value is significatn hence the hypothesis is rejected. This implies that there is significant difference between the instructional materials used in the state capital and those in the urban centres. Reason detected for this through the study was that the proprietors were operating the schools to make profits. the less they spend the more profit they make. Respondents indicated lack of instructional materials and low salaries. Those in the state capital had more instructional materials because they were close to

inspectorate division. The fear of being checked contributed to their provision of more instructional materials. Another fact behind the significant difference was that the parents in the state capital are more academically enlightened than those in other urban centres and would be selective in the type of school they fix their children.

The hypothesis will now read **'there is significant difference between the instructional materials used in the teaching of social studies in the state capital and those of other urban centres'**.

Hypothesis 3

The third hypothesis read, **'there is no significant difference between the instructional techniques used in the teaching of pre-primary schools social studies in the state capital and those in urban centres'**. To test this hypothesis, the summary of the computations are contained in table 4.12 below and T-test was used.

TABLE 4.12

SUBJECT	NO	MEAN	S.D	T.VALUE	DF	P
Metropolitan	35	11.80	1.76			
				5.57	173	0.0000
Urban	140	9.96	1.75			

From the table, the computed T-value is significant, hence the null hypothesis is rejected. This means that there is significant difference between the instructional techniques used in teaching social studies in the state capital and the urban centre. The difference was discovered

to be due to the difference in the background training of the teachers. Since only 22.29% of the respondents had any training on social studies the other teachers are likely to be using the method they are familiar with whether they are adequate with the children or not. The availability of social studies instructional materials in the state capitals contributed to the significant difference in methods of instruction in the state capital and the urban centre. With the above points, the hypothesis is to read that there is significant difference between the instructional techniques used in the teaching of social studies in the state capital and the urban centre.

Hypothesis 4

There is no significant difference between the system of evaluating the pupils' achievement in social studies in the state capital and that of the urban centres.

To test this hypothesis, Chi square was used. The frequency of usage of the evaluation techniques are contained in table 4.13 below.

TABLE 4.13: SOCIAL STUDIES EVALUATION TECHNIQUES IN THE NURSERY SCHOOLS

	STATE CAPITAL	URBAN	TOTAL
Never used	103	459	562
Sometimes used	48	160	208
Often used	24	81	105

X2 = 2.75, Critical Value = 9.49

From the table, the critical value reveals that there is no significant difference between the social studies evaluation techniques in the state capital and those of the urban centre. The hypothesis is therefore retained.

SUMMARY

In chapter four, data collected from teachers through questionnaire were presented in tables of percentages. The tables reduced the data to sizes that could be easily compared. T-test and Chi square were used to test two independent variables which were subjects from the state capital and subjects from the urban centres. T-test was used to test three hypothesis and Chi square for the fourth. The studies of the social studies content in the pre-primary school curriculum in some selected local governments of Osun State has led to the following findings.

i) There is significant difference between the objectives of social studies contained in the pre-primary school curriculum in Osun State capital and those in the urban centres.

ii) There is significant difference between the instructional materials used in teaching social studies in the state capital and those of the urban centres.

iii) There is significant difference between the instructional techniques used in the teaching of social studies in the state capital and the urban centres.

iv) There is no significant difference between the social studies evaluation techniques in the state capital and those in the urban centres.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter attempts to review the major questions raised and the findings made during the course of this study. this was followed by the conclusion, recommendations and suggestions for future research.

5.2 RESTATEMENT OF THE PROBLEM

The topic under study is the **"Evaluation of Social Studies content in Pre-primary School Curriculum in some selected local governments of Osun State"**. the study has attempted to answer the following questions.

1. Are there differences in the objectives of social studies contained in the pre-primary school curriculum in Osun State capital and other urban centres?
2. Do state capital nursery schools have more social studies instructional materials than those of the urban centres?
3. Are there similarities in the instructional techniques used in teaching social studies in the state capital nursery schools and those in the urban centres?
4. Are there differences in the social studies evaluation techniques used in the state capital and those in the urban centres of Osun State?

5.3 SUMMARY

Collection of Data

To help evaluate more accurately the content of social studies in the pre-primary school curriculum, it became necessary to design a set of questionnaire. The questionnaire were administered to 175 nursery school teachers. The data collected as statistically analysed by using the underlisted statistical instruments: ***(i) Percentage; (ii) mean; (iii) Standard deviation; (iv) t-test and Chi Square.***

5.3.1 Statistical Analysis and Findings

In the process of analysing the data collected, the following statistical techniques were utilised. T.test, standard deviation, mean and simple percentage. All these statistical items helped in determining the level of significance for the propounded hypothesis. Based on the statistical analysis of the data the following information was gathered.

i) There is significant difference between the objectives of social studies contained in the primary school curriculum in the Osun State capital and those in the urban centres.

ii) There is significant difference between the instructional materials used in teaching social studies in the state capital and those of the urban centres.

iii) There is significant difference between the instructional techniques used in teaching social studies in the state capital nursery schools and those of the urban centres.

iv) There is no significant difference between the social studies evaluation techniques used in the state capital and those of the urban centres. Having analysed and interpreted the data, the following observations were made.

(a) Most nursery school teachers had N.C.E., some had special training in infant methodology. The researcher observed that some secondary school leavers were also employed to teach at this foundation level not minding their inexperience in handling children and lack of traaining. A few of the teachers had the knowledge of social studies.

(b) The curriculum used in the nursery schools were not similar. The differences are significant. The difference in the curriculum used affect almost all the other systems in the nursery schools for example in the methods of teaching social studies differ since items to be taught are different.

(c) There is significant difference between the social norms and values been taught in the nursery schools. This is also affected by lack of uniformity in the social studies curriculum. The norms and values in the questionnaire served were the generally accepted ones that children should learn from childhood and continue to build upon. Example of such were, **'the habit of greeting', 'the habit of saying thank you'. 'Learning to share with others'**. These were values acceptable to all societies but were not inculcated into the children in many schools. Much as learners at this level would not need any serious teaching, they could be made to learn all these values through play.

(d) A few (28.57%) of the schools teach social studies as a subject on their time table but 71.43% of the schools were not teaching social studies as a subject. This shows clearly the reason for the lack of inculcating of the spirit of inquiry in the learners. The children would be missing how to think critically, inquire about things around them and discovering facts through their personal efforts if they are not taught social studies.

(e) Some of the nursery schools were well equipped with social studies instructional materials but a lot of the respondents complained bitterly about lack of or inadequate of instructional materials in the nursery schools. Social studies as a practical subject demands a lot of instructional materials. The nursery school children on their own deserve a lot of instructional materials as learning at this level takes place unconsciously through play.

(f) The instructional techniques used in the nursery schools include mostly playway and the confessional talk and chalk method. Many of the respondents were not familiar with other techniques such as dramatic, group, role play, and the inquiry which were useful techniques in making social studies interesting to the learners.

(g) Social studies teachers need to evaluate the learners achievements in social studies by simple drawings, observation, oral questioning, etc.

5.4 CONCLUSION

Summarily, it has been observed that social studies content is in the nursery school curriculum. Although there was no single curriculum designed for the nursery schools as it was discovered that the schools had various sources of curriculum, yet elements of social studies concepts were found in their teaching learning process. It was discovered that some schools where social studies is taught and others where it is not taught have elements of social studies in the scheme of work.

To some level, there were instructional techniques and instructional materials for teaching social studies in the schools. Most respondents admitted that there were a lot of room for improvement on what they had already got. With little more attention and some efforts, social

studies will become a very interesting subject in the nursery schools.

5.5 RECOMMENDATIONS

1. Now that nursery schools are being established all over the corners of our towns, curriculum planners should design a uniform curriculum for nursery schools. Such curriculum should include social studies items that are desired to be learnt by children of nursery school age, the level at which the teachers could take them, the methods and instructional materials to be used. This will go a long way towards enlightening the parents on the level of learning that the nursery school children are expected to achieve. For example, parents expect their nursery children to be able to read and write essays. Children could pick a lot of social and cultural values through their social studies lessons at the pre-primary school level.

2. Social studies should be included on the school time table. This was established in the finding that most of the schools do not teach social studies as a subject.

3. Social studies content in the nursery school curriculum should be spelt out. These were termed social norms and values. They include concepts such as '**mastery of friendly attitude, saying thank you, toilet training, overcoming emotional display, greeting, cooperation and team spirit, working independently, group activities, getting along well with others, sharing, developing self confidence, a feeling of self growth, clear speech, recognition of shapes, colours and numbers, habit of asking questions, developing interest in knowing about things around them, critical thinking, exploration of nature, discovering facts through play, development of creativity ability painting colouring, moulding, manipulating toys and role playing**'. These were recommended by the researcher to be taught in the nursery schools.

4. Proprietors and proprietress should employ and retain trained, qualified and experienced teachers., Many of the respondents expressed their willingness to remain in teaching in the nursery schools if salaries would be improved.

5. Teachers should be encouraged to attend workshops and seminars on social studies. SOSAN, Social Studies Educators in Nigeria, and Social Studies department in some tertiary institutions do organise conferences and workshops. Teachers should be encouraged to benefit from such programmes.

6. There should be provision of social studies instructional materials in the nursery schools. Findings from the respondents revealed that the instructional materials in the nursery schools were scanty in number. Since most or all the learning by the nursery school children is done through play, the inspectorate division should enforce adequate provision of toys and instructional materials in the nursery schools. There should be constant check on the schools to ensure that children are given appropriate and adequate materials to play or work with.

7. Parents should be enlightened about the level of what the children could do at the nursery level. They should be aware that the nursery school is meant to effect a smooth transition from home to school and not to compete with the primary school in academic achievement. Parents should be encouraged to support the school with old newspapers, magazines, calendar and old house items. Children learn a lot through that which parents regard as playing in the school but which children see as working seriously. Teachers too need to learn to improve and learn how to use what they have properly to the benefit of the children. This will go a long way to develop interest for social studies in the children.

5.6 SUGGESTION FOR FUTURE RESEARCH

1. A similar study should be carried out in other states of the Federation so as to get a complete view of the social studies content in the nursery school curriculum all over Nigeria.
2. Research should be conducted to find out how far the recommendation in this study has been carried out. This is on fixing social studies on the nursery school time table.
3. Research should be carried out to determine or assess the impact of social studies on the attitudes of primary school children who learnt social studies in the nursery school and children who did not.
4. Research should be carried out on the effectiveness of improvised materials in teaching social studies since the ready made ones may not always be available.
5. Factors that could promote the teaching of social studies such as fund, social studies teachers, teachers salaries and aids to the schools could further be researched.
6. Further research is necessary on the methods of teaching social studies at the nursery level so that social studies teachers would be better prepared in selecting the best methods for teaching the subject.

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APPENDIX 'A'

QUESTIONNAIRE FOR NURSERY SCHOOL TEACHERS

DEPARTMENT OF EDUCATION

AHMADU BELLO UNIVERSITY

This questionnaire has been designed to help the researcher carry out a study on the **Content of Social Studies Pre-Primary School Curriculum**. Please answer the questions as honestly as possible. Your response will be treated strictly confidential as they are meant for academic purpose only.

Please go through the questionnaire and fill or tick (**x**) the answers as they are applicable to you.

SECTION A

Personal Information

1. Name of School:.....

   Town/City:.....

2. Local Government:.....

3. Year School was established:.....

4. Sex: Male ( ) Female ( )

5. Qualification: Kindly indicate your education qualifications and the year it was or were obtained.

   i) B.Ed. ( ) (19)
   ii) N.C.E ( ) (19)
   iii) Infant Method Diploma ( ) (19)
   iv) Associateship ( ) (19)
   v) Teachers Grade II ( ) (19)

vi) S.S.C.E ( ) (19)

SECTION B

In this section, you are kindly requested to rate the social studies content in the pre-primary school curriculum objectives, state whether they have problems militating against their full achievement. Please indicate your level of rating by a tick (**x**).

SOCIAL STUDIES - OBJECTIVES IN PRE-PRIMARY SCHOOL CURRICULUM	GREATLY AVAILABLE	PARTIALLY AVAILABLE	NOT AVAILABLE
A) TO EFFECT OF SMOOTH TRANSITION FROM HOME TO SCHOOL			
1. The school provides education toys and games for new children.			
2. Teachers give parental affection to children in Nursery School.			
3. Children are guided to make friends in the class.			
B) LEVEL OF SOCIAL NORMS AND VALUES TAUGHT IN THE NURSERY SCHOOLS			
4. The mastery of friendly attitude.			
5. The art of saying thank you.			
6. Level of toilet training.			
7. Overcoming emotional display.			
8. The extent to which children get along well with others.			
C) TEACHING COOPERATION AND TEAM SPIRIT			
9. Children enjoy performance of individual activities or group activities.			
10. How much children display willingness to share and use toys with others.			

SOCIAL STUDIES - OBJECTIVES IN PRE-PRIMARY SCHOOL CURRICULUM	GREATLY AVAILABLE	PARTIALLY AVAILABLE	NOT AVAILABLE
11. Showing evidence of self-confidence and a feeling of self growth.			
12. Making efforts to discuss with others.			
D) INCULCATING THE SPIRIT OF INQUIRY AND CREATIVITY IN THE NURSERY SCHOOL CHILDREN			
13. Interest in asking questions.			
14. Opportunity to find out facts through play.			
15. Exploration of nature through Educational visit within the school premises.			
16. Development of creativity ability through painting, colouring, sorting, and word matching.			
17. Spirit of enquiry, developed by manipulating various toys and role playing.			
E) TO TEACH GOOD HABITS ESPECIALLY GOOD HEALTH HABITS			
18. Habit of greeting.			
19. Making efforts to speak clearly.			
20. Working independently.			
21. Habit of washing hands before eating.			
22. Coordination of eye/hand in constructing toys, and fixing jig-saw puzzles.			

SECTION 'C' SOCIAL STUDIES TEAACHERS

In this section, you are to please indicate if you have studied social studies as your major course, studied it as a subject or if you have never studied social studies at all.

23. Specialise in social studes ( )

24. Read social studies as a subject ( )

25. Has never read social studies ( )

SECTION 'D'

Social Studies Instructional Materials

Respondents are hereby requested to rate the level of instructional materials in the school. A list of instructional materials were listed below. Tick as applicable.

AVAILABILITY: In the column where availability is written

write.

5 if highly available

4 if available

3 if limited

2 if very scanty

1 if not available at all.

APPROPRIATENESS: In this column write

5 if highly appropriate

4 if appropriate

3 if fairly appropriate

2 if not appropriate

1 if you do not know.

INSTRUCTIONAL MATERIALS FOR NURSERY SCHOOLS	AVAILABILITY	APPROPRIATENESS
i) Toys		
ii) Blocks		
iii) Puzzles		
iv) Wendy House		
v) Brush and paint		
vi) Sand tray/sand trough		
vii) Colour sorting		
viii) Measuring bowls		
ix) Television		
x) Video		

SECTION 'D' (Instructional Techniques)

In this section, you are please expected to signify the methods you use for teaching your nursery children. A list of teaching methods have been given below. Tick ( ) in the appropriate space provided on the right under **'often' 'sometimes'** and **'never'**.

METHODS OF INSTRUCTION	OFTEN	SOMETIMES	NEVER
Playway method			
Dramatic method			
Group method			
Role play method			
Inquiry method			

Do you teach social studies as a subject in your nursery school? Yes ( ) No ( )

SECTION 'E'

Social Studies Evaluation Techniques in the Nursery Schools

Responents are hereby requested to indicate the system of evaluating social studies in their nursery schools. Please tick the system of evaluation used in your school.

42. Through drawing ( )
43. Observing the children ( )
44. Picture matching ( )
45. Oral test ( )
46. Objective test ( )

SECTION 'F'

Kindly answer the followings with a tick ( ) on the appropriate column.

(a) What is the source of social studies curriculum in your school?

Federal Ministry of Education ( )

State Ministry of Education ( )

Developed by the Proprietor/tress ( )

Written by the teachers ( )

(b) Do you teach social studies as a subject in your nursery school? ( )

(c) Kindly suggest some social studies concepts that can be included in the nursery school social studies curriculum.