# EVALUATION OF SOCIAL STUDIES CURRICULUM IMPLEMENTATION FOR THE ATTAINMENT OF CITIZENSHIP EDUCATION AMONG JUNIOR SECONDARY SCHOOL STUDENTS OF KADUNA STATE

**BY**

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**DECEMBER, 2016**

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**BY**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF MASTER'S DEGREE IN EDUCATION (CURRICULUM AND INSTRUCTION) DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA**

**DECEMBER, 2016**

## DECLARATION

I hereby declare that the work in the thesis entitled, Evaluation of Social Studies Curriculum Implementation for the Attainment of Citizenship Education Among Junior Secondary School Students of Kaduna State, Nigeria has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other Institution.

Mansir HASHIMU Date

## CERTIFICATION

This thesis entitled, EVALUATION OF SOCIAL STUDIES CURRICULUM IMPLEMENTATION FOR THE ATTAINMENT OF CITIZENSHIP EDUCATION AMONG JUNIOR SECONDARY SCHOOL STUDENTS OF KADUNA STATE, NIGERIA by MANSIR HASHIMU meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

| | |
|---|---|
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## DEDICATION

This research work is dedicated to my lovely wife Zuwaira Adamu Hashim, my father, Late Alhaji Hashim Yusuf and my great mother Ziyadatu Hashim, for the support given to me and zeal to pursue this study.

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## ABSTRACT

This study investigated evaluation of social studies curriculum implementation for the attainment of citizenship education among junior secondary school students of Kaduna State, Nigeria. It was conducted with the objectives to; determine the extent to which social studies curriculum contents has helped in the attainment of citizenship education in Kaduna State; examine the extent to which social studies teachers are equipped for the attainment of citizenship education in Kaduna State; examine the extent to which available instructional materials can be utilized in the attainment of citizenship education in Kaduna State; assess how social studies learning environment can help in the attainment of citizenship education in Kaduna State; and ascertain the extent to which social studies teaching methods are effectively used for the attainment of citizenship education in Kaduna State. Five corresponding research questions were raised, while five null hypotheses were formulated for test. The study was a survey research design. A total of 12 teachers and 372 students were sampled for the study using random sampling technique. Data was collected using a researcher designed instrument tagged "Social Studies Curriculum Implementation Questionnaire (SSCIQ)". Data gathered were analysed using descriptive statistics such as mean and standard deviation while all the null hypotheses were tested using chi-square statistics at 0.05% alpha level of significance. Findings among others showed that significant difference exists between the social studies curriculum contents and the extent to which citizenship education can be attained by students in Kaduna State. Result also revealed that there is no significant difference between low equipped social studies teachers and the attainment of citizenship education by students in Kaduna State. Based on the findings, recommendations were made that, Social studies teachers with requisite academic qualification and enduring years of experience should be allowed to effectively implement the Social Studies curriculum contents in order to attain citizenship education in Kaduna State. Also, Social studies teachers should be adequately equipped so as to attain citizenship education by students in Kaduna State.

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## LIST OF ABBREVIATIONS AND SYMBOLS

| | |
|---|---|
| ASSP | African Social Studies Programme |
| CPM | Centre Periphery Model |
| CREDO | Centre for Curriculum Renewal and Education/Development Overseas |
| EDC | Education Development Center |
| JCC | Joint Consultative Committee |
| JSCE | Junior Secondary Certificate Examination |
| JSS | Junior Secondary School |
| NBTE | National Board for Technical Education |
| NCCE | National Curriculum for Colleges of Education |
| NSSP | Nigerian Social Studies Programme |
| NUC | Nigerian Universities Commission |
| PCM | Proliferation of Centre Model |
| PTA | Parent Teachers' Association |
| SCM | Shifting Centre Model |
| SOSAN | Social Studies Association of Nigeria |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNO | United Nation Organization |
| UPE | Universal Primary Education |
| USAID | United States Agency for International Development |
| WRME | Western Region Ministry of Education |
| > | Greater than |
| < | Less than |
| X | Mean |
| Df | Degree of Freedom |

## OPERATIONAL DEFINITION OF TERMS

Some concept and words have been operationally defined as follows:

**Evaluation:** A process of obtaining information from testing, from direct observation of behaviour to assess a students overall progress towards some predetermined goals or objectives.

**Social Studies:** A programme of study which the society use to instill in the learners positive skills, attitude and values

**Teaching:** A way of transmitting knowledge skills, values and attitudes for human development.

**Citizenship:** In the context of this study mean the inculcation of the concept of nationalism, unity and interdependence among the citizens of Nigeria with diverse people.

**Curriculum Implementation:** In process of putting all that have been planned as a curriculum document into practice in the classroom.

# CHAPTER ONE
# INTRODUCTION

## 1.1 Background to the Study

The driving force behind all human development (that is, social, economic, political and technological) and in fact civilization is "education". This implies that education is anchored on a solid and time-tested foundation capable of relieving man from the cold hands of ignorance, poverty, diseases, squalor and unemployment, intellectual and technological backwardness as it is the case with developing nations including Nigeria. According to Audu (2002), the products of any educational system should be reasonably empowered, to exert some element of control over the events that affect them through efficient and functional education. This will greatly be attainable if education is relevant to the needs, desires and aspirations of the society, thereby leading to the development of individuals and the entire society at large through the acquisition of appropriate knowledge, skills, ideas, values, attitudes, competencies and abilities. All these are consequent upon change owing of dynamic nature of the society to meet societal challenges and stand the test of time.

The National Policy on Education (2009), re-affirms keeping the dynamics of social changes with the demands on education, with some policy innovation and changes in the educational system. Thus, the Federal Government of Nigeria after independence till date has been involved in constant reforms of Nigeria educational policy(s) to meet the dynamism of social changes as it affects the needs, desires and aspiration of the immediate and global society. According to Fafunwa (2009), Nigeria on attainment of independence inherited an educational system that lacks relevance in meeting the pressing economic, social and cultural needs of the country. He observed this during the bi-annual meeting of Joint Consultative Committee (JCC), a national advisory committee held at Enugu in 1964. This he asserts "After

five years of Nigerian independence, the educational system of the country was colonial, more British than British themselves (p.239)".

That is to say that, the Nigerian school children were being educated to meet the needs of a foreign culture and was therefore better fit for it than the demands of their own country. The implication of this situation on the Nigerian society is the irrelevance of that education to meet the needs and desires of the country in terms of manpower development and the acquisition of relevant skills, values and attitudes needed to move the country forward. This led to massive criticism of the then educational system by the public and this consequently led to the proposal of the 1969 national curriculum conference held between 8-12 September at Lagos.

Apparently, since the colonial era in Nigeria, the inculcation of the right type of values has become a major concern of the educational system. This concern has become more persuasive after independence right up to the present. To train citizens, there must be a sense of belonging, equity and fairness, particularly among teachers who are strategically placed in the whole process of citizenship education in conjunction with the community. Culture is dynamic, but basic ideas are constant. Cultural differences do not enable us to have open mind on things that border on national issues. Mistrust and sectionalism persist despite all efforts to break the barriers. Hence, Social studies is interested in bringing up a whole personality in line with the dominant values, aspirations, beliefs and culture of the Nigerian society, so that the recipient become useful to themselves and to the wider society.

As a Social Studies educator, concerned with citizenship education, the researcher has been interested in trying to empirically verify some of the claims made about the relationship between Social Studies and citizenship training because of the need to re-assess the contribution a subject can make to the education of young people, particularly Social Studies

which is relatively new in the Nigerian educational system. The proper and legitimate contribution which Social Studies has to offer a child can be considered in relation to the ultimate purpose of education in Nigeria. A closer look at the national objectives as set out in the National Policy on Education would help throw some light on the contributions that Social Studies as a discipline can make in achieving these set goals.

Nigeria's philosophy of education is based on the integration of the individual as a sound effective citizen and equal educational opportunities for all citizens at the primary, secondary and tertiary levels. In view of this, the success of training effective citizens for the nation depends on the teacher and the learning environment. Every school subject is expected to contribute to the citizens' education. If the Nigerian national goals (FGN, 2009) of building a free, democratic, just and egalitarian society, a united strong and self-reliant nation, a great and dynamic economy and a land of bright and full of opportunities for all citizens are to be achieved. For effective citizenship teaching/learning to take place, the teacher should be professionally competent and dedicated. This is important because part of the possibility for the achievement of these goals largely rests on the quality of the teacher's input and output as well as his method of teaching. This therefore depends on the teacher's ability to teach mastery of the knowledge of Social Studies content and methodology, the availability and proper use of appropriate and relevant instructional materials.

Citizenship is one of the major functions of education. Certainly this was regarded as the key issue of Social Studies to build a foundation for a democratic society. It is used to inculcate the concept of nationalism, unity and interdependence among the citizens of a nation with diverse people as Nigeria. Social Studies is society based or related, in the sense that it is geared towards solving the problems of the society. Consequently, Social Studies objectives in Nigeria have been tailored to meet the needs of the Nigeria society. Foremost among these problems are those of dishonesty, greed, selfishness and covetousness. There are other

problems like insecurity, including social, economic, and physical insecurity; political instability, and political ignorance, lack of unity, ethnicity and so forth. Social Studies can be a very useful remedy for correcting several ills of the Nigerian society.

It is however disturbing that, after about three and half decades of Social Studies as an academic discipline, Nigeria is still infested with a high level of indiscipline and disunity. As a result, it has become imperative to survey the evaluation of Social Studies curriculum implementation for the attainment of citizenship education among junior secondary school students of Kaduna State, Nigeria.

## 1.2 Statement of the Problem

Social Studies education is a programme of studies introduced into the Nigerian Educational curriculum to offer partial solutions to social and attitudinal problems facing the country. This is meant to be achieved through the inculcation of desired positive values, attitudes and social skills to learners of Social Studies in the primary, junior secondary and the teachers training colleges in Nigeria. This discipline or programme of study is meant to achieve the objectives of national unity, national consciousness, self-reliance and national reconstruction which are the basis for the national goals of education in Nigeria. These could be achieved through effective inculcation of positive values, ideas, beliefs and knowledge that can enhance the change in the behaviour of learners in the desired direction. The learners of social studies therefore, are expected to be drilled and baptized in the etiquette of social studies education, become more of a social fanatic in the principles of social studies education. Their ways of life, thinking, actions and values should be in conformity to the expectation of social studies for self-development and social re-engineering. Thus expecting a society free of social and attitudinal problems if effectively and efficiently implemented.

Social studies education has not been properly implemented in the schools to equip students with the knowledge, facts and ideas that can enhance positive values and attitudes for the survival of individuals and the society. These social problems range from disrespect to elders and constituted authority chronic dishonesty, corruption, religions crises, ethnic/tribal crises, murder, arson, examination malpractices, drug abuse, cultism, indiscipline and other forms of mal-adaptive behaviour. Adeyoyin and Okam cited in Livingstone (2011) confirmed that the classroom dispensation of citizenship education amongst students has not sufficiently "Nigerianized" them into becoming effective and productive individual or citizens within the context of Nigeria as a young democracy. These critics argued that this development has not only failed to ameliorate ethonocentrism amongst learners but has failed to stimulate in them an awareness about the importance of developing a sense of loyalty to the nation.

Similarly, in using effective method to train citizens, the teacher must have the necessary professional background and conducive working environment including welfare as well as opportunities for further studies, however, even if the above conditions present themselves, and the teachers do not have the right attitudes towards citizenship training, it is doubtful if much can be achieved in that direction. This therefore mean that teachers, who will transform youths from different parochial cultural and social backgrounds into well socialized and integrated Nigerians, must themselves believe in one Nigeria and be committed to its continuity and development as a nation.

The consequences of the above scenario might explain why the process of citizenship training has not been able to satisfactorily curb antisocial behaviours based on irrational decision making by the products of the system. Also, with respect to teaching methods, the classroom trend in citizenship education which emphasizes achievements and acquisition of objectives associated with the "Cognitive Domain" while objective impinge on the "Affective and Psychomotor Domains" are neglected.

This study was consequently prompted by the fact that ineffective evaluation of social studies education is responsible for disappearing values and attitudinal change among school children, youth and adults of our society, thus an evaluation of the junior secondary school social studies education curriculum implementation in Kaduna State will become relevant.

### 1.3 Objectives of the Study

The objectives of this study are stated as follows:

1. evaluate the extent to which social studies curriculum contents has helped in the attainment of citizenship education in Kaduna State;
2. examine the extent to which social studies teachers are equipped for the attainment of citizenship education in Kaduna State;
3. determine the extent to which available instructional materials can be utilized in the attainment of citizenship education in Kaduna State;
4. assess how social studies learning environment can help in the attainment of citizenship education in Kaduna State; and
5. ascertain the extent to which social studies teaching methods are effectively used for the attainment of citizenship education in Kaduna State.

### 1.4 Research Questions

This study will attempt to find answers to the following research questions. These are:

1. To what extent has social studies curriculum content helped in the attainment of citizenship education in Kaduna State?
2. To what extent are social studies teachers equipped in the attainment of citizenship education in Kaduna state?
3. To what extent are the available instructional materials used in the attainment of citizenship education in Kaduna State?

4. How has social studies learning environment help in the attainment of citizenship education in Kaduna state?
5. To what extent are the social studies teaching methods effectively used for the attainment of citizenship education in Kaduna State?

## 1.5 Hypotheses

The study has formulated the following null-hypotheses which shall be tested at 0.05 level of significance for acceptance or otherwise.

1. There is no significant difference between the social studies curriculum contents and extent to which citizenship education can be attained by students in Kaduna State.

2. There is no significant difference between the equipped social studies teachers and the attainment of citizenship education by students in Kaduna State.

3. There is no significant difference between the extents to which available instructional materials can be utilized in the attainment of citizenship education by students in Kaduna State.

4. There is no significant difference between social studies learning environment and the attainment of citizenship education by students in Kaduna State.

5. There is no significant difference between the effective use of social studies teaching methods and the attainment of citizenship education by students in Kaduna State.

## 1.6 Basic Assumptions

This study is based on the following assumptions:

i. Teachers of social studies have the same attitude in the attainment of citizenship education.

ii. Teachers of social studies have the required qualification and experience that could bring about the attainment of citizenship education.
iii. The attainment of citizenship education can only be achieved through effective inculcation of positive values idea, beliefs and knowledge.
iv. All teachers of social studies believe in the corporate existence of Nigeria as a nation so as to foster effective citizenship.

## 1.7 Significance of the Study

This study is on the evaluation of social studies curriculum implementation for the attainment of citizenship education in junior secondary schools in Kaduna State, Nigeria. It is hoped that this study will be significant in a number of ways to government, policymakers, Social studies teachers, educational administrators, Examination bodies (like WAEC, NECO and so forth), supervisors, students, and researchers.

First, the study provides valid research-based data that will bring about improvement and innovation into the programme. It is difficult to assert that a programme is doing what it is supposed to do when it has not been formally evaluated. This study will determine if the social studies curriculum is adequately implemented to achieve the desired objectives under the existing situation in Nigeria.

Secondly, the research findings will be of immense benefit to policymakers and curriculum developers. They will find the result of this study as a useful tool in the future development of social studies curriculum and make policies that are beneficiary to students the schools, teachers and the entire society. The study will reveal the need for a variety of curriculum materials necessary for effective implementation of the social studies curriculum. It will also reveal the need for school curricular to be constantly reformed and developed to meet societal needs and values.

Thirdly, the findings of this study will be of great significance to Social studies teachers in junior secondary schools. These will therefore lead to amendments and improvements on existing conditions, thereby achieving the affective objectives towards the realization of the objectives of social studies. The findings of the study will provide a framework for organizing seminars and workshops for teachers on the use of a variety of instructional methods and also wise and skillful use of various kinds of instructional resources in the classroom.

The findings of this research is expected to be of importance to both teachers and educational administrators alike by means of intimating and expanding their awareness on those areas in Social studies curriculum that are not fully implemented(if any) as well as the possible negative repercussion on poor implementation on both students and teaching-learning processes. This will serve as a viable yardstick in solving problems precipitated by poor implementation of Social Studies curriculum in Junior Secondary Schools in Kaduna State.

Examination bodies that set examination questions (Standardized Test) based on the curriculum contents and the questions expected teachers to cover all selected topics. This is done to ensure content validity. Therefore, findings of this study will provide clear insight to those bodies on the extent of coverage, so that questions can be set on those areas covered by teachers.

The findings of this research will be of significant to supervisors in clarifying those topics or areas of Social Studies curriculum that are fully implemented by the teachers or otherwise. This will go a long way in facilitating creativity and identification of effective strategies, as well as, apt application of relevant pedagogical methods and instructional materials needed in solving any identified obstacles (if any) in the implementation of Social studies curriculum.

Moreso, the study will also serve as a wake-up call for authorities to facilitate the introduction of social studies education at senior secondary schools all over the country so as to attain a greater citizenship education in the country. Furthermore, the students who are the beneficiaries of social studies subject in the junior secondary schools will be refined through this programme. Lastly, the study provides a framework for similar research efforts in the nearer future.

## 1.8 Scope of the Study

The focus of this study is to evaluate the Social studies curriculum implementation for the attainment of citizenship education among junior secondary school students in Zaria and Giwa Educational Zones of Kaduna State, Nigeria. The study was delimited to JS II students and Social studies teachers in twenty (20) public junior secondary schools in Kaduna state. Areas of literature to be examined in this work includes curriculum contents of social studies, citizenship education, qualification of social studies teachers, learning environment and teaching methodology among others.

# CHAPTER TWO
# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter discusses the review of literature consulted or proposed for consultation which are assumed to be directly or indirectly related to the current research work. Specifically, the following areas shall be examined. These includes: Conceptual framework, concept of Social studies, history of social studies, concept of social studies, social studies education in Nigeria, history of social studies in Nigeria, social studies education in Nigeria, objectives of social studies education in Nigeria, Justification for social studies education in Nigeria, Nature and concept of social studies in Nigeria, Social studies Education and promote citizenship, concept of evaluation in education, Evaluation in social studies, Curriculum evaluation models, Goals attainment models, Judgment models, Judgmental models emphasizing intrinsic, Judgmental models emphasizing extrinsic criteria, Decision facilitation models, programme evaluation in social studies, types of programme evaluation curriculum implementation, models, curriculum implementers and review of empirical studies.

## 2.2 Conceptual Framework

The conceptual framework that forms the basis of this study is the fact that the basic goal of Social Studies instruction remains that of preparing the students, to full responsible citizenship within their society and the nations in general (Gross, Messic, Chapin & Sutherland, 1998). The teaching of Social Studies has been accepted in many societies as one of the most critical pivot of educational practices which is essentially charged with the responsibilities of aiding the child in his interpretation of the social frame works (including the associated problems in which he operates as a human individuals (Okam, 1998). It has a unique potential for inculcating the right type of skills, attitudes and values in the learner through a

unified and integrated interdisciplinary studies of man with particular reference to his social environment.

Thus, Kissock cited by Otuenu (2011) defined Social Studies as a "programme of study which the society uses to instill in the learner, the knowledge, skills, attitudes and values it considers important concerning the relationship human beings have with each other, their world and themselves". This study is in no doubt billed to present one of such efforts toward making education a social, functional and responsive to the challenge and propagation of national unity, ethnic tolerance, and enhanced citizenship education, skill acquisition for independence, job creation, inquiry-oriented, national consciousness and social reconstruction. In the light of this challenge and the dynamism of the society, Social Studies curriculum are continuously modified in the light of new social needs of the individual and the society. Therefore this study is set to ascertain whether or not Social Studies curriculum at Junior secondary schools is adequately implemented to transmit the objectives that prompted its inclusion in the school curriculum.

A number of evaluation models have been developed by different experts. This study adopted the work of Tyler in Yusuf (2000) as the framework to guide the study. Tyler described education as a process in which three different aspects should be distinguished. These are educational objectives, learning experiences, and examination of achievements. This model is primarily used to evaluate the achievement level of either individual learners or group of learners. The evaluators working with this model are interested in the extent to which learners are developed in the desired way. Both cognitive and affective domains are given importance in this model. Tyler's model seeks to study:

a) The relationship between educational objectives and learner achievement as well as the systematic study of other relationship for example, the relationship between the

objectives and the learning experiences suggested in the curriculum as realized in the actual school situation.

b) The relationship between the actual learning experiences and educational outcomes.

**Procedures**

The procedures involve everyone who is directly or indirectly affected; Develop goals and specific objectives and arrange them in hierarchical order; Translate goals and objectives into curriculum content and experiences; Select or create evaluation instruments to assess achievement of the objectives; Conduct periodic observations; Analyze data; Interpret data; and Make decisions.

Much as this framework has been earmarked to guide the work, a number of frame works and models have helped to enrich the repertoire of methods available for curriculum evaluation. These includes, the centre periphery model, proliferation of centre model, shifting centre model, stake response and countenance model of 1975 and many others. Each of these frameworks has its own emphasis and operational implications and therefore included in the design of this work. Yusuf (2012), commenting on the choice of evaluation models emphasizes that a single complex framework may not be selected and used but rather, may be extensively modified by the evaluator choosing and implementing features of several framework. The achievement of this therefore, largely depends on the quality of the curriculum and the enabling environment.

### 2.2.1 Concept of Social Studies

The social studies concept is engrossed with numerous definitions by various scholars and authorities. A search through text books and literature confound the students with numerous definitions of the concepts of social studies. This is evident in the multilateral opinions or views held by people on the subject. Thus, Mezieobi in Aliyu (2009) put up this opinion that social studies concept is as troublesome as there are many people attempting to

define it. The definition of this concept is problematic due to its lack of concept specificity. He engrossed his view to lack of an agreed format among scholars to a universal definition of Social Studies.

Social Studies has been seen as an extended civic, simplified form of social sciences, as citizenship education, applied social sciences as well as a supplement or complement of the traditional subjects that constitutes the humanities and the social sciences subjects (Mezieobi, in Aliyu, 2009). The vagueness of Social Studies does not end with the scholars and teachers, parents, educational administrators alone, even government seems to be more confused about the subject, methodology and its importance.

However, a cursory look and consideration at some definition by scholars will help drive home this point. The committee on junior secondary school Social Studies programme defines the subject as "those common learning of man's interaction with his social and physical environments (Okonkwo in Ololobou, 2004). Jiboku in Ikwumelu (1993) also describe Social Studies "as that aspect of learning which deals with how to get on (get along) with one's environment, physical as well as human and how to develop those skills, knowledge, values and attitudes that characterizes a responsive and responsible citizen in a free society. Orakwe (1991) noted that Social Studies is the study of man in his unending interactions with his environments as the attempts to make them a better place.

Similarly, an often quoted definition of Social Studies by Kissok cited in Okojie (2007:11) address Social Studies as "a programme of study which a society uses to instill in a students the knowledge, skills, attitudes and actions it consider important concerning the relationship human being have with each other, their world and themselves. While the various definition of Social Studies presented above may be mutually exclusive, a close examination would reveal that their discrepancies are a little more than using different words to describe the

same things. Above all, the various ideas, generalizations or features that are common among this definition include the following:

i. Man and his environment constitute the major focus of Social Studies.
ii. There is inter-relationship between man and his environments.
iii. Social Studies aim at solving man's problems, that is, social, economic, political etc.
iv. Social Studies provide the learners with citizenship, humanities, intellectual and value education.

These common features, rather than breeding conflicts and controversies that go with the definition, should form the basis for Social Studies discussions and practices in Nigeria.

### 2.2.2 History of Social Studies in Nigeria

There is diverse opinion on the exact beginning of social studies the world over. These inexact and divergent views about the origin of social studies among scholars have created more confusion than shed correct light with exactitude on the origin of social studies.

Social studies originated in the western world more especially in Western Europe and North America (Joof, 1991). Osakwe and Itadjere in Mezieobi (1999) hold a contrary opinion to Joofs assertion. To them, social studies originated from the United State of America. Osakwe and Itadjere, went further to explain the point of direction that host the spread of social studies. To them, social studies crept from the United States of America into Europe especially Britain. Ololobou (2007) and Tikuma (2009) equally shared the view that Social Studies emerged in world history in 1916 through American scholars. This they posits that research studies have uncovered that the expression "Social Studies" was first used in the academic circle of Americans during the last two decades of the 19$^{th}$ century and gained official recognition by the American government in 1916.

Social studies as a defined area of study did not develop with the establishment of schooling in Nigeria. But the founding fathers of education were concerned with the development of a whole man through education. The history of social studies education in Nigeria can be traced to the United States of America where the concept of social studies emerged during the last two decades of the 19 century, and gained official recognition. Kissock (1999:1) asserts that initial developments in social studies in the United States can be traced to the 1916 report of the social studies committee of the commission on the reorganization of Secondary Education titled 'The social studies in secondary education; With this report social studies achieved legitimate status as a curricular subject in the schools.

The introduction of social studies into Nigeria could be traced back to the period before independence, in 1960. It first emerged in the Western Region when the subject was introduced into schools in 1958 through a joint educational development program between the region and the University of Ohio (U.S.A), (Makinde, 2000). The Ohio project only affected the teacher Training Colleges in the region. In 1963 a pilot project was conducted at Aiyetoro Comprehensive High School in the Western Region (now in Ogun State). This venture was an experiment in comprehensive system of education and curriculum development. It was an effort to introduce social studies among other subjects. This project was jointly financed by the Western Region Ministry of Education in collaboration with the United States Agency for International Development (USAID) and the Ford Foundation.

Based on the success achieved at Aiyetoro Comprehensive High School, the government of Western Nigeria decided to extend the social studies program to other schools in the region. As part of the plan, the Department of Social Studies at Aiyetoro Comprehensive High School, was assigned to draw up a social studies syllabus for the first two years of secondary school and also, to write the materials to suit the syllabus (Ismaila,

2001). The textbooks, social studies for Nigerian schools written by the Aiyetoro team were presented for evaluation at the critique conference of Nigerian Education, held in Lagos (April to May, 1968). This conference, organized under the joint auspices of the Comparative Education Studies and Adaptation Centre (CESAC) and the Ford Foundation Program on Curriculum Development in Nigeria, made valuable suggestions towards the improvement of the text book to make it usable all over Nigeria. The conference also recommended that social studies should he introduced into the primary schools in Nigeria.

Another significant stride in the development of Social Studies in Nigeria was taken in 1968 during the conference of African Educator held in Mombasa (Kenya) (Bangle, 2004). The conference which was organized under the auspices of the Education Development Centre (EDC) and the centre for curriculum Renewal and Educational Development Overseas (CREDO), and drew participants from eleven African countries including Nigeria, reviewed African Education curriculum (Ismaila, 2001).

Out of this conference emerged the African Social Studies Program (ASSP) and later, the Nigerian Social Studies Program (NSSP). The conference stated the big role which social studies should play in alleviating the defeats of the existing educational systems in many emergent African nations and recommended the teaching of social studies in all Teacher Training Colleges in Africa (Obemeata, Ogungua, Agu & Laosebikan, 1999). Subsequent to the Mombasa Conference, a seminar on social studies was held in Ibadan in January, 1969 with participants drawn from different parts of Nigeria (except the East which was engulfed with war). At this seminar, the social studies Association of Nigeria (SOSAN) was formed. The objectives of the association included dissemination, promotion, development and adoption of social studies in Nigerian schools.

Social Studies was introduced on a national basis at the 1969 at the 1969 National Curriculum conference where SOSAN presented a report on the need for the introduction of social studies. At this conference, issues of ideology, purpose and objectives of Nigerian education were discussed and recommendations and resolutions touched on the teaching of culture and social studies in the Nigerian education system (Ismaila, 2001). Also, among the recommendations (which formed the nucleus of the New National Policy on Education) was that social studies should be taught in all Teacher Training Colleges and in the lower classes of the Secondary Schools (Ismaila, 2001). In accepting some of these recommendations and launching the Nigeria National Policy on Education, the Government approved the teaching of social studies in all primary schools, Teacher Training Colleges and the Junior Secondary Schools in Nigeria.

The 1969 National Curriculum conference is a landmark in the history of education in Nigeria, in general and a great success in the development of social studies in particular, having identified the philosophy of Nigerian Education in the National Policy or Education (FRN, 2009). Social Studies was therefore given prime importance as a tool for implementing them through the school and hence recommended by the Federal Government as a subject to be taught nationwide. Dubey and Barth (2000:2) reported that the Institute of Education Ahmadu Bello University, Zaria along with the Teacher's Colleges at Bauchi, Bida, Ilorin, Katsina, Maiduguri and Sokoto who were part of Northern Nigeria Teacher Education Project, spear headed the teaching of social studies in this part of the country in 1965. Subsequent, to the national recognition of social studies, conference and workshops had been and are still being held in order to get social studies firmly established. The Nigerian Education Research Council (NERC now NERDC) and the social studies Association of Nigeria (SOSAN) have made positive efforts to improve the teaching of social studies. The first National Workshop on Social Studies was organized by the

Institute of Education Ahmadu Bello University, Zaria in 1971 whereby the Institute's materials were evaluated (Abdulkareem, 2006; & Udoh, 1999). Also, in April, 1978, the NERC organized a seminar of expert on this classification of meanings ideas, and concepts of social studies. Report of the seminar was fully edited and published under the title, Social Studies; Teaching Issues and Problems (NERC, 1999) following the adoption of the New National Policy on Education. Social Studies as a discipline was introduced into the curriculum at various levels of education in Nigeria.

At the primary and junior secondary levels the offering of social studies is compulsory, but at the seminar secondary level it is an elective. In order to produce enough teachers to teach the subject at these levels, it is offered in all classes in the Grade II Teacher's Training Colleges, and courses combining social studies with other subjects are offered in the colleges of Education. A number of the Faculties of Education and Institutes of Education in many Nigerian Universities run courses on Social studies methodology for different categories of practicing teachers and student teachers. Some of these universities are Ahmadu Bello University, Zaria; Obafemi Awolowo University, Ile-Ife; University of Jos; University of Sokoto and many others.

From the foregoing, it can be seen that the development of social studies in Nigeria has indeed been momentous, originating from the humble beginnings in 1956 in the USAID and Ford Foundation-Sponsored project (The Ohio Project) and the pioneering effort of the Aiyetoro comprehensive High School Program. It is interesting to note that a social studies guide for Primary Teachers was published, and the first trial social studies syllabus for the Advanced Teachers Colleges produced by the Institute of Education, Ahmadu Bello University, Zaria, panel in 1975. Subsequently syllabuses and textbooks were produced for all levels by NERC, NTI, JCC, CESAC and many others. To date, social studies is offered in all primary schools. Teacher Training Colleges and the Junior Secondary level throughout the

country. The subject is offered in most Universities at Undergraduate and Post-graduate levels. National Teacher's Institute (NTI) examination in social studies is made to be an external compulsory paper for the teacher Grade II Certificate in 1988 (Udoh, 1999).

### 2.2.3 Social Studies Education in Nigeria

Social Studies education is no longer a new subject or programme of study in the Nigerian school curriculum. Nigerian scholars and writers are equally of contrary and divergent views as to when Social Studies made its head-way into Nigeria and its schools. Osakwe and Itadjere assumed that Social Studies emerged in Nigerian schools in the "mid 1960's, Osabe in Aliyu (2009) assumed it to be at the late 60's. Adedoyin in Aliyu (2009) put it that Social Studies was introduced in Nigeria in the colonial era with the establishment of schools. Thus she observed, "Social Studies was entrenched in the then religious curriculum of our schools. Mezieobi in Aliyu (2009) refutes these claims of Social Studies with colonial origin and its 1960s emergence of Social Studies. To him Social Studies has been in existence right from the inception of Nigeria in the Pre-colonial times with goals, content, methodology and Evaluative process that was in consonance with the needs, values and aspiration of the then Nigerians and Nigeria.

Mezieobi in his opinion observes that what is new is the concept "Social Studies" which was really borrowed or imported and which has become a discrete subject in Nigerian schools. This he cap it that even today in Nigeria, the Social Studies content is 'Nigeria-specific' as it was in the old as it focuses largely on the Nigerian life style and environment. This he outlined the following as the basic rudiments of traditional or indigenous Social Studies education.

i. The learning of the people's local and family history, myths, oral literature, proverbs and riddles, and the geography of the community and the adjoining neighborhood,

ii. Respects to elders, honesty and truthfulness, fear of the gods/goddesses, learning of family gods, goddesses and people's gods,
iii. Character, values and virtues development and inculcation which traditional religion encouraged and promoted.
iv. Instruction on loyalty to the community, recognition of ones rights, obedience to elders, recognition of seniority, hospitality to people, cooperation in common test, respect for others.

Social Studies in the contemporary Nigeria context, according to Tikuma (2009), posit that it surfaced in 1958 in western region when the subject was introduced into schools through a joint educational programme between the region and the University of Ohio (USA) "the Ohio project" as it was tagged only affected the western region. In 1963 a pilot project was conducted at Aiyetoro comprehensive school. This venture led to a comprehensive development of the first Nigerian Social Studies curriculum at the said school.

Tikuma (2009) noted that subsequent upon the introduction in the western region was a series of curriculum innovation conferences that was held locally and internationally. This among others includes the conference of African educators held in Mombasa (Kenya) in 1968. This conference was organized under the auspices of the education development center (EDC) and the centre for curriculum renewal and education/development overseas (CREDO). This conference drew eleven participants from African countries including Nigeria. From this conference emerged African Social Studies Programme (ASSP) and later the Nigerian Social Studies Programme (NSSP).

Subsequent on the Mombasa conference in 1968, Nigeria accelerated her march towards entrenching Social Studies in her education system. Thus, in January 1969 participants were drawn from all over Nigeria to Ibadan for a seminar in Social Studies except the eastern part of the country which was then a threat of war. Social Studies Association of Nigeria (SOSAN)

was formed at this seminar and the objective of the association includes the dissemination, promotion, development and adoption of Social Studies in Nigerian schools.

Equally in 1969, a national curriculum conference was held in Lagos where large participants were drawn from all the nooks and crannies of the Nigerian society vis-a-vis, doctors, traders, farmers, teachers, business-men and so forth, to discuss issues of ideology, purpose and objectives of Nigerian education. There SOSAN presented a report on the need for the introduction of Social Studies. The resolution and recommendation of the conference touched on the teaching of culture and Social Studies in the Nigerian Educational system i.e Social Studies should be taught in all teacher training colleges and in the lower classes of the secondary school and primary schools. Thus, the deliberation and recommendation of the conference and seminars forms the pivot of the Federal Government National Policy on Education in 1977. Thus, Ismail in Aliyu (2009), in his statement rose that social studies was introduced on a national basis at the 1 969 national curriculum conference.

### 2.2.4 Objectives of Social Studies Education in Nigeria

The reasons for teaching Social Studies and what we teach in it is a fulcrum to which the success of the entire programme is built upon. Social studies was introduced into Nigerian schools system as a remedy to existing social problems prevalent in the society. It aims at studying social actions, relationship, addressing social needs and problems. The objectives of social studies vary from one country to another; this is dependent on the situation and conditions of the country adopting it. Thus, there are varieties of objectives of Social Studies as there are varieties of social needs and problems (Tikuma, 2009). Argungu (2009) posited that, social studies as stated earlier was introduced into Nigerian schools as a core and compulsory subject at primary and junior secondary schools as a catalyst to the achievement of the four national educational aims and objectives.

Obameata, Agu and Laosebikan in Argungu (2009), explained that the objectives of Social Studies in Nigeria naturally reflect the national objectives of education as a whole. This is basically on the premise that Social Studies, is a subject that draws its concepts from all the basic subjects at the primary and secondary levels of education such as History, Government, Economics, Religion among others, Based on this, the objectives of social studies tend to reflect the objectives of these subjects. Secondly, the subject is designed to offer specific solutions to societal issues or offer remedy to national problems. Thus its objectives must be relatively interwoven with national goals of education if it is to answer this call.

The national educational goals as presented by the national policy on education (2009) states the following:

a. The inculcation of national consciousness and national unity
b. The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society.
c. The training of the mind in the understanding of the world around and
d. The acquisition of the appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of his society.

It is based on these goals that the objectives of Social Studies were designed. According to Ololobou (2004) a typical social studies proramme must encompass four cardinal objectives namely the environment, the various skills, values and skills and emerging issues. Equally in his work, Ololobou (1999), observed that Social Studies in Nigeria seeks to re-establish the pre-colonial African educational values, which includes honesty, hard-work, mutual cooperation and conformity to traditional social order.

NERDC, in Ikwumelu (2000) categorized the objectives into the Following;

a. Citizenship education: Preparing the students for social responsibility.
b. Humanistic education: Helping the student to comprehend his life.
c. Intellectual Education: Introducing the students to the mode of thinking and enquiry of the social sciences.
d. Value Decision: Inculcating in the individual some expected. Attitudes, values and feelings.

Bye and large, the opinions of Social Studies scholars are not different from the objectives of Social Studies in Nigeria. Thus; Dubey, Aina, Corbin NERDC, in Ikwumelu (2000), are of the same view that is based on the rationale for the introduction of Social Studies in Nigeria. The objectives of the Social Studies programme may be broadly outlined as follows:

1. To create an increasing awareness and understanding of our evolving physical and social environment.
2. To develop a capacity to learn and to acquire certain skills including not only those of listening, speaking, reading and writing, and of calculation but also those of hands and head.
3. Ensure the acquisitions of the body of relevant knowledge and information, which is an essential prerequisite to personal development as well as to a positive contribution to the betterment of mankind.
4. To develop a sympathetic appreciation of the diversity and interdependence of all members of the local community, and the wider national and international communities.
5. Develop in the students, positive spirit of togetherness, comradeship and cooperation towards healthy nation.
6. Promotion of understanding of social problems of their locality.
7. Promotion of the ability to think reflectively.

8. Creation of awareness that discipline is essential for an orderly society.
9. Demonstration of flexibility and willingness to accept necessary changes within a system.
10. The promotion of effective and active citizenship.

Consequent upon these objectives, new objectives can always be conceived and developed in relation to the dynamics and on the move nature of the society to ensure the purposive nature of Social Studies as a problem solving programme. Thus, Maduewesi (2003) refers to this point in his foreword to the national curriculum for primary school Social Studies. This he stated as follows:

> "The curricular prescriptions presented in this document represent the minimum content of what should be taught in all Nigerian schools. This out withstanding, teachers in the different states and local government area are free to draw upon their immediate environment for additional materials".

It is the desire to achieve the objectives of Social Studies through the various level of our educational system as prescribed by the National policy on education that justifies the objectives of Social Studies at the primary, the junior secondary and the NCE level. Thus, this study aims to evaluate the JSS Social Studies curriculum implementation for attainment of citizenship education in Nigeria as a whole.

### 2.3.1 Justification for Social Studies Education in Nigeria

The dynamics of the society and the demands it has placed on individuals and the entire society requires the search for solutions to arrest certain prevailing circumstances and challenges that these demands have placed on existing conditions. New realities and pressing social needs have compelled very many nations across the world to adopt Social Studies for their country(s) and schools. Reasons for the introduction of Social Studies among these countries are not far-fetched from what it is in Nigeria.

Thus for a clear understanding of the justification for Social Studies in Nigeria, the need to look at the philosophy behind its introduction and what it is intended to achieve is important. According to Aina, Adedoyin, Obilo and Ahmadu (2000) Social Studies was introduced into the Nigerian system as an answer to specific and national problems. In the late 1960s, most educators in Nigeria clamored and agreed that the schools must be Nigerian in outlook rather than emphasizing foreign ideals. This is because in designing the form and content of education for Nigeria, the British colonizer according to Tikumah (2009) aimed at enlightening the Nigerian more about Europeans than about himself as a Nigerian. In effect, the education provided by the British was inadequate to meet the needs of the Nigerian youths and society. As Fafunwa in Akinylaye (1998:25) rightly observed,

> 'The present education system instead of Developing positive values in the society in which the African child lives, tends to alienate him from his A cultural environment, in other words, the system educates the child out of the environment".

Consequently, the educational reforms that led to the introduction of Social Studies in Nigeria had the following underlying motives which according to him are as follow:

a. The need to make education more relevant to the needs of the individual and the society.
b. The need to use education for national integration and socio-economic development.
c. The need to develop the right societal values.
d. The need to make an individual responsive to the society in which he lives.

Based on these, it was thought that through Social Studies education, a

love of the country could be developed in our school-children in such a way that they will develop a strong attachment for their country and government.

As Balyejusa in Tikuma (2009) rightly observed that social studies was introduced in Nigeria as a "corrective study" that is to remedy the colonial activities of the past with the notion to properly address the present and future needs of Nigerians. The cultural and ethnic diversity of the Nigerian nation provided diverse relationships among the inhabitants of Nigerians. This relationship is manifested in multi-lingual, religious and ethnic sentiments that culminate in relative lack of peace and unity and undemocratic living. This specter of cultural, linguistic and ethno-religious relationships appears to influence ember of animosity between Muslim and Christian worshipers in Nigeria. Thus Okam (2002) is of the view that Social Studies in Nigeria aims at breaking the ethnic, religious, linguistic and cultural barriers that keep apart the various groups that constitute the Nigerian society, so that nation building can be facilitated by the concerted efforts of those divergent people of the Nigerian polity.

Dubey and Bath in Amdii (2004) instruct that the social function of social studies has been the "preparation of pupils or students for responsible citizenship". Thus, Social Studies was introduced as a programme to help in developing and improving social living in the community, country, and in the world as a whole. Amdii (2004) posits that social studies was introduced to make Nigerians understand as observed by Lebowitz, in Tikuma (2009) that the people constituting the Nigerian population have much more in common than they differ. Ilori (1994) observed that, if Nigeria is said to be a nation in need of "ethical revolution", then social studies as an inculcator of values and attitudes is indispensable for the country.

The justification for the inclusion of social studies arise from the deficiencies of the separate social science subjects such as History, Geography, Political science, Economics, Government among others as a means of studying the entire society. Thus, Ken Mezieobi, Fubara, and Sam Mezieobi, (2008) observed that the segregation and fragmentation of courses in humanities and other social sciences in their distinctiveness presents the world in its false view, therefore social studies in its integrative approach to learning was seen as capable of

cutting across artificial subject boundaries and present knowledge in an integrated and unified knowledge approach to learners. Thus, its introduction was facilitated. More so, Social Studies in Nigeria is equally justified by the multitudes of negative values, poor attitudes to work, disrespect for constituted authorities and the absence of a sense of patriotism by Nigerian (Mezieobi, 2008). Therefore Social Studies, a value-laden subject was thought to provide a value re-orientation platform to inculcate socio-civic and effective competence for Nigerian's and Nigeria society. This will expose the Nigerian youths to the problems in the society and equip them with the necessary skills needed for their survival (Aina in Aliyu, 2009). Amdii (2004) equally informs that, the introduction of Social Studies into the school curriculum in Nigeria was part of a general response to the problems of independence and tends to reverses the colonial education which did not cater for our societal values.

In addition to these, its introduction was designed to develop basic skills that are essential to the healthy development of the ideals of democracy such as thinking and creative thinking among others. Aina in Aliyu (2009), asserts that, these skills are accomplished through learning experiences which involve problem-solving, critical thinking. Social Studies provide these opportunities.

Above all these, the national policy on education (2009) stipulates that the quality of instruction at all levels of Nigerian education system must be geared towards inculcating the following values in learners.

1. Respect for the worth and dignity of the individuals.
2. Faith in man's ability to make rational decisions.
3. Moral and spiritual values in inter-personal and human relations.
4. Shared responsibility for common good of society.
5. Promotion of the emotional, physical and psychological health of all children.

Social Studies objectives are derived from the National Educational objectives and are aimed at the realization of the aspirations of the national education objectives. It was introduced to achieve such goals as national consciousness, national unity, development of positive attitudes towards democratic values and effective citizenship among others. Thus, Social Studies, based on its objective was introduced as the most adequate subject for the realization of the national educational objective at all levels of our education system.

### 2.3.2 Nature and Content of Social Studies in Nigeria

The institutionalization of Social Studies as part of our educational pursuit in Africa, according to Balyejusa in Aliyu (2009), has to be seen as an African ideas and creation of the concerted educators, philosophers and educator such as Kwame Nkuruma, Tafawa Belewa, Julius K. Nyerere, Jomo Kenyata, Leopoid Senghor and a host of many others. These pioneer African scholars and nationalists who were educated under the or during the colonial rule observe and saw the negative consequences of the colonial education as an instrument of European imperialism. They brought it to become heroes and reformers. Their recommendation, policies and charters became the pillar upon which the present- day educational policies take roots. And this helps to form the real core on which social studies stand. The idea of Balyejusa is not to forestall the idea of indigenous Social Studies before the colonial instruction. Thus, Onabamiro in Ikwumelu (2001:19) observed that indigenous Social Studies is as old as man. And they bare their mind with the traditional Social Studies education as,

> "That process by which children born into a society is made to understand the environment into which they have been born, to learn the things that members of the society should do to enhance the welfare and progress of the society and to learn why they should avoid doing things that might be injurious to the wellbeing of the society".

Indigenous Social Studies is thus child society centered. This therefore buttresses the assertion of Fafunwa in Aliyu (2009) "that African education (including indigenous Social

Studies) emphasized "social responsibility, job orientation, political participation, spiritual and moral values", this therefore portrays that the indigenous Social Studies is both situational and temporal, that is, it is flexible, changing from place to place and from time to time. Nevertheless, it follows the spiral format, extending from known to unknown and from simple to complex.

Social Studies as earlier stated is a corrective study. Belyejusa argues that it is corrective because it aims at upsetting the colonial educational activities. Its purpose is to remedy the educational ills of the society. It seeks to replace irrelevant learning experiences with relevant ones. Since the product of any colonial educational system was not meant to serve the interests of his fellow indigenes. Therefore Social Studies is meant to correct all ills Vis-a-vis, educational, social and technological ills that were inherent in the colonial system of education and the Nigerian society.

Social Studies is a subject that emphasizes on objectives before any content can be of significance to the learner. This, Balyejusa in Ikwumelu (2001) and Mezieobi (2008) bare their mind to. They agreed that the teacher has to understand why he is doing what he is doing before any meaningful learning can take place. In Social Studies, a teacher must know what he is supposed to accomplish for the benefit of the child and society. Social Studies is also equally a study that emphasizes the importance of man. It places man in a control position and his activities are studied in relation to his various environments which could be physical, social or psychological, and the goals/objectives of Social Studies is to produce responsible and participative citizens with analytic, relative skills and attitudes to make their environments yield all that make the society for good successful living (Mezieobi, 2008). The essence is to make the society a worthy human habitation with fewer problems.

The evaluative criteria of Social Studies focus principally on the affective domain-values and attitudes. Fubara (2008) posits that the evaluation of the learners performance in the other educational domains such as the cognitive and psychomotor domain have meanings and significance only within the context of the affective domain. Akande in Aliyu (2009), affirms that the nature of teaching in Social Studies refers to a predominantly student controlled or directed interactive learning oriented activities inside and outside formal classroom situation in which the learner actively participates and makes a conscious and deliberate act to induce and acquire significant learning under the teacher serving as a learning collaborator, a director, a guide, a catalyst and a helper. The teacher in Social Studies teaching is not a task master or an autocrat dishing out encyclopedic knowledge. Learning is accomplished through active students/teacher's interaction in ensuring that learning takes place.

### 2.3.3 Social Studies Education and the Attainment of Citizenship

The proponent of subject theory according to Udeinya in Aliyu (2009) holds to the view that for any subject to be qualified to be included in the curriculum should be deemed relevant and essential to the achievement of the desired change in the behaviors of the learners and the overall development of the society. This stance is not uncommon to Social Studies as the subject is deemed fit to guarantee the much needed developmental desire of the Nigerian society. Thus the federal government through the 1969 national curriculum conference saw the importance of Social Studies education in relation the achievement of national goals, included it as a core subject to be taught to the Nigerian primary, junior secondary schools and the teacher training college students for learners to study the social norms and values of the local community and of the country as a whole (FGN, 2009).

Bayeljusa in Uko (2002), rightly pointed out that the Nigerian child needs to know more about the history and geography of his own country than the history and the geography of Europe. Therefore the need for Social Studies in the Nigerian educational system is imperative

as the subject seeks to reverse the colonial focus which makes the Nigerian child learn more of European culture than about his own culture and environment; and to ensure she produces good respectable followers and leaders of tomorrow that would contribute their quota to the development of mankind and to the society.

Social studies education provides common orientation to the over one hundred and forty million Nigerians with almost about four hundred ethnic groups, with diversity of languages, customs and religions etc. to work together as compatriot for nation building. Based on this thought, Okam (2002) is of the view that Social Studies in Nigeria aimed at breaking the religious, linguistic and cultural barriers that keep apart the various groups that constitute the Nigerian society, so that nation building can be facilitated by concerted efforts of these divergent people of Nigerian polity. McCauley and Regan in Aliyu (2009), in their opinion posited that the need for Social Studied education in Nigeria is to foster mutual understanding, mutual respect and mutual appreciation of one another by the divergent people that constituted the Nigerian nation, the same way the need to inculcate democratic values and attitudes arose at the times of the influx of immigrants into the United State of America calls for the introduction and teaching of Social Studies.

The increasing waves of social problems in Nigeria such as corruption, ethno-religions conflict, child-abuse, unemployment, armed robbery among others calls for a living subject that inculcates in the minds of individual the right type of knowledge attitudes, values and skills needed for the development of individual and the entire nation. Alih (2002) put it "since the teaching and learning of the traditional subjects like Economics, Sociology, Anthropology, Political Sciences, Geography have proved inadequate in advancing the growing social problems of bribery, fraud, embezzlement, armed robbery and other social vices in Nigeria. Consequently, there has occurred an aggravated growing need for a positive change not only in our personal life but also in our economic and political life. There was the call for indigenous

education, (integrated Social Studies). Thus Social Studies a value laden subject which deals with constant values, attitudes and beliefs that motivate and control people's behavior is an emerging force that will actualize the developmental dream of the country. Ikwumelu (1990); Uko (2002); Ali (2002), adopted the same line of thought.

Wholesomely, Social Studies education is aimed at producing young and effective citizen. It is a vehicle for citizenship education. Okam (1998) pointed out that one of the goals which directs the enterprise of Social Studies is citizenship education. The requirement for this is not only the transmission of the requirement of scholarship but also the comprehension of social realities of the time in a given setting. Social studies education is an avenue for preparing a child to actively participate effectively in the dynamic life of his society. The development of the society require individual who are active, dedicated skillful and patriotic to the cause of the nation.

## 2.4 Concept of Evaluation in Education

The diverse meanings and definitions of the concept of evaluation includes viewing evaluation as an assessment of the worth or merit of some educational objects. Stufllebeam (2000, 2005); Trochim (2006), assessment of the achievement of objectives which is also the views of Tyler on evaluation (Madaus, 2000), proving the success or failure of a programme (Madasu & Stufflebeam, 2000).

Greenwald and West in Ben-Yunus (2000), identified whether curriculum objectives are being or have been achieved so that modification in them can be made necessary. Onwuka (1998) defined evaluation as essentially the provision of information to facilitate decision making at various stages of curriculum development. This implies the selection of criteria, collection of data and data analysis. Ben-Yunus (2000) and Yusuf (2012), shares similar opinion as Ben-Yunus, defined evaluation as the process of getting information, analyzing it

and drawing final conclusion from it. Evaluation is a systematic process of determining the extent to which instructional and programmes objectives is achieved for value judgment.

Evaluation is thus quantitative and qualitative. In a narrow sense, it could be looked at as the process of making value judgment on measured phenomena. In abroad sense, evaluation refers to the process of seeking, obtaining and quantifying data with a view to making value judgment about objects, events or their characteristics. Therefore, its flow of activities is obvious from the measuring instruments (Test) to assigning scores (measurement) and the value judgment relating to the measured phenomena which are referred to as (evaluation).

Evaluation in education according to Okpanachi, Ejigbo and Omede (2006) covers three main areas; viz:

i. The evaluation of achievement: This involves the cognitive, affective and the psychomotor domains.
ii. The evaluation of the curriculum: This involves all things to be learned.
iii. The evaluation of the system: This involves the process through which one is educated. Thus, an independent and elaborate consideration of these three main areas will justify the researcher interest for this study.

**i. Evaluation of Achievement**

Measurement and evaluation is concerned with the attempt to precisely describe what a pupil/student has achieved during or throughout a programme of study. For instance, one may be interested in finding out how much learners have achieved after being taught Social Studies or any other subject. At the end of any term or semester, the evaluator will develop an instrument for this purpose. The responses are scored, graded, weighed and reported.

### ii. Evaluation of a Curriculum

This is the process of assessing/evaluating and ensuring that programmes organized and instituted to train pupils or students are adequate, relevant and functional. It is necessary to evaluate such programme from time to time so that the feed-back from such efforts would be used to improve or maintain the programme. One of the ways of doing this is to identify the objectives of the programme, develop and standardize an instrument which is then administered on the products or beneficiaries of such curriculum to find out if their output is desirable with respect to the specified objectives. Bearing this in mind, the researcher is then motivated to evaluate the Social Studies curriculum implementation for the attainment of citizenship education in Zaria, Giwa and Nigeria in general to assess the adequacy, relevance and functionality of the programme in achieving the desired goal.

### iii. Evaluation of the System

Okpanachi, Ejigbo and Omede (2006), refers system to a group of related parts that work together as a whole for particular purposes. Educational institutions are systems in themselves such that the dynamic interaction of the administrative set up, the instructional facilities, teaching staff, infrastructure, policies and practices affect the learning of pupils or learners. To evaluate a system, the component parts of the system are delineated and isolated or identified and carefully listed. The items are then evaluated to confirm the desirability or other-wise of the system. For instance, the funding, adequacy or otherwise of learning/teaching facilities such as chairs/tables, chalkboard, library, social studies workshop, the quality and quantity of teachers and other related things.

### iv. Qualification of Teacher and Evaluation in Social Studies

Qualification is an attractional force that determines the suitability of applicants for employment. The success and achievement of the goals of any establishment is determined by how qualified those that are responsible for carrying out the day to day activities of such

organization are. The teacher evaluating the curriculum must be duly qualified to be efficient in his assignment. The adequacy and efficiency of evaluation is out-rightly determined by the number of qualified staff the school has. It is on the basis of this that (Ali, 2002) remarked that the main criterion for determining the composition of teaching staff is "subject matter" competence based on the training and experience. It is based on this premise that the national policy on education (2004) revised pointed out that since the education system may not rise above the quality of its teachers, teachers education shall continue to be given major emphasis in all educational planning and development. This is meant to produce highly motivated, contentious, quality and efficient classroom teacher for all levels of our educational system. To this end, the teacher evaluating the curriculum must be duly qualified to be efficient since the classroom teacher is the cornerstone of curriculum evaluation.

Their qualification counts so much in the interpretations of the curriculum. The success of the students in learning task and the success of the teacher in the evaluation of the curriculum lies considerably on the qualification of such a teacher. The consequence of sub-standard teachers in the school system is the production of half-baked graduates and the end result of this is poor managerial ability and in-efficiency.

**v. Availability of Fund**

The task of curriculum evaluation is a function of adequate funding. Fund plays prominent role in effective evaluation of the curriculum. Availability of fund guarantees prompt payment of salaries and allowance, it enable regular training and retraining of staff. It facilitates procurement of teaching/learning facilities among others. It is on the consideration of this importance that the Federal Republic of Nigeria through the national policy on education (FGN, 2009) states that education is an expensive social service that requires adequate financial provision from all tiers of governments for successful evaluation of the education programme. To realize this, the government set up relevant sectoral bodies such as

the education tax funding to respond to the funding needs of education. The United Nation Organization (UNO) has equally tasked all countries to set aside 25% of their annual revenue for the financing of education. It is on the importance of funding to adequately and effectively evaluation of the curriculum that Nwosu (2004), made this assertion that proper funding is a tonic for basic and quality education. He examines the impact of fund on the educational sector and caution that unless both government and the private concern step up funding, the quest for basic and quality education in the country will remain a day dream.

A lot of good curriculum plans has been kept unimplemented and some that were implemented were haphazardly done due to unavailability of fund to enhance adequate evaluation. Even where and when funds are released for such, they are grossly mismanaged or catered into private pockets for personal use. Poor funding and mismanagement of fund has been a major hiccup in the evaluation of curriculum plans and the development of educational activities. This is evident in official neglect of school activities, poor structures, overcrowded classrooms, dearth of teaching facilities and materials, disgruntled, ill-motivated, poorly paid and irregularly paid teachers (lecturers), which has become the common feature of our public school.

**vi. Training and Retraining of Staffs**

The dynamic nature of the society and the prevailing knowledge explosion in the society calls for constant updating of knowledge and refreshing of memories through in-service training, seminars and workshop for up-date of knowledge to effectively evaluation of the curriculum. Researches are conducted daily and new grounds are broken, fresh knowledge; ideas and facts emerged and render existing knowledge obsolete. This therefore calls for constant renewal of knowledge, ideas and facts through training and retraining, attending seminars and workshop to keep to the dynamics of the society (Thompsm & Anyanwu, 1998). It is on the basis of this that the federal government through the national policy on education

(FGN, 2009) posits that, in service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies. This is an efforts aimed towards the improvement of quality education through evaluation of the curriculum.

### 2.4.1 Evaluation in Social Studies

Evaluation aims at assessing the extent to which the anticipated outcome is achieved. It enhances a comparison between the actual outcome and expected outcomes. Evaluation therefore can be defined as the process through which the performance of the students, their teacher as well as the effectiveness of the programme is assessed.

In the words of Ogunsanya in Aliyu (2009), Social Studies evaluation therefore is "concerned with one's attempt to find out the extent to which the teaching and learning objectives of the subject have been met by the teacher and the students; but more importantly the latter".

This goes to show that the primary aim of the teacher is to enable pupils to show and understand what they are taught rather than to fail or pass them. Evaluation should thus not end with grading the pupil's performance because whether or not the pupils do well as expected, the teacher ought to ask himself why some of them perform very well and others perform badly. He should also find out whether or not he has contributed to the problems or success of the pupils as might be indicated by the evaluation results, and what has been the nature of his contributions. For instance, did he teach the subject well enough? Did he sufficiently motivate the pupils? Did he take special care of individual differences in the class?

However, Ogunsanya in Aliyu (2009) opines that the current practice in evaluation generally and in the evaluation of Social Studies in particular tends to completely ignore the evaluation of the teacher himself and to concentrate on the learners. Evaluation presents students, teachers and curriculum developers with feedback on their success in achieving

programme objectives and form the basis for making sound decisions on which to modify and improve the programme.

In social studies, evaluation serves three major purposes; firstly, it is used for course improvement. This is because it helps in identifying weaknesses in the set objectives, contents, materials and methods. Secondly, evaluation helps in identifying the needs of the individuals for the purposes of planning their instructions. Thirdly, it assists in the judgment of an educational programmed in terms of work ability and suitability. It is obvious then that evaluation is multidimensional in nature, focusing on programme, students, teachers and the society.

Social studies lends itself to the use of a good number of evaluation techniques, this is to enable the teachers to determine the extent to which instructional objectives are achieve. These evaluation techniques include test, observation, interview, questionnaire, self-rep ort among others. Mobolaji in Ogunsaya (1991) asserts that "a comprehensive assessment in social studies should involve the use of combinations of some of these techniques even if all the techniques mentioned above could not be used together, it is still much better to use more than one technique at a time than to use a single one to the exclusion of others."

## 2.5 Curriculum Evaluation Models

The multiple educational evaluation models and definitions developed by evaluation theorists reflect the diversity of ideas and approaches towards educational evaluation. Nwankpa (2000), defines curriculum evaluation model as theoretical proposal which described the manner in which curriculum evaluation should be carried out. A major feature of planned attempts at curriculum evaluation, change, innovation and improvement requires a development of arrays of evaluation model at the disposal of the evaluator.

Okonkwo (2000), opines that decision-making, which is what evaluation is essentially about can be made easier and effective if the decision maker is aware of the options from the various number of evaluation models the evaluator has to choose from. There are more than (20) twenty models available in the curriculum literature for curriculum evaluation. A number of authors have attempted to classify the available models into groups according to their natural relationship. But for the case of this study attention will be given to that of Popham (1975). He classified evaluation model into four groups namely:

1. Goal attainment models
2. Judgmental models emphasizing intrinsic criteria
3. Judgmental models emphasizing extrinsic criteria
4. Decision -facilitation models.

### 2.5.1 Goal Attainment Models

The main focus of this model is the degree to which stated goals have been achieved and the operations of this model forms the basis of this study and because of this, this model is given pre-eminence in this research study.

Nwankpa (2000), observed that these classes of models are mainly concerned with how far the instructional objectives were achieved or attained. This idea of determining the extent of objectives attainment or achievement is credited to Tyler (1949) cited in Ben-Yunusa (2008). He maintained that the process begins with a systematic generation of educational objectives which aims at ensuring that the three main sources of educational goals, viz the learner, the society and the subject matter are duly considered. Following this, is the screening of the goals with psychology of learning and philosophy of education to ascertain specific instructional objective. The learners are then exposed to test when the instructional programme is complete to see how well they perform. Those objectives that are not achieved represent the failure of

the instructional programme. These are reasons for why the model is called goal attainment model. Mettessel and Misheal in Nwakpa (2000) provides elaborate steps that constitute eight (8) steps for the process of goal attainment model for evaluation, viz;

1. Involve members of the local community
2. Construct Broad goals and specific objectives
3. Translate specific objectives into forms that are communicable and that facilitate learning.
4. Develop measurement instruments.
5. Carry out periodic measurement
6. Analyze measurement data
7. Interpret analyzed data
8. Formulate recommendation for programme change or modified goals and objectives.

### 2.5.2 Judgmental Models Emphasizing Intrinsic

Judgment models as the name implies, gives much concern to professional judgment. In this regard a professional is given the task of conducting the evaluation. Nwankpa (2000) pointed out that this judgment could be based on certain pre-determined criteria. The criteria could be intrinsic as earlier mentioned such as the quality and quantity of books in the library, the numbers and quality of classroom, the adequacy and qualification of staffs, the facilities and infrastructure that a school possesses. Iliyasu (2000) buttress the earlier assertion of Nwankpa by pointing out that in judgmental model, the evaluation focuses on the processes of the programme being evaluated. This means that the evaluator's judgment carries much weight and determines the acceptability of the programme being evaluated.

The intrinsic criteria of judgmental models are associated with the object of evaluation itself or its inherent qualities. Examples of judgmental models emphasizing intrinsic are

accreditation exercises employed by professional bodies such as the Nigerian University Commission (NUC), the National Curriculum for Colleges of Education (NCCE), the National Board for Technical Education (NBTE), among others, who accredit new courses in universities, colleges of education, polytechnics and mono-techniques. They have the mandate to accredit courses in these institutions before their certificates are nationally recognized and accepted. These accreditation factors are assumed to have a positive correlation with the final performance of the students in each school so accredited.

### 2.5.3 Judgmental Models Emphasizing Extrinsic Criteria

The judgmental model emphasizing extrinsic criteria has been well dwelled upon by Scriven and Stake in Aliyu (2009), in the goal free and responsive or countenance model respectively. Scriven goal free evaluation model focuses on the outcome of programme. His focus while developing this model was to reduce bias in evaluations. Bias can only be reduced if the evaluator is ignorant of the curriculum developer's pre-determined intention. Scriven contention is that once the evaluator knows the pre-determined goal, there is every likely-hood to collect data that are related to them.

On the other hand, he argues that if the evaluator is unaware of these predetermined goals, he will be more focused on the wide range of programmes outcomes. This process will compel the evaluator to collect variety of data either favorable or unfavorable to the programme. This study has equally attempted to draw from this evaluation model because of its link to goal attainment model and its relevance with the Robert stake countenance or responsive model which emphasizes the antecedents, transaction and outcomes of a programme.

### 2.5.4 Decision Facilitation Models

This model's target is to feed decision makers with necessary information of the evaluation. The emphasis here is not to judge the curriculum but to present the facts as they are for administrators to pass their judgment and take decision. Iliyasu (2000) is of the opinion that evaluators using this model are less inclined to personally assessing the work of an educational programme. The decision facilitation model is a product of the discrepancy model and the (CIPP) model which is the context, input, and process and product. The discrepancy model, propounded by Provus in Iliyasu (2000), is based on the premise that evaluation involves the compares of actual performance with posited standard. It has five stages, vis:

1. **Design:** This involves taking note of the nature of the programme including its objectives, the students, staff and other resources necessary for the realization of stated objectives, the instructional activities that will enhance the attainment of the objectives.
2. **Installation:** This involves attempting to find out whether an installed programme is meeting up with installation plans.
3. **Process:** This involves finding out whether the enabling objectives are being met.
4. **Product:** This involves ascertaining whether the terminal objectives are being met.
5. **Programme Comparism:** This involves cost benefit analysis of the programme (quite unlike the first four stages which are development in nature).

The CIPP model stems from its definition of evaluation as the process of delineating, attaining and providing useful information for judging decision alternatives (Popham, in Yusuf, 2012), this model distinguishes between four types of educational decisions and recommends a type of evaluation corresponding to each. These educational decisions are in respect of planning decisions to determine objectives, structuring decisions to design of instructional procedure, implement decisions to use, monitor and improve these procedures and realizing decision to judge and react to the outcomes produced by these procedures. The respective

recommended forms of evaluation with regard to these educational decisions are context, input and process and product evaluation.

## 2.6 Programme Evaluation in Social Studies

Programme evaluation which is also referred to as the evaluation of curriculum programme is the crucial stage in curriculum planning and development. Gottan (2004), noted that in the late 1950s and 1960s, an increase in government spending on education and investment in curriculum programmes by both public and private interests was noticed and the need for accountability became desirous. This makes the task of curriculum developers become very prominent as curricula were expected to prove their promises and worth in scholarships. Education, therefore, became a big tool that is required to produce results while evaluation became a respected management tool to ascertain the relevance of the curricula or programme to attain the desired feat.

In Nigeria the appreciative educational project in curriculum evaluation was the 1969 curriculum conference, which redefined the educational programmes and goals of the country. A lot of funds and resources have been expended to institutionalize the school curriculum from that 1969 till date, but lacks adequate monitoring and evaluation to determine their consequence to the society in use.

This seemingly lack of evaluation in education has resulted in disillusionment about educational reforms. The moral education programme which was introduced in the early seventies (70s) and has been forgotten is a case in point. This issue coupled with the deepening values and attitudinal crises among school children and adults in the society calls for an evaluation of the implementation of Social Studies programme which is designed to inculcate positive values and attitudes to ascertain the extent to which the objectives of the programme have been achieved.

### 2.6.1 Types of Programme Evaluation

A lot of scholars and authors such as Tyler, Taba, Wheeler, Gronlund, Frankel in Yusuf (2012), among others pointed out that, evaluation could be diagnostic, formative and summative.

**1. Diagnostic Evaluation**

Gottan (2004) described diagnostic as the types of evaluation conducted to determine what special difficulties are encountered by the students. Gottan (2004) described it as the form of evaluation that takes place prior to the beginning of a unit of instruction. This type of pre-instructional programme evaluation can help the teachers or curriculum developers acquire relevant information regarding the attitudes, skills, and knowledge students have already acquired that will encourage, limit or prevent teacher and student efforts to achieve desired objectives.

Okurountifa in Offorma (2005), posits that diagnostic evaluation is carried out at the level of student evaluation to answer the basic question, "what missing skills are causing the students difficulty". It is a normal belief that students may enter the course with more competence than assumed by the teacher. As a result the teacher may tend to waste a lot of weeks in teaching what the students already knows. Invariably the students may be less competent than the teacher assumes. They may actually fail to possess the prerequisite knowledge, skills and abilities needed to accomplish the course objectives. In either of both situations, diagnostic evaluation results may suggest for modification of original objectives.

At the level of programme evaluation, which is the basis of this study, diagnostic evaluation seeks to answer such question as "what are the causes of the observed problems in the evaluation" (Okurontifa, in Offorma, 2005). Basically, diagnostic evaluation at the programme level seeks to find out the precondition for the takeoff of the programme.

## 2. Formative Evaluation

Yusuf (2012) described formative evaluation as the curriculum evaluation process which takes place at the early stage of the course/programme and runs through the programme. It has the advantage of revealing the areas of weakness of the student, ineffective methods, and encourages students to learn. Ugoduluanwa (1999) posits that it is meant to improve students' learning through provision of constructive feedback and remedial instruction. It is conducted to monitor the instructional process to determine whether learning is taking place as planned. Through the formative evaluation, it is possible to restructure the lesson, period, method of teaching, material used for teaching, and activities provided for the learner.

Formative evaluation is carried out during a unit of instruction rather than before or after instruction. Programme evaluation therefore seeks to find out how well the programme is progressing towards achieving the objectives. According to Baiyelo (1993) in Abok (1996) formative evaluation is usually undertaken during the process of developing the program. Feedback from such activity is used as input for the improvement of the programme before its final adoption. Tyler in Yusuf (2012) pointed out that formative evaluation at the programme level is based on the following questions:

i. What educational purposes should the school seek to attain?
ii. What educational experiences can be provided that are likely to attain these purposes?
iii. How can these experiences be effectively organized?
iv. How can we determine whether these purposes are being attained?

He argued it was for the purpose of answering these questions that the idea of formative evaluation became expedient in educational enterprise. Examination, interview and observation may be used to obtain information about the learner during the formative evaluation. In view of this, Onwuka (1996) stated that "formative evaluation builds up a strong case for a programme,

and re-assures the users of the programme, that the chances of success are more than those of failure.

### 3. Summative Evaluation

This type of evaluation is used at the end of a course of instruction to find out what the students have learnt in the course and to what extent the desired objectives have been realized. Gottan (2004), pointed out that "summative evaluation is used to make a summary assessment of the overall value or amount of the programme to see the attainment of the programme objectives by matching student's performance and the set objectives. It is therefore used to determine the extent to which the learners have progressed in the stated instructional objectives.

Scriven in Aliyu (2009) explained that summative evaluation is concerned with the appraisal of the emergent curriculum as it is offered in the school system. He posits that it usually has several formal features, which include, measurement of students' attitudes based on carefully constructed questionnaire, assessment of the mastery of each objective for qualitative indications of the accomplishments of the entire course and measurement of achievement as taken from and of course examination test.

Ogwu (1994), described summative evaluation as relating to evaluation of a whole programme after it has been fully developed. It is at this stage that the conditions under which a programme will be most profitably used are stipulated. Towards this direction the student achievement, the quality of the teachers and the process and strategies used by the teachers are evaluated to give the verdict as to the usefulness of the programme.

According to Leinhard (1981:22) summative evaluation tells the real story that depicts the real picture as to whether or not the educational programme is yielding good results. In carrying out summative evaluation also, the evaluator gives tasks to the pupils or learners to

perform in order to determine whether they have achieved the objectives of the programme. He scores the performances of the task, analyses and interprets them to see whether the particular goal has been achieved.

## 2.7 Curriculum Implementation

The term curriculum implementation has been defined in different ways by different authors despite the differences in personalities, they all tend to be saying the same thing. Garba (2004) viewed curriculum implementation as "putting the curriculum into work for the achievement of the goals for which the curriculum is designed" Mkpa in Yusuf (2012), defined curriculum implementation as "the task of translating the curriculum document into the operating curriculum by the combined effort of the students, teachers and others concerned".

Curriculum implementation in a nutshell is "the translation of theory into practice, or proposal into action (Ivowi, 2004). Okebukola (2004) too described curriculum implementation as "the translation of the objectives of the curriculum from paper to practice" In his submission. Offorma (2005) viewed curriculum implementation as the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of the teachers, learners, school administrations, parents, as well as interaction with physical facilities, instructional materials as well as psychological and social environment. From the above definitions the therefore, science curriculum implementation could be seen simply as the interaction between the subject, policy, learners, teacher, school and society in order to achieve the aims and objectives of social studies education in our schools. These factors interact to determine the success or otherwise of the curriculum and its implementation. According to Offorma (2005) curriculum implementation is fraught with a lot of problems. In the implementation of any curriculum, probably the most significant factor is the teacher. His quality, willingness,

commitment, energy and self motivation will in no small measure contribute to the desired outcome of implementation (Busari, in Offorma, 2005). Teachers have been complaining of curriculum overload, not only that there are many subjects in the school curriculum, but the scope of the contents are so large that the teachers do not succeed in covering every bit of it. Thus Offorma (2005) observed that curriculum content is continually expanding and becoming over loaded as a result of additional and/or integration of new materials. Ololobou (2004) also observed that the content of social studies curriculum is satisfactory, though it is over loaded. He complained about the mismatch between provision and expectation of resources in schools which has adversely affected the teaching/learning process with the result that the cognitive achievements of students are generally defective.

No matter how qualified a social studies teacher is, his students cannot learn social studies if there are no instructional materials to help the learners perceive, touch, hear, reason and learn. A motivated and qualified teacher is able to motivate his students thereby enhancing the effective implementation of the social studies curriculum. Teacher's remuneration, equipment and infrastructural facilities, encouragement from the principal are good sources of motivation. But Offorma (2005) observed that classrooms are poor for meaningful learning and teachers remuneration not properly paid. Maduewesi (2001) complained about issues of curriculum overload, overcrowded school timetable, ever-growing of subject matter contents, skills, techniques, machinery and equipment, ICT and so forth, for which teachers are ill equipped.

Busari in Offorma (2005), also opined that problem of teacher - pupils ratio cannot be waved aside. He wondered "how can a social studies teacher who handles over thirty multicultural students per lesson have a maximum of twenty-eight teaching periods" Abe (1999) lamented that as robust and well intended as the school curriculum is, its aims, objectives and aspiration are not being achieved.

The present researcher strongly agrees with Maduewesi (2001), that social studies curriculum is actually overloaded. Some advanced level topics are now treated in JSS Class. Some of these topics introduced into the school time table, though irrelevant, are made compulsory. The students hardly have enough time to do private study which is very essential. Sometimes learners are taught by disgruntled, ill-motivated teachers and this does not encourage effective teaching/learning to take place. This may eventually cause dissatisfaction in learning. Also when the topics studied in class have no social relevance to the learners, they begin to lose interest in school and may eventually leave school. Obanya (2003) observed that one way dissatisfaction is noticed in Nigeria's educational system today is a strong lack of interest in school work among students. Examination malpractice is another reason for ineffective implementation of social studies curriculum in schools. When the learner is certain of passing his JSCE and collecting his certificates without going through the stress of studying he becomes dissatisfied of whatever the teacher does in the class. This is in support of Offorma (2005) who said that the greatest challenge to education in Nigeria today is examination malpractice.

This researcher observed that examination malpractice is an evil that has penetrated deep into all levels of education. Some officials of examination bodies, teachers, principals, parents, security agents and learners are all involved in examination malpractice. So in line with Offorma's (2005) view the present researcher opines that a learner may not see the need to be regular to classes or study hard since he knows that he will pass the examination through examination malpractice. Sometimes the learner may be unfortunate to have access to fake examination questions, and thereby fails the examination which he would have passed if he had studied. Examination malpractice has thus made schools to produce graduates that are neither useful to themselves nor to the society because they have only paper qualification, that is they have certificates without the required knowledge.

### 2.7.1 Teacher Related Factors in Social Studies Curriculum Implementation

Ben-Yunusa (2000) described the teacher as the "cornerstone hi curriculum implementation". He is the main force and the last person that ensures that any curriculum is implemented according to specification. Petries (1990) asserted that classroom teachers are key individuals for all reform efforts and should therefore be placed at the center of all educational reforms. Giving credence to Pretties, the National Commission on Teaching and American's Future (1996) in Olorukooba (2007) states that:

> The teacher must remain the key - - - if the primary agents of instructions are incapable of performing their functions well, no microcomputer will replace them, no television system will clone and distribute them, no scripted lesson will direct and control them (p.5).

Ukeje in Aguokogbue (2002) pointed out that it is the teacher that translates policies into practices and programmes into action. In fact, the teacher is the mediator of the learning process; the facilitator of learning skills, the coordinator of learning sequence, the assessor of the entire educational development (Lassa, 1996).

The implementation of the social studies curriculum objectives in Nigeria depends on a strong army of Social studies teachers who can interpret the curriculum objectives. Nigeria needs caring, competent, talented and dedicated social studies teachers because it is recognized that classroom teachers are key individuals for all reform efforts and should be placed at the center of all educational reform.

### 2.7.2 Models of Curriculum Implementation

For any curriculum plan to become fully relevant and meaningful, it must be fully implemented. The degree of success of any programme depends on its implementation. The three models of curriculum implementation according to Ben-Yunusa (2008) are:

1. Centre Periphery Model

2. Proliferation of Centre Model
3. Shifting Centre Model.

**1. Center Periphery Model:** In this model Implementation is centrally controlled either by the government or by agency. The agency in charge of implementation centrally controls the resources and training facilities required and also the experts that monitor the implementation. So from the centre (agency) the implementation spreads or diffuses into the periphery or other parts. For this model to function well, adequate communication network, adequate supply and constant mentoring of feedback is very important.

**2. Proliferation of Centre Model:** In this model primary and secondary implementation centers are involved. The primary center manages the secondary center, providing training materials and resources needed. While primary center provides training materials and other resources needed, the secondary center engages in diffusing or spreading the changes in their individual areas of control. For this model to work there should be adequate supervision, finance, communication network, sufficient materials and training facilities.

**3. Shifting Center Model:** Here, an innovation is implemented at a particular place at a time and is abandoned. Later another locality welcomes the curriculum and it, probably with little modifications. This innovation may continue shifting from place to place. According to Ben-Yunusa (2008) this is a reflection of the UPE scheme in Nigeria between 1954 and 1959 where the innovation introduced to the western region was later taken to the Eastern region with some modifications. Each of the inside participants is unique as a curriculum implementer.

- Learners: Learners form the centre of any curriculum implementation. They are partners in implementation because they give feedback to the teacher. This feedback

enables the teacher to evaluate the effectiveness of his method and approaches to teaching. He then decides to continue, review or completely change his strategies of teaching.

- Supportive Staff: These include typists, clerks, labourers, cooks, messengers, laboratory attendants, storekeepers and security men. Although they do not teach in classes, they facilitate effective implementation. For example the laboratory attendant helps to arrange and clear practical classes while the cooks provide food on time for the learner to eat and go for classes.
- Classroom Teacher: Azodo (1999) described the teacher as an essential partner in education; it is the teacher that decides on what to teach, how to teach and at what time even when the scheme may have been provided in advance. He interprets the syllabus and breaks it into schemes and lesson plans. He decides on which curriculum materials and methodology to use, the amount of time needed on each part and even the types of evaluation technique, to use. These decisions determine the pace of success of the implementation of the curriculum.

Parents Teacher Association (PTA): This body influences the implementation of the curriculum in some ways. They recruit teachers when the need arises, provide funds for execution of some projects, purchase books and some other things. The Principal: Is an important agent in curriculum implementation. He requests,

## 2.8 Empirical Studies

Tunarie (2000) evaluated the NCE Social Studies programme of Rivers State College of Education. The research was carried out to evaluate the NCE Social Studies programme of Rivers State College of Education, Port Harcourt with the view to determine the extent to which the objectives of the programme are being realized. The respondents of the study were

the final year students and the lecturers. Three hypotheses were rised and tested. Questionnaire and tests scores of the period under study that is, 1988/1989 were the major sources of data for the study. The instruments employed were the ($X^2$) chi-square, phi-correlation coefficient and simple percentage in the analysis of data.

The revelation of the findings of the research work shows that the objectives of NCE Social Studies Programme are good. Others are hindrances to the achievement of the programme objectives and these include adequacy of instructional materials, text books and the predominant use of lecture methods in instructional strategies. The study equally reveals that the performance of students under study has been satisfactory in spite of the aforementioned hindrances in the proposed achievement of objectives.

Tunarie study on the NCE social studies programme is equally a helpful tool in the achievement of this present study (the evaluation of social studies curriculum implementation for the attainment of citizenship education in Junior Secondary Schools in Zaria and Giwa educational zones of Nigeria). Though Tunarie's work will serve as an effective guide to the present study but it covers only one school and did not examine how social studies can bring about effective citizenship in Nigeria which this study aims to achieve.

Adekeye (1996) undertook a study to evaluate the NCE social studies programme of the Institute of Education ABU Zaria. Two sets of questionnaire were designed and administered to one hundred and forty-four (144) students and twenty (20) lecturers of five colleges of education that offered Social Studies for 1984 - 1986 were sampled.

Lack of instructional materials that includes text books and teachers were dominant problems. Though the performances of the students were satisfactory, the traditional method of teaching was pre-dominant. An evaluation of the programme was recommended.

However, the study failed to embrace other relevant aspects such as the Social studies for effective citizenship, effectiveness of the teaching practice exercise. Teaching practice is to student-teacher as Houseman-ship/inter-ship is to prospective medical doctors. It is in the process of teaching practice that the student-teacher acquires the practical skills of teaching which equips him/her for the profession.

Abubakar (2009) evaluated the implementation of nomadic primary school Social Studies programme in Nigeria and its implication for curriculum renewal. The research set out to study the extent of the implementation of the nomadic curriculum by the various stake holders with the view to make suggestions for improvement for effective implementation in Nigeria.

The study accommodates about nine research questions and hypotheses in the course of this work. The population of the study included all the Social Studies teachers in the one hundred and thirty-four (134) nomadic primary schools in the twelve (12) local governments that operate nomadic primary school in Plateau States and all the implementers and administrators of National Nomadic Education Board in Plateau State.

The respondents to the questionnaire include the headmasters of such schools, the nomadic parents in Plateau state, and the supervisors of nomadic schools. The collection of data was carried out through the use of questionnaire as the major instruments. Analysis of variance and percentage was used in the analysis of data at ninety-five (95) percent confidence interval of an alpha level of 0.05 in the analysis of variance.

The research findings indicate or reveal that the curriculum of the nomadic education requires modification to meet or achieve the desired objective, since there exists a significant difference in the mean perception of the adequacy of the objectives of the nomadic primary school Social Studies programme. Other revelations include inadequate teachers for the

implementation of the programme, poor participation of government in the implementation of the programme among others.

This study though tailored towards the extent to which the implementation of the nomadic primary school Social Studies programme in Nigeria does not differ significantly from the present study since this is a conventional Social Studies programme in Junior secondary schools.

Karimi and Nbugua in Aliyu (2009) studied on social studies pre-service teacher training programme in Kenya. They found that lecture end at time simple recall question and answer methods were what the schools emphasize on in teaching social studies. A similar study was carried out in Ghana and Uganda by Tamaklow in Odada (2008) and the same findings as above was established. The implication of the above findings as it relates to the present study is obvious that, after through such a process pre-service social studies teacher may handless any relationship between their training and what they are expected to see in the student's attitudes. There is need for teacher to apply wisdom and effective teaching method to change the life's of the students.

Kallagan, Greany and Vespoor in Galadima (2000), conducted researches on educational change programmes in twenty one (21) countries and found that successful educational changed are built on effective teacher training. He also found that fourteen (14) countries out of the twenty-one (21) attributed failure of intended educational changed mainly to infective teacher training programme. The implication of the above findings to the present study is that if the trainers are not well trained it is difficult for the trainers to effectively deliver for desired goals.

Galadima (2000) did a research with focus on Teachers assessment of the impact of social studies education on the development of effective citizenship: a case study of Chanchaga

local government area of Niger state-Nigeria. The researcher used Likert type scale instrument. A total of (1500) respondents were drawn from (15) secondary schools. Ten (10) teachers were drawn from each of the (15) schools sampled. The data gathered were than analyzed statistically using simple percentages to find out the significant relationship between the variables adopted by the study.

The findings revealed that teacher assess social studies teaching as the best channel through which good citizenship education can effectively achieved. He also found that social studies teachers do not teach significantly different from non-social studies teachers in terms of methodology. He therefore, recommended that social studies teachers should use more democratic procedures and classroom interactive processes to change the negative attitude of the learners. Thus, agreeing to the use of inquiry as a more democratic way of teaching social studies.

However, based on this study an "inquiry method" has to be implemented in teaching social studies this is because the pragmatist conception of educational method derives from a social framework, which is based on the ideal that thinking is problem solving and that learning is simply inquiry. In fact, pragmatists ideal of active inquiry is now being implemented in social studies programme in schools through study units, activities, projects, field trips excursion, observations and discussion, group inquiry has become formalized into a method.

Idowu (2008) investigated the extent to which practical teaching of social studies curriculum was implemented in Kwara state with a view of findings solutions to the identified problems. The plan and strategy of investigation used in the study to obtain answer to research questions was a survey design which is same with the present study. The population comprised of all social studies teachers in junior secondary school in Kwara State. One hundred and fifty

(150) secondary schools were randomly chosen from (242) grant aids schools in the three educational zones (A, B, C) of the state. Fifty social studies teachers were chosen from each of the three zones.

The instrument for data collection was a questionnaire. All the items in the questionnaire were of two point scale of "agreed" (A) and Disagreed (D)". Each respondents was expected to indicate his or her agreement or disagreement to the statement provided. The researcher personally administered to the teachers and collected from them the questionnaire. From the analysis of the results it showed that most of the schools do not have well equipped social studies workshops, instructional materials and that social studies teachers are not adequately trained teachers.

The study is related to the present study because both are assessing the implementation of social studies curriculum at the junior secondary school level. The study however differs from the present study in it consideration that some implementation variables are faulty such as inadequate social studies teachers, lack of workshop, inadequate funds to run the practical activities, while the present study considered some other factors such as qualification of teachers, learning environment, instructional materials and the curriculum content. The study had more research questions which elicited more answers that can helped to solve some implementations problems to some extent. Also the reviewed study was based only on practical and theoretical social studies curriculum implementation which is more effective, reliable and complete in making judgement concerning implementation process in junior secondary schools.

Orakwe (2004) examined that the use of instructional materials in social studies curriculum implementation at five junior secondary school in Igberian, Anambra state. The population consisted of two hundred (200) teachers and three thousand and eighty eight (3,088)

students, twenty five (25) teachers and two hundred (200) students were selected through random and stratified sampling techniques. Questionnaire, observation and instructional interview were employed. The questionnaire was meant to carefully investigate teachers zeal to improvise materials that were not available. The unstructured interview was meant to skill probe into teachers attitude in the use of resources materials.

The questionnaire was administered in respect of availability of materials, and responses were scored. The observation was in respect of skill display, appropriate tens to lesson and topic, while unstructured interview was in respect of improvisation supply and usability. Each instrument from the study indicated that out of the (10) instructional materials provided for each of the five (5) schools, 4 items were available only at 20% level while (2) items were not available at all.

The study indicated that few of these instructional materials were frequently used while others were never used. The study is related to this present study in that if considered a very important aspect of social studies curriculum implementation which is "Instructional materials" social studies curriculum cannot be effectively implemented without the use of instructional materials, excursion field trips, projects and group activities. However, the study failed to consider other aspects of social studies curriculum implementation such as teachers qualifications, curriculum content, methodology and learning environment. The reason for the present study is to cover these area lift out.

Adoke (1997) studied teachers and students perceptions of social studies and teaching methods in selected JSS in the Northern States of Nigeria. It also focused on the qualifications and teaching experience of the teachers, their attitudes, and whether Social Studies should remain a compulsory subject in the JSS. Using a total of 1,985 students and 160 teachers and employing the t-test and percentages, it was discovered that the methods mainly employed

were the discussion and story-telling methods while the problem approach, group method and use of resource persons ranked the least.

Furthermore, lack of trained teachers and inadequate textbooks were predominant. Social Studies was conceived of as more informative subject that draws facts from social science subject. In view of the above, the work of Adoke is similar to the present study in the sense that it is out to evaluate the Social Studies curriculum implementation for the attainment of citizenship education in Nigerian junior secondary schools. The present study will also consider teachers qualification and experience, availability of instructional materials among others for effective curriculum evaluation.

## 2.9 Summary

The chapter has attempted to review essential-areas that are related to the present study to gain an insight into issues bordering on social studies and evaluation in its many ramifications. The review was intentionally presented from two perspectives, viz: the conceptual and previous studies perspectives. Some of these issues that emerged at the literature review include the introduction, the theoretical frame-work, social studies in Nigeria, the origin of Social Studies, objectives of social studies, justification for Social Studies in Nigeria, the nature and content of social studies in Nigeria, relevance of social studies education to national development, evaluation in education, curriculum evaluation models, goal attainment models, judgmental models emphasizing intrinsic, decision facilitation model, programme evaluation, social studies evaluation, the purpose of evaluation, empirical and survey studies on the evaluation of Social Studies programme, curriculum implementation, Social studies teachers and curriculum implementations, model's, curriculum implementers and summary of the literature reviews.

Observation from previous researches has shown that little or no study on the evaluation of Social Studies curriculum implantation for the attainment citizenship education has been carried out thereby creating a vacuum that necessitated the present studies. Thus, the researcher wishes to carry out an investigative approach into the evaluation of Social Studies curriculum implementation for the attainment of citizenship education in Zaria and Giwa educational zones and Nigeria as a whole so as to determine the workability and suitability of the programme. Of all the researches reviewed and best known to the researcher, there is no work that critically investigated the idea of evaluation of social studies curriculum implementation for the attainment of citizenship education in Zaria, Giwa educational zones and Nigeria as a whole. With the restructured instrument used by the present researcher, touching on the objective, the contents, the qualification of teachers, adequacy of fund, regular attendance of seminar and workshop and from two perspectives, viz: the conceptual and previous studies perspectives. Some of these issues that emerged at the literature review include the introduction, the theoretical frame-work, social studies in Nigeria, the origin of social studies, objectives of social studies, justification for social studies in Nigeria, the nature and content of social studies in Nigeria, relevance of social studies education to national development, evaluation in education, curriculum evaluation models, goal attainment models, judgmental models emphasizing intrinsic, decision facilitation model, programme evaluation, social studies evaluation, the purpose of evaluation, empirical and survey studies on the evaluation of social studies programme, curriculum implementation, models, curriculum implementers and summary of the literature reviews.

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Studies curriculum implementation for the attainment of citizenship education in Zaria and Giwa educational zones and Nigeria as a whole so as to determine the workability and suitability of the programme. Of all the researches reviewed and best known to the researcher, there is no work that critically investigated the idea of evaluation of social studies curriculum implementation for attainment of citizenship in Zaria and Giwa educational zones and Nigeria as a whole. With the restructured instrument used by the present researcher, touching on the objective, the contents, the qualification of teachers, instructional materials, methodology of teaching social studies and administrators creating favourable climates to ensure effective evaluation. Researches therefore are made for comparison. The researcher feels that no work of this nature was conducted in Zaria and Giwa educational zones. Thus this research work provided relevant data for further empirical study with the purpose of general improvement on the evaluation of social studies curriculum implementation for attainment of citizenship education in Zaria and Giwa educational zones and Nigeria as a whole.

# CHAPTER THREE
# RESEARCH METHODOLGY

## 3.1 Introduction

This chapter described the procedure that was employed in the conduct of the research work. The following sub-headings have been examined: Research design, population, sample and sampling techniques, instruments for data collection, validation of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis respectively.

## 3.2 Research Design

The survey research design was adopted for this study. This research design permits the gathering of information through the use of questionnaire from a sample population based on appropriate sampling techniques. According to Barton and Baumann (2004), survey research provides a way in which to gather information on a large subset group of individuals and then make inferences to much larger groups. This design is relevant to this research work as it enables the researcher to describe an event, situation or phenomenon as it is at the time of the study (Francis, 2003).

## 3.3 Population

The population of the study is made up of social studies teachers and students of junior secondary schools in Kaduna state. There are twelve (12) educational zones in the state spread across the three (3) senatorial zones of Kaduna North, Central and South respectively. A total number of three thousand eight hundred and eighty-eight (3,888) public junior secondary schools exist in Kaduna state with teachers population (Social Studies) put at eight hundred and ninety-five (895) and students population of twenty-nine thousand, four hundred and twenty-nine (29,429). However, the target population for this study is six thousand two

hundred and ninety-nine (6,299) respondents mainly teachers and students from Zaria and Giwa Educational zones of the state. Table 3.1 present the population distribution for the study.

**Table 3.1: Population of Teachers and Students from Junior Secondary Schools in Kaduna State**

| S/N | Zones | No. of Sch | No. Male teachers | No. Female teachers | Total No. teachers | No of Male Students | No. Female Students | Total No. of Students |
|---|---|---|---|---|---|---|---|---|
| 1 | Anchau | 402 | 15 | 38 | 53 | 404 | 378 | 782 |
| 2 | B/Gwari | 321 | 18 | 26 | 44 | 263 | 331 | 594 |
| 3 | Zaria | 643 | 59 | 89 | 148 | 1,348 | 1,780 | 3,128 |
| 4 | Giwa | 201 | 13 | 29 | 42 | 2,101 | 880 | 2,981 |
| 5 | Godo-Godo | 222 | 15 | 37 | 52 | 1,608 | 1,293 | 2,901 |
| 6 | Sabon Tasha | 502 | 36 | 61 | 97 | 1,741 | 1,301 | 3,042 |
| 7 | Kaduna | 587 | 26 | 84 | 110 | 1,807 | 2,000 | 3,807 |
| 8 | Kafanchan | 621 | 44 | 92 | 136 | 1,355 | 1,832 | 3,187 |
| 9 | Lere | 108 | 13 | 28 | 41 | 1,523 | 665 | 2,188 |
| 10 | R/Chikun | 96 | 16 | 23 | 39 | 897 | 1,987 | 2,884 |
| 11 | Kachia | 89 | 19 | 34 | 53 | 1,427 | 1670 | 3,097 |
| 12 | Zankuwa | 96 | 20 | 60 | 80 | 364 | 474 | 838 |
| | **Total** | **3,888** | **294** | **601** | **895** | **14,838** | **14,591** | **29,429** |

**Source: Ministry of Education, Kaduna (2015).**

### 3.4 Sample and Sampling Techniques

A sample size of three hundred and eighty-four (384) respondents was drawn at random from a target population of six thousand, two hundred and ninety-nine (6,299). These include social studies teachers and JS II students from Zaria and Giwa educational zones of Kaduna state. Out of the selected sample size of 384, two hundred (200) respondents were selected from Zaria educational zone and another one hundred and eighty-four (184) respondents from

Giwa educational zone. From the 200 respondents selected from Zaria educational zone, nine (9) teachers and one hundred and ninety-one (191) students were selected. Also three (3) teachers and one hundred and eighty one (181) students were selected from Giwa educational zone. Twenty (20) schools constituted the sampled schools for this study selected using simple random sampling techniques. By simple random sampling techniques, it gives an equal and independent chance of the respondents been selected for this study. This was done using hat and drawn method. The schools selected for this study were selected across the different parts of the educational zones.

**Table 3.2 Sample Distribution of Respondents**

| S/N | Zones | No. of Schs | No. of Teachers | No. of male Sample Students | No. of female Sample Students | Total Sample |
|---|---|---|---|---|---|---|
| 1. | Giwa | 10 | 3 | 102 | 79 | 184 |
| 2 | Zaria | 10 | 9 | 81 | 110 | 200 |
| | **Total** | **20** | **12** | **183** | **189** | **384** |

**Source: Ministry of Education, Kaduna (2014)**.

### 3.5 Instrumentation

For the purpose of data collection, a researcher made questionnaire tagged "Social Studies Curriculum Implementation Questionnaire (SSCIQ)" was used to solicit for respondents' opinion on evaluation of social studies curriculum implementation for the attainment of citizenship education among junior secondary school students of Kaduna State. This instrument was divided into two (2) sections namely section A and B. Section A sought to elicit personal information of the respondents and B was prepared along side the key variables of the research topic. The said questionnaire was scored using the modified Likert four point rating scale of strongly Agreed (SA), Agreed (A), strongly Disagree (SD) and Disagreed (D) respectively.

### 3.5.1 Validation of the Instrument

In order to make sure that the final copy of the Social Studies Curriculum Implementation Questionnaire (SSCIQ) is valid, the researcher submitted the questionnaire to the supervisors and experts in Curriculum and Instruction Section, department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria, for scrutiny. Their criticisms and comments were reflected in the final draft of the questionnaire.

### 3.5.2 Pilot Study

A pilot study was conducted in GJSS Nasarawan Doya Makarfi. This area is not part of the study area but was chosen to determine the adequacy and effectiveness of the instrument in measuring what it is supposed to measure, and to ascertain any difficulty that the researcher may encounter when carrying out the main study. A total of twenty (20) copies of the questionnaire was administered on the subjects for the pilot study.

### 3.5.3 Reliability of the Instrument

The data collected from the pilot study was statistically analyzed for the purpose of determining the reliability co-efficient of the instrument. The Cronbach's Alpha technique was used and a reliability index of 0.87 was obtained. These reliability co-efficient was considered adequate for the internal consistencies of the instruments by meeting the conditions of Spiegel and Stevens (1999), which stated that, an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1 the more reliable is the instrument. Hence, the instrument is considered reliable.

## 3.6 Procedure for Data Collection

The data for this study was collected through the administration of questionnaire to the respondents with the support of two research assistants who were trained for three days on the

modality for distribution and collection of the instrument on behalf of researcher. The researcher collected an introductory letter from the department of educational foundations and curriculum, faculty of education, Ahmadu Bello University to the sampled schools. The questionnaire was administered on the respondents from the sampled schools and retrieved back the third day to avoid lost of the instrument.

### 3.7 Procedure for Data Analysis

Both descriptive and inferential statistical techniques were used in the analysis of data for this study. The descriptive statistics involve the use of frequencies and percentages for the bio-data and other variables, while mean and standard deviation was used to answer the research questions. Also, at inferential statistics level, chi-square was used to test hypotheses 1, 2, 3, 4 and 5. This statistical tool was used because it helps to measure the differences that exist between two (2) variables. It is widely used in social sciences as a measure of the strength of linear dependence between two (2) variables. The data analysis was presented in three main sections. Section one, for bio-data analysis, section two, for answering the research questions and section three, for testing the postulated null hypotheses.

# CHAPTER FOUR
# DATA ANALYSIS, RESULT AND DISCUSSION

## 4.1 Introduction

This chapter discussed the analysis and interpretation of data collected through the questionnaire and interview adopted in the collection of data for this study. In the course of the analyses of data, tables of frequencies and percentages were used. The demographic characteristics of the students and teachers were presented in tables under the column of frequencies and percentages. The responses of the students and teachers who were the respondents in this study formed the basis for the analysis of data in this chapter. Consequently, the analysis was presented in phases or sections. The first section of this chapter presents the frequency and percentages of the bio-data variables which included status, gender, age, marital status, and qualification. The second section presents the answers to research questions using comparative mean and standard deviations. The third section presents and interprets the five null hypotheses structured along the research objectives by means of non-parametric statistical technique of Independent chi-square to determine the presence or absence of significant differences for all the four hypotheses. All hypotheses were tested on 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail.

## 4.2 Presentation of Demographic Information

The following tables show the frequencies and percentages of the bio-data of the respondents:

**Table 4.1: Classification of respondents by Status**

| | Frequency | Percentage |
|---|---|---|
| Teachers | 12 | 3.1 |
| Students | 372 | 96.9 |
| Total | 384 | 100 |

Table 4.1 shows the classification of the respondents by status where 12 or 3.1% of the respondents are teachers while 372 or 96.9% are students.

**Table 4.2: Gender classification of the respondents**

| Variables | Frequency | Percentage |
|---|---|---|
| Male | 279 | 72.7 |
| Female | 105 | 27.3 |
| **Total** | **384** | **100** |

Table 4.2 shows that out of the total three hundred and eighty-four (384) respondents that responded to the study, two hundred and seventy-nine (279) representing 72.7% are male while the total of one hundred and five (105) representing 27.3% are females.

**Table 4.3: Age of the respondents**

| Age Range | Frequency | Percentage |
|---|---|---|
| 10–15yrs | 347 | 90.4 |
| 16–21yrs | 23 | 6.0 |
| 22–27yrs | 0 | 0 |
| 28 and above | 14 | 3.6 |
| **Total** | **384** | **100** |

Table 4.3 presents that the total 347 (90.4%) of the respondents are of 10–15years of age, while 23 or 6.0% of the respondents are between 16–21years of age. Also, 14 or 3.6% of the respondents are between 22years and above.

**Table 4.4: Qualifications of the respondents**

| | Frequency | Percentage |
|---|---|---|
| SSCE | 372 | 96.9 |
| NCE | 2 | 0.5 |
| B.ED | 5 | 1.3 |
| B.Sc | 2 | 0.5 |
| Masters and above | 3 | 0.8 |
| **Total** | **384** | **100** |

Table 4.4 shows that, 372 or 96.9% of the respondents are students, while 2 or 0.5% of the respondents are NCE holders with 5 or 1.3% as holders of Bachelors degree in education. Likewise, 2 or 0.5% have qualifications in Bachelor of Science degree and the few 3 or 0.8% are holders of Masters and above.

## 4.3 Response to Research Questions

The respondents' opinions on the various research questions raised in chapter one of this study are presented under this section.

**Research Question One:** To what extent has social studies curriculum content helped in the attainment of citizenship education in Zaria and Giwa Educational zones of Kaduna State?

Table 4.5 revealed the opinions of teachers and students on the extent to which social studies curriculum content helped in the attainment of citizenship education in Zaria and Giwa Educational zones of Kaduna State.

**Table 4.5: Summary of respondents' opinion in respect to Research Question One**

| Respondents | N | Mean | SD |
|---|---|---|---|
| Teachers | 12 | 2.402 | 2.03 |
| Students | 372 | 4.317 | 3.01 |
| Total | 384 | 3.4 | 2.52 |
| Decision Mean | | 2.5 | |

Analysis of the above table presents the opinions of teachers and students on a number of item statements as contained in the questionnaire. This table revealed that the total mean of 3.4 was higher than the decision mean of 2.5. By this result, social studies curriculum content helped in the attainment of citizenship education in Kaduna State.

**Research Question Two:** To what extent are social studies teachers equipped in the attainment of citizenship education in Zaria and Giwa educational Zones of Kaduna state?

Table 4.6 shows the opinions of the respondents on the extent to which social studies teachers are equipped in the attainment of citizenship education in Zaria and Giwa educational Zones of Kaduna state.

**Table 4.6: Summary of respondents' opinion in respect to Research Question Two**

| Respondents | N | Mean | SD |
|---|---|---|---|
| Teachers | 12 | 1.4396 | 1.0955 |
| Students | 372 | 2.69 | 1.1679 |
| Total | 384 | 2.1 | 1.1317 |
| Decision Mean | | 2.5 | |

Table 4.6 depicts the result of analysis of respondents' opinion on the extent to which social studies teachers are equipped in the attainment of citizenship education in Zaria and Giwa educational Zones of Kaduna state. The table revealed that the total mean of 2.1 was lower than the decision mean of 2.5. This result shows that social studies teachers are not well equipped in the attainment of citizenship education in Kaduna State.

**Research Question Three:** How adequate are instructional materials used in the attainment of citizenship education in Zaria and Giwa educational zone?

Table 4.7 presents the opinions of the respondents regarding the adequate instructional materials used in the attainment of citizenship education in Zaria and Giwa educational zone.

**Table 4.7: Summary of respondents' opinion in respect to Research Question Three**

| Respondents | N | Mean | SD |
|---|---|---|---|
| Teachers | 12 | 2.32 | 0.173 |
| Students | 372 | 2.10 | 1.14 |
| Total | 384 | 2.2 | 0.6565 |
| Decision Mean | | 2.5 | |

Table 4.7 shows the result of analysis of respondents' opinion on the instructional materials used in the attainment of citizenship education in Zaria and Giwa educational zone. The table revealed that the total mean of 2.2 was lower than the decision mean of 2.5. This means that the instructional materials used in the attainment of citizenship education in Kaduna State are not adequate. Majority of the respondents were of the opinion that modern instructional materials like radio, television, tap recorder, projector, slides, computer, video, decoder, and camera are not used at all by social studies teachers while the few of them greed that charts and textbooks are more often used while teaching social studies. Also, some of the respondents agreed that pictures and diagrams are often used (see Appendix B. III).

**Research Question Four:** How conducive is social studies learning environment in the attainment of citizenship education in Zaria and Giwa Educational Zones of Kaduna state?

Table 4.8 revealed the opinions of the respondents on social studies learning environment in the attainment of citizenship education in Zaria and Giwa educational zone.

**Table 4.8: Summary of respondents' opinion in respect to Research Question Four**

| Respondents | N | Mean | SD |
|---|---|---|---|
| Teachers | 12 | 2.68 | 1.1679 |
| Students | 372 | 2.7396 | 1.0955 |
| Total | 384 | 2.71 | 1.1317 |
| Decision Mean | | 2.5 | |

Table 4.8 revealed the result of analysis of respondents' opinion on the social studies learning environment in the attainment of citizenship education in Zaria and Giwa educational

Zones of Kaduna state. The table revealed that the total mean of 2.71 was higher than the decision mean of 2.5. This means that social studies learning environment has relationship with the attainment of citizenship education in Kaduna State. Therefore, the respondents were of the view that they often use classroom, library, playing ground and assembly hall, while enough windows, lightening and toilet are not adequately provided and are rarely used.

**Research Question Five:** To what extent are social studies teaching methods helped for the attainment of citizenship education?

Table 4.9 revealed the extent to which social studies teaching methods helped in the attainment of citizenship education.

**Table 4.9: Summary of respondents' opinion in respect to Research Question Five**

| Respondents | N | Mean | SD |
|---|---|---|---|
| Teachers | 12 | 2.61 | 0.698 |
| Students | 372 | 2.9831 | 1.0891 |
| Total | 384 | 2.8 | 0.894 |
| Decision Mean | | 2.5 | |

Table 4.9 revealed the result of analysis of respondents' opinion on the extent to which social studies teaching methods helped in the attainment of citizenship education in Kaduna State. The table revealed the total mean of 2.8 which was higher than the decision mean of 2.5. This means that social studies teaching methods helped in the attainment of citizenship education in Kaduna State. Based on the opinions gathered, it was revealed that discussion, questioning, lecture and demonstration methods are found to be effective as they are more often used, while story telling and inquiry are often used. Also, finding shows that modeling, and play role are rarely used.

## 4.4 Hypotheses Testing

All the five null hypotheses were tested at alpha 0.05 level of significance using chi-square statistics.

**Hypothesis One:** There is no significant difference between the social studies curriculum contents and the extent to which citizenship education can be attained by students.

Table 4.10 revealed the opinions of teachers and students on the social studies curriculum contents and the extent to which citizenship education can be attained by students.

**Table 4.10: Summary of the non-parametric statistics (chi-square) on the difference between the social studies curriculum contents and the extent to which citizenship education can be attained by students**

| Respondents | N | X | SD | Cal$X^2$ | $\alpha$ | df | Criti$X^2$ | P-value | Decision |
|---|---|---|---|---|---|---|---|---|---|
| Teachers | 12 | 2.402 | 2.03 | 21.47 | 0.05 | 5 | 12.43 | 0.001 | Rejected |
| Students | 372 | 4.317 | 3.01 | | | | | | |
| Total | 384 | 3.4 | 2.52 | | | | | | |

*Source: Fieldwork (2015).*

Results of the chi-square statistics on table 4.10 revealed that $P< 0.05$ because the $X^2$ obtained (21.47) is greater than critical $X^2$ (12.43), this means that there is a significant difference between the social studies curriculum contents and the extent to which citizenship education can be attained by students in Kaduna State. Therefore, the null hypothesis of no significant difference is rejected.

**Hypothesis Two:** There is no significant difference between low equipped social studies teachers and the attainment of citizenship education by students in Kaduna State.

Table 4.11 shows the opinions of teachers and students in respect of the difference between low equipped social studies teachers and the attainment of citizenship education by students.

**Table 4.11: Summary of the non-parametric statistics (chi-square) on the difference between low equipped social studies teachers and the attainment of citizenship education by students**

| Respondents | N | X | SD | CalX² | α | df | CritX² | P-value | Decision |
|---|---|---|---|---|---|---|---|---|---|
| Teachers | 12 | 1.439 | 1.0955 | 9.245 | 0.05 | 5 | 15.391 | 0.710 | Retained |
| Students | 372 | 2.69 | 1.1679 | | | | | | |
| Total | 384 | 2.1 | 1.1317 | | | | | | |

The result on table 4.11 shows that $X^2$ calculated of 9.245 was less than the critical $X^2$ of 15.391 under 5 df, under 0.05 alpha level of significance. Since the calculated $X^2$ was less than the critical $X^2$, the decision was to accept the hypothesis which states that there is no significant difference between low equipped social studies teachers and the attainment of citizenship education by students.

**Hypothesis Three:** There is no significant difference between social studies education and the use of instructional materials by teachers towards the attainment of citizenship education by students.

Table 4.12 shows the opinions of teachers and students on the difference between social studies education and the use of instructional materials by teachers towards the attainment of citizenship education by students.

**Table 4.12: Summary of the non-parametric statistics (chi-square) on the difference between social studies education and the use of instructional materials by teachers towards the attainment of citizenship education by students**

| Respondents | N | X | SD | CalX² | α | df | CritX² | P-value | Decision |
|---|---|---|---|---|---|---|---|---|---|
| Teachers | 12 | 2.32 | 0.173 | 18.20 | 0.05 | 4 | 26.412 | 0.217 | Retained |
| Students | 372 | 2.10 | 1.14 | | | | | | |
| Total | 384 | 2.2 | 0.6565 | | | | | | |

Table 4.12 shows that $X^2$ calculated of 18.20 was less than the critical $X^2$ of 26.412 under df of 4, and 0.05 alpha level of significance. Since the calculated $X^2$ was less than the critical $X^2$, the decision was to accept the hypothesis which states that there is no significant

difference between social studies education and the use of instructional materials by teachers towards the attainment of citizenship education by students in Kaduna State.

**Hypothesis Four:** There is no significant difference between social studies learning environment and the attainment of citizenship education by students.

Table 4.13 shows the opinions of teachers and students on the difference between social studies learning environment and the attainment of citizenship education by students.

**Table 4.13: Summary of the non-parametric statistics (chi-square) on the difference between social studies learning environment and the attainment of citizenship education by students**

| Respondents | N | X | SD | Cal$X^2$ | $\alpha$ | df | Crit$X^2$ | P-value | Decision |
|---|---|---|---|---|---|---|---|---|---|
| Teachers | 12 | 2.68 | 1.1679 | 10.59 | 0.05 | 4 | 4.617 | 0.004 | Rejected |
| Students | 372 | 2.739 | 1.0955 | | | | | | |
| Total | 384 | 2.71 | 1.1317 | | | | | | |

Table 4.13 shows that $X^2$ calculated of 10.59 was higher than the critical $X^2$ of 4.617 under df of 4, and 0.05 alpha level of significance. Since the calculated $X^2$ was higher than the critical $X^2$, the decision was to reject the hypothesis which states that there is no significant difference between social studies learning environment and the attainment of citizenship education by students in Kaduna State.

**Hypothesis Five:** There is no significant difference between social studies teaching methods and attainment of citizenship education by students in Kaduna State.

Table 4.14 shows the opinions of teachers and students on the difference between social studies teaching methods and attainment of citizenship education by students in Kaduna State.

**Table 4.14: Summary of the non-parametric statistics (chi-square) on the difference between social studies teaching methods and attainment of citizenship education by students**

| Respondents | N | X | SD | Cal$X^2$ | $\alpha$ | df | Crit$X^2$ | P-value | Decision |
|---|---|---|---|---|---|---|---|---|---|
| Teachers | 12 | 2.61 | 0.698 | 19.27 | 0.05 | 5 | 5.919 | 0.001 | Rejected |
| Students | 372 | 2.983 | 1.0891 | | | | | | |
| Total | 384 | 2.8 | 0.894 | | | | | | |

Table 4.14 revealed the $X^2$ calculated of 19.27 which is higher than the critical $X^2$ of 5.919 under df of 5, and 0.05 alpha level of significance. Since the calculated $X^2$ was higher than the critical $X^2$, the decision was to reject the hypothesis which states that there is no significant difference between social studies teaching methods and attainment of citizenship education by students in Kaduna State.

## 4.5 Summary of Major Findings

The following are the findings of the study based on the hypotheses tested:

1. Finding revealed a significant difference between the social studies curriculum contents and the extent to which citizenship education can be attained by students in Kaduna State.
2. Finding revealed that there is no significant difference between low equipped social studies teachers and the attainment of citizenship education by students in Kaduna State.
3. Finding from the study showed no significant difference between social studies education and the use of instructional materials by teachers towards the attainment of citizenship education by students in Kaduna State.
4. Finding revealed also revealed no significant difference between social studies learning environment and the attainment of citizenship education by students in Kaduna State.
5. Result shows that there is no significant difference between social studies teaching methods and attainment of citizenship education by students in Kaduna State.

## 4.6 Discussions of Findings

In view of the hypotheses tested and answers to research questions, the following are the discussions of findings. Results of the chi-square statistics on table 4.10 revealed that P< 0.05 because the $X^2$ obtained (21.47) is greater than critical $X^2$ (12.43), this means that there is a significant difference between the social studies curriculum contents and the extent to which citizenship education can be attained by students in Kaduna State. Therefore, the null hypothesis of no significant difference was rejected. Also, the descriptive analysis of teachers and students on a number of item statements as contained in the questionnaire revealed that the total mean of 3.4 was higher than the decision mean of 2.5. By this result, social studies curriculum content helped in the attainment of citizenship education in Kaduna State. This finding supported the claims of Tunarie (2000) that, social studies programme is a wonderful tool towards achieving good citizenship in the country. The study also differs with the findings of Kallagan and Greany (1992).

The result on table 4.11 shows that $X^2$ calculated of 9.245 was less than the critical $X^2$ of 15.391 under 5 df, under 0.05 alpha level of significance. Since the calculated $X^2$ was less than the critical $X^2$, the decision was to accept the hypothesis which states that there is no significant difference between low equipped social studies teachers and the attainment of citizenship education by students in Kaduna State. Similarly, table 4.6 depicts the result of analysis of respondents' opinion on the extent to which social studies teachers are equipped in the attainment of citizenship education in Zaria and Giwa educational Zones of Kaduna state. The table revealed that the total mean of 2.1 was lower than the decision mean of 2.5. This result shows that social studies teachers are not well equipped in the attainment of citizenship education in Kaduna State. This finding correlate with the finding of Galadima (2000) which revealed that social studies teachers do not teach significantly different from non-social studies teachers in terms of methodology, but disagreed with the research finding of Shaibu (2011) as

he opined that low equipped social studies teachers has relationship the attainment of citizenship education by students.

Table 4.12 shows that $X^2$ calculated of 18.20 was less than the critical $X^2$ of 26.412 under df of 4, and 0.05 alpha level of significance. Since the calculated $X^2$ was less than the critical $X^2$, the decision was to accept the hypothesis which states that there is no significant difference between social studies education and the use of instructional materials by teachers towards the attainment of citizenship education by students in Kaduna State. Table 4.7 also shows the result of analysis of respondents' opinion on the extent to which social studies teachers are equipped in the attainment of citizenship education in Zaria and Giwa educational Zones of Kaduna state. The table revealed that the total mean of 2.2 was lower than the decision mean of 2.5. This means that the instructional materials used in the attainment of citizenship education in Kaduna State are not adequate. Majority of the respondents were of the opinion that modern instructional materials like radio, television, tap recorder, projector, slides, computer, video, decoder, and camera are not used at all by social studies teachers while the few of them greed that charts and textbooks are more often used while teaching social studies. Also, some of the respondents agreed that pictures and diagrams are often used (see Appendix B. III). This study is against the finding of Orakwe (2004) which revealed that, social studies curriculum cannot be effectively implemented without the use of instructional materials, excursion field trips, projects and group activities.

Table 4.13 shows that $X^2$ calculated of 10.59 was higher than the critical $X^2$ of 4.6175 under df of 4, and 0.05 alpha level of significance. Since the calculated $X^2$ was higher than the critical $X^2$, the decision was to reject the hypothesis which states that there is no significant difference between social studies learning environment and the attainment of citizenship education by students in Kaduna State. Likewise, table 4.8 revealed the result of analysis of respondents' opinion on the social studies learning environment in the attainment of citizenship

education in Zaria and Giwa educational Zones of Kaduna state. The table revealed that the total mean of 2.71 was higher than the decision mean of 2.5. This means that social studies learning environment has relationship with the attainment of citizenship education in Kaduna State. Therefore, the respondents were of the view that they often use classroom, library, playing ground and assembly hall, while enough windows, lightening and toilet are not adequately provided and are rarely used. This result agrees with the finding of Abubakar (2009) that, a conducive learning environment brings about improvement in students' performance.

Table 4.14 revealed the $X^2$ calculated of 19.27 which is higher than the critical $X^2$ of 5.919 under df of 5, and 0.05 alpha level of significance. Since the calculated $X^2$ was higher than the critical $X^2$, the decision was to reject the hypothesis which states that there is no significant difference between social studies teaching methods and attainment of citizenship education by students in Kaduna State. Also, table 4.9 revealed the result of analysis of respondents' opinion on the extent to which social studies teaching methods helped in the attainment of citizenship education in Kaduna State. The table revealed the total mean of 2.8 which was higher than the decision mean of 2.5. This means that social studies teaching methods helped in the attainment of citizenship education in Kaduna State. Based on the opinions gathered, it was revealed that discussion, questioning, lecture and demonstration methods are found to be effective as they are more often used, while story telling and inquiry are often used. Also, finding shows that modeling, and play role are rarely used. This finding was in support of the research outcome of Adoke (1997) who concluded that there is relationship between social studies teaching methods and attainment of citizenship education by students but Social Studies was conceived of as more informative subject that draws facts from social science subject.

# CHAPTER FIVE
# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Summary

This study evaluated social studies curriculum implementation for the attainment of citizenship education among junior secondary school students of Kaduna State, Nigeria. The study formulated five research objectives, five research questions and five null hypotheses respectively. The total of twelve (12) teachers and three hundred and seventy-two (372) students responded to the research instrument. Survey design was adopted for the study and data was collected using a researcher designed questionnaire. The data gathered were analyzed using chi-square statistics and hypotheses were tested at 0.05% alpha level of significance. Findings among others showed that significant relationship existed between the social studies curriculum contents and the extent to which citizenship education can be attained by students in Kaduna State. Result also revealed that there is no significant relationship between low equipped social studies teachers and the attainment of citizenship education by students in Kaduna State. Based on the research findings, recommendations were made that, Social studies teachers with requisite academic qualification and enduring years of experience should be allowed to effectively implement the Social Studies curriculum contents in order to attain citizenship education in Kaduna State. Also, Social studies teachers should be adequately equipped so as to attain citizenship education by students in Kaduna State.

## 5.2 Conclusion

In view of the findings from this study, conclusion were drawn that; social studies curriculum content helped in the attainment of citizenship education in Kaduna State and that social studies teachers are not well equipped in the attainment of citizenship education in Kaduna State. It was also concluded that instructional materials used in the attainment of

citizenship education in Kaduna State are not adequate. Similarly, social studies learning environment has relationship with the attainment of citizenship education in Kaduna State; and that social studies teaching methods helped in the attainment of citizenship education in Kaduna State.

## 5.3 Recommendations

The following recommendations were made in view of the findings from this study that:

1. Social studies teachers with requisite academic qualification and enduring years of experience should be allowed to effectively implement the Social Studies curriculum contents in order to attain citizenship education in Kaduna State.
2. Social studies teachers should be adequately equipped so as to attain citizenship education by students in Kaduna State.
3. Social studies teachers should be encouraged on the use of instructional materials towards the attainment of citizenship education by students in Kaduna State.
4. Government should make sure that all the school facilities such as instructional, recreational, residential and general-purpose facilities be provided for the attainment of citizenship education by students in Kaduna State.
5. Training and re-training of staff especially those of Social Studies teachers should be encouraged in order to acquire new methods of teaching the subject.

## 5.4 Suggestions for further studies

In view of the findings of this study, the researcher hereby suggests the following:

1. Evaluation of the Adequacy of Social Studies Programme for Citizenship Transmission.
2. Perceptions of teachers and students on Social Studies teaching methods in the Northern States, Nigeria.
3. Impact of the use of instructional materials in social studies curriculum implementation in junior secondary schools.

## 5.5 Contributions to Knowledge

This contributed to the body of knowledge in the area of curriculum and instructions as a discipline. The result of this research shall serve as a point of reference to the future researchers. Also, the study has been able to clear the misconceptions about the adequacy of social studies curriculum in bringing about effective citizenship among junior secondary school students in Kaduna State. This finding shall augment the efforts of the committee on monitoring and evaluation in the Ministry of Education in Kaduna State.

## 5.6 Limitations of the Study

The limitations of the study include the following:

1. The sample used for this study was limited to only two (2) educational zones out of the twelve (12) educational zones in Kaduna State. The study was also limited to social studies teachers and students in the ten (10) sampled schools.
2. Also, being a survey research that involves the collection of data from ten (10) schools in the two educational zones made the administration of the questionnaires quite tasking.

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## APPENDIX A

## DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA TEACHERS/STUDENTS QUESTIONNAIRE

Dear Respondent,

I am a postgraduate student of the above named institution currently undertaking a research work Titled "Evaluation of social Studies Curriculum in the attainment of Citizenship Education in Junior Secondary Schools in Zaria and Giwa Educational Zones of Kaduna State." Your participation and cooperation is highly needed in filling out this questionnaire as honesty and unbiased as possible. It is purely an academic exercise and be rest assured that any information supplied by you shall be kept confidential as much as possible. I sincerely thank you in advance for your willingness to participate in this study.

Mansir HASHIMU

## APPENDIX B

## SOCIAL STUDIES CURRICULUM IMPLEMENTATION QUESTIONNAIRE (SSCIQ) FOR TEACHERS

**Section A:** Respondents Personal Data

**Instruction:** Please fill an appropriate column from the options that best suit your questions.

1. Status: (a) Teacher ( ) (b) Students ( )
2. Gender(a) Male ( ) (b) Female( )
3. Age: (a) 10 – 15 years ( ) (b) 16 – 21 years ( ) (c) 22 - 27 years (d) 28 and above ( )
4. Marital status: (a) Married ( ) (b) Single ( )
5. Occupations: (a) Students ( ) (b) Teacher ( )
6. Qualification: (a) SSCE ( ) (b) NCE ( ) (c) B.Ed ( ) (d) B.Sc ( )

**Section B:** Please read each of the statement in this section carefully and tick (√) the appropriate responses.

**B. (i) Extent to which social studies curriculum content help in the attainment of citizenship education in Kaduna State**

| S/N | Item of Statements | SA | A | D | SD |
|---|---|---|---|---|---|
| **1** | Social studies curriculum content through its teaching ensures the attainment of citizenship education. | | | | |
| **2** | Proper implementation of Social studies contents is capable of attaining a free and democratic society. | | | | |
| **3** | Social studies curriculum content do not promote social harmony, equity and egalitarianism. | | | | |
| **4** | Social studies curriculum contents help develop national consciousness and unity among students. | | | | |
| **5** | Citizenship education as an integral aspect of Social Studies helps to inculcate the right types of values and attitudes in students. | | | | |
| **6** | Social Studies curriculum content helps to attain citizenship education and taught against discrimination. | | | | |
| **7** | Most of the social studies teachers always fail to cover the Social Studies curriculum contents as expected. | | | | |
| **8** | Social Studies curriculum content promotes co-operation, and team spirit among students of different background. | | | | |
| **9** | Through effective implementation, Social Studies curriculum content raises a generation of citizens who have good human relation with others, respect the views and feelings of others. | | | | |
| **10** | Social studies through its teachings of culture and roles of gender contributed to gender imbalance in employment in the labour market. | | | | |

**B. (ii) Extent to which social studies teachers are equipped in the attainment of citizenship education in Kaduna state**

| S/N | Item of Statements | SA | A | D | SD |
|---|---|---|---|---|---|
| **1** | Most teachers of social studies possessed the required teaching qualification. | | | | |
| **2** | Where Social studies teachers are qualified effective attainment of citizenship education will be enhanced. | | | | |
| **3** | Only qualified social studies teachers can help implement the curriculum content toward the attainment of citizenship education. | | | | |
| **4** | Social studies teachers are fully aware by their training on the need to attain citizenship education among the students of JSS. | | | | |
| **5** | Lack of professional skills by social studies teachers would make the attainment of citizenship education impossible in our society. | | | | |
| **6** | Teachers who do not have the right attitudes towards citizenship training can not really achieve much. | | | | |
| **7** | Teachers are always active and functional in discovering the way students can attain citizenship education. | | | | |
| **8** | Teachers of Social studies are quite knowledgeable about Social Studies curriculum content. | | | | |
| **9** | Social studies teachers find the curriculum content easy to implement due to their long years of teaching experience. | | | | |
| **10** | Social studies teachers are committed to one Nigeria, thereby able to attain citizenship education. | | | | |

B. (iii) Extent to which available instructional materials can be used in the attainment of citizenship education in Kaduna State

| S/N | Items | Available | Not-available |
|---|---|---|---|
| 1. | Radio | | |
| 2. | Television | | |
| 3. | Tape recorder | | |
| 4. | Charts | | |
| 5. | Diagram | | |
| 6. | Projector | | |
| 7. | Slides | | |
| 8. | Computer | | |
| 9. | Pictures | | |
| 10. | Video | | |
| 11. | Decoder | | |
| 12. | Textbooks | | |
| 13. | Camera | | |

UTILIZATION OF INSTRUCTIONAL MATERIALS

| S/N | Items | More often used | Often used | Really used | Not used at all |
|---|---|---|---|---|---|
| 1. | Radio | | | | |
| 2. | Television | | | | |
| 3. | Tape recorder | | | | |
| 4. | Charts | | | | |
| 5. | Diagram | | | | |
| 6. | Projector | | | | |
| 7. | Slides | | | | |
| 8. | Computer | | | | |
| 9. | Pictures | | | | |
| 10. | Video | | | | |
| 11. | Decoder | | | | |
| 12. | Textbooks | | | | |
| 13. | Camera | | | | |

**B. (iv.) Extent to which social studies learning environment are used in the attainment of citizenship education in Kaduna State**

| S/N | Items | More often used | Often used | Really used | Not used at all |
|---|---|---|---|---|---|
| 1. | Classroom | | | | |
| 2. | Toilet | | | | |
| 3. | Library | | | | |
| 4. | Enough widows | | | | |
| 5. | Furniture | | | | |
| 6. | Fare-bone water | | | | |
| 7. | Playing ground | | | | |
| 8. | Safety equipment | | | | |
| 9. | Assembly hall | | | | |
| 10. | Lightening | | | | |

B. (v) Extent to which the social studies teaching method are affectively used for the attainment of citizenship education in Kaduna state

| S/N | Methods | More often used | Often used | Rarely used | Not used at all |
|---|---|---|---|---|---|
| 1. | Inquiry | | | | |
| 2. | Discussion | | | | |
| 3. | Fieldtrip | | | | |
| 4. | Demonstration | | | | |
| 5. | Lecture | | | | |
| 6. | Questioning | | | | |
| 7. | Play role | | | | |
| 8. | Dramatization | | | | |
| 9. | Story telling | | | | |
| 10. | Modeling | | | | |

## APPENDIX C

## SOCIAL STUDIES CURRICULUM IMPLEMENTATION QUESTIONNAIRE (SSCIQ) FOR STUDENTS

**Section A:** Respondents Personal Data

**Instruction:** Please fill an appropriate column from the options that best suit your questions.

1. Status: (a) Teacher ( ) (b) Students ( )
2. Gender(a) Male ( ) (b) Female( )
3. Age: (a) 10 – 15 years ( ) (b) 16 – 21 years ( ) (c) 22 - 27 years (d) 28 and above ( )
4. Marital status: (a) Married ( ) (b) Single ( )

**Section B:** Please read each of the statement in this section carefully and tick (√) the appropriate responses.

**B. (i) Extent to which social studies curriculum content help in the attainment of citizenship education in Kaduna State**

| S/N | Item of Statements | SA | A | D | SD |
|---|---|---|---|---|---|
| **1** | Social studies make students to be aware of the problems of his/her country and of the world in general, and to appreciate the interdependence between peoples. | | | | |
| **2** | Social studies develop in student an appreciation of his cultural heritage, and a desire to preserve it. | | | | |
| **3** | Through Social studies, students develop a positive attitude to citizenship and desire in them to make a positive personal contribution to the creation of a united Nigeria | | | | |
| **4** | Social studies inculcate a sense of respect for and tolerance of the opinions of others even in disagreement. | | | | |
| **5** | A spirit of national consciousness and patriotism are inculcated in students through Social studies. | | | | |

**B. (ii) Extent to which social studies teachers are equipped in the attainment of citizenship education in Kaduna state**

| S/N | Item of Statements | SA | A | D | SD |
|---|---|---|---|---|---|
| **1** | A well trained Social studies teacher inculcate in students the right attitude towards citizenship education. | | | | |
| **2** | Teachers with qualification in social studies are capable of training students toward understanding the world around them. | | | | |
| **3** | Social studies curriculum content like unity, ethnicity and insecurity can be effectively taught by a well socialized teacher. | | | | |
| **4** | Only teachers that are trained in social studies can teach the concept of nationalism very effectively in the junior secondary schools. | | | | |
| **5** | A well trained Social studies teacher has influence on the beliefs and values of students and invariably produces good citizens. | | | | |

B. (iii) Extent to which available instructional materials can be used in the attainment of citizenship education in Kaduna State

| S/N | Items | Available | Not-available |
|---|---|---|---|
| 1. | Radio | | |
| 2. | Television | | |
| 3. | Tape recorder | | |
| 4. | Charts | | |
| 5. | Diagram | | |
| 6. | Projector | | |
| 7. | Slides | | |
| 8. | Computer | | |
| 9. | Pictures | | |
| 10. | Video | | |
| 11. | Decoder | | |
| 12. | Textbooks | | |
| 13. | Camera | | |

UTILIZATION OF INSTRUCTIONAL MATERIALS

| S/N | Items | More often used | Often used | Really used | Not used at all |
|---|---|---|---|---|---|
| 1. | Radio | | | | |
| 2. | Television | | | | |
| 3. | Tape recorder | | | | |
| 4. | Charts | | | | |
| 5. | Diagram | | | | |
| 6. | Projector | | | | |
| 7. | Slides | | | | |
| 8. | Computer | | | | |
| 9. | Pictures | | | | |
| 10. | Video | | | | |
| 11. | Decoder | | | | |
| 12. | Textbooks | | | | |
| 13. | Camera | | | | |

**B. (iv.) Extent to which social studies learning environment are used in the attainment of citizenship education in Kaduna State**

| S/N | Items | More often used | Often used | Really used | Not used at all |
|---|---|---|---|---|---|
| 1. | Classroom | | | | |
| 2. | Toilet | | | | |
| 3. | Library | | | | |
| 4. | Enough widows | | | | |
| 5. | Furniture | | | | |
| 6. | Fare-bone water | | | | |
| 7. | Playing ground | | | | |
| 8. | Safety equipment | | | | |
| 9. | Assembly hall | | | | |
| 10. | Lightening | | | | |

B. (v) Extent to which the social studies teaching method are affectively used for the attainment of citizenship education in Kaduna State

| S/N | Methods | More often used | Often used | Rarely used | Not used at all |
|---|---|---|---|---|---|
| 1. | Inquiry | | | | |
| 2. | Discussion | | | | |
| 3. | Fieldtrip | | | | |
| 4. | Demonstration | | | | |
| 5. | Lecture | | | | |
| 6. | Questioning | | | | |
| 7. | Play role | | | | |
| 8. | Dramatization | | | | |
| 9. | Story telling | | | | |
| 10. | Modeling | | | | |