TEACHERS AND STUDENTS PERCEPTIONS OF DEMOCRATIC VALUES IN SOCIAL STUDIES PROGRAMME OF COLLEGE OF EDUCATION IN NORTHERN NIGERIA.

BY

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OCTOBER, 1997.

DECLARATION

I hereby declare that this thesis has been written by me and that it is s document of my own research work. It has not been presented in any application for higher degree. All quotation and sources of information are specifically and rightly acknowledge by means of references.

Odaudu, R. O. A.

CERTIFICATION

This project work titled "Teachers and Students Perception of Democratic Values in social Studies, Programme of Colleges of Education by Odaudu, Reuben Ogwu Abraham meet the requirement for the award of the degree of Master of Education (Social Studies) in the department of Education, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literacy presentation.

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ODAUDU, REUBEN OGWU A.

DEDICATION

This work is dedicated to the glory of the most high God whose immeasurable grace sustained me in the turbulent years in school.

To my parents Abraham and Anna Odaudu whose support and encouragement were my greastest source of inspiration for the attainment of this height.

And to all Nigerian who inwardly desire and work towards the attainment of democracy in Nigeria.

ABSTRACT

The purpose of this study is to find out the perception of students and teachers on democratic values in social studies programme of Colleges of Education in Nigeria.

A sample of six Colleges of Education out of the forty-six colleges that offer social studies at NCE level was drawn for collecting data for study. Five hypothesis were formulated for the study and a twenty-two item questionnaire on democratic values was administered to students and teachers to find out their perception.

The data collected was analyzed using tables of percentages and the t-test statistic. From the result of the test, Hoi, Ho3 and Ho5 were retained while Ho2 and Ho4 were rejected.

The study further suggested a more serious emphasis on the acquisition of values necessary for attaining stable democracy in the NCE social studies programme.

< Serious focus be given to transmission of demcratic values in the B. Ed programme since three years of the NCE programme is not enough to fully transmit values which fall in the effective domain.

Teachers should be interested in the feelings of their students about what is thought in the classroom to ensure effective teaching-learning process.

Teacher of social studies be motivated, to ease their work of nation building through better renumeration, in-service training, seminar and worshops.

Suggestion for further research include extending the study to cover universities, polytechnis and colleges of technologies. It could also cover economic problems and effective ways of teaching and evaluation democratic values in social studies.

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DEFINITION OF TERMS

Some of the terms used in the research work and their meaning include the following:

Democratic Values:	Principles or traits that are required for the effectiveness of democracy in any society
Perception:	The views of the students and teachers who are involved in the social studies programme at the time of undertaking the research.
N.C.C.E	National Commission for Colleges of Education A body set up the Federal Government to plan, monitor and supervise the academic programmes of the Colleges of education in Nigeria.
N.C.E	Nigeria Certificate in Education - a qualification obtained on successful completon of the course of study of the Colleges of Education.
ASESP:	African Social and Environmental Studies Programme. This defines the social studies philosophy and goals among African nations in the early days of social studies in Africa.
ABU:	Ahmadu Bello University
USAID:	United States Agency for international development.
NNTED:	Nothern Nigeria Teacher Education Programme.
CESAC	Comparative Education Study and adaptation centre. A body based at the university of *Lagos that help in producing books and* educational materials for school.

CHAPTER ONE

INTRODUCTION

1.1 THE PROBLEM

There seems to be a lack of consensus by educators and educational philosophers on what should be the content of the school curriculum, what should constitute liberal education and what we should educate for. The question of content and goals f education therefore becomes important in order to make education functional.

Kaplan (1980:pl) in asserting this opinion argued thus:

> "It should not com e to us as an unpleasant surprise to discover that a culture's educational ideals for it's citizens and the defacto ideals that it's education carry are the product of a vision of the good society, of what ought to be."

On this important question of what ought to be content and goals of education, Becon cited by Bousma (1980)declared that an educated man should not only be civilied and socialized but also be an independent man whose mind is capable of growth and reformation. This conception contains the gem of the notion that education should make an individual to work for the benefit of the society. He should also be able to stand apart from the society in order to

expose and remedy its error. Bousma went on to add that the educated man should be autonomous, rational and enlightened. Education, he said should free the individual from the superstition of the past and make him develop a sense of duty to the society. He emphasized that civic responsibility should be moral ideal for te educated man and education should make him develop the capability to oppose the collectivity when they are wrong.

Social studies with it's focus on the development of the citizenry, should contain enough democratic value, which if properly transmitted should help in attaining stable democracy in Nigeria. It is for this reason that the researcher intend to find out what are the perception of students and teachers of democratic values in the social studies programme of Colleges of Education.

As one read the national dailies, magazines and observe events in our nation, one becomes bothered what is responsible for the political problems that has plagued our nation since independence. Why have we not been able to evolve a stable democracy after thirty-six years of independence? Why have we not learnt any lesson from the Nigerian civil war? What factors have held nations like Great Bristian, United States of America together as stable democracies? How can Nigeria attain political stability and mature political culture? Can social studies be useful in the attainment of our national goal? Are there enough democratic values in the

social studies curriculum that if well transmitted could make any useful impact on the citizens? It is for this reason that the researcher intends to find out the perception of students and teachers of democratic values in the social studies programme of Colleges of Education.

In this, work, the researcher will not act as a judge to analyze and make judgement on the perception of students and teachers. He will also not act as a jurist to make suggestions for judgement neither will he just passively record proceedings like a court reporter. The intention is also not to act a detective discovering and unveiling flaws in the programme neither is the research acting as a social workers who sees something good in every programme. The researcher will act as a reporter but wil make useful suggestion that may advance the social studies course.

1.2 RESEARCH QUESTION

This study intends to identify and find answer to the followings question:

1. Do male students perceive democratic value in social studies of Colleges of Education differently from female students?
2. What are the teachers perception of democratic values

in the social studies programme of Colleges of Education?

3. Do male teachers perceive democratic values in social studies programme of Colleges of Education differently from their female counterpart?
4. Do teachers percieve democratic values in social studies prgramme of Colleges of Education differently from students?

1.3 ASSUMPTION OF THE STUDY

The assumption assume that

(a) The social studies curriculum of Colleges of Education contain democratic values that could make the students effective citizens.

(b) The teachers and students are important source of information regarding the democratic values that the social studies programme imparts.

1.4 PURPOSE OF THE STUDY

The purpose of this research work include

(1) To find out whether or not the students perceive democratic

values in the social studies programme of Colleges of education differently from the teachers.

(2) To find out wether sex affects teachers and students' perception of democratic values in social studies programme of Colleges of Education.

1.5 HYOTHESIS OF THE STUDY

The following hypothesis have been established for the purpose of this study.

1. H01 - There is no significant difference in the mean perception of male students and their female counterparts in relation to democratic values in the NCE social studies programme.
2. Ho2 - There is no significant difference in the mean perception of teachers and students in relation to democratic value in the NCE social studies programme.
3. H03 - There is no significant differenc in the mean perception of male teachers and female teachers in relation to democratic values in the NCE social studies programme.
4. H04 - There is no significant difference in the mean perception of male students and male teachers in relation to democratic values in the NCE social studies programme.

5. H05 - There is no significant difference in the mean perception of female teachers and female students in relation to democratic values in the NCE social studies programme.

1.6 JUSTIFICATION OF THE STUDY

The social studies programme of Colleges of Education in Nigeria is designed for the training of teachers who will be able to able teach social studies effectively in primary and junior secondary school levels.The responsibility of training of the NCE social studies teacher is therefore that of preparing children for their democratic adult roles in the nigerian society.

The researcher will examine the course content of the NCE social studies programme to identify the democratic values in the programme. The research work will also enable the researcher to find out the human resource available for the teaching and learning of social studies in Colleges of Education.

The study will provide useful information on how the various groups involved in the social studies programme percieve democratic values in the programme.

The information gathered through this research work will help the NCE social studies programme planners to make necessary adjustments and modifications.

1.7 SCOPE OF THE STUDY

This study covers the NCE social studies programme designed by the National Commission for Colleges of Education. Six Colleges of Education out of forty six (46) offering social studies were randomly selected for the study. The informations were gathered from final year students of 1996/97 session and teachers who have at least one year in teaching social studies in the colleges.

The study covers 22 concepts and generalization in the NCE minimum standard of the National Commission for Colleges of education.

1.8 LIMITATIONS

This work is based on the revised curriculum designed by the National Commission for Colleges of Education and so can not be a basis for generalization for the products of other programmes especially the ones designed by different university that supervised the Colleges of Education before the N.C.C.E. was established.

The researcher's method of data collection was limited to oral interviews, text material, and questionnaire. This instruments may not be adequate for understanding perceptions of human beings,

however, the researcher has no doubt that empiricism could be achieved through the use of the instruments.

The researcher also cannot guarantee a subjective-free response of the respondents. Since he has no influence on the views expressed and the fact that human being are naturally subjective on issues in which they are involved, the possibility of subjectivity of respondents therefore cannot be ruled out.

1.9 SUMMARY

In this introductory chapter, the researcher has shown the problem of the study, which is basically finding out how students and teachers perceive democratic values in the NCE social studies programme. The purpose of the study as higlighted is to find out whether teachers percieve democratic values differenlty from the students. It will also find out whether sex is a factor in the perception of democratic value in social studies programme of Colleges of Education. The work according to the researcher is significant in the sense that it will be useful to curriculum planners of the National Commission for Colleges of Education in planning and evaluation of the social studies programme and finally it will useful to social studies teachers and others who are interested in the N.C.E. programme.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

It is traditional and imperative in a work of this nature to review materials and texts that have relevance to the subject under study. Since this work reports the perception of students and teachers on the democratic values in the social studies programme at NCE level, the researcher will have his focus on social studies, the National Commission for Colleges of Education (NNCE) social studies, the concept of democracy and what constitutes democratic values.

2.1 NATURE OF SOCIAL STUDIES

Like most subjects in the behaviourial and social sciences, social studies has been perceived differently by different scholars in different places according to its nature and purpose in those areas.

Michealis (1967) defines social studies as "a study concerned with people and their interaction with the social and physical environment." This view seems to be the most popular view about social studies. The subject centres around the various activities of man in the course of his interaction with the things and people

around him.

Ragan and Ambery (1964) had earlier perceived social studies as having the primary responsibility of helping pupils develop understanding, skills and values needed for intelligent living in a democratic society and as having the special responsibility for the accomplishment of citizenship and civic goals of the society. This view sees social studies beyond just an academic subject in a school curriculum. Social studies is perceived as working towards the attainment of the ideals of the society, the attainment of democratic living, the attainment of harmony in society. A society where everybody is equipped with the understanding, the skills, the values needed for living together. A society where everybody understands and is committed to his or her duties, responsibilities to the community is the ideal that social studies want to achieve. Social studies seen from this perspective is built on the philosophy of functionalism.

The researcher is to the view that what ever is not relevant to life and societal needs deserves no place in our school curriculum, Social studies therefore should be seen from this functional angle.

Beard (ed. 1932) also hold this view. He opined that social studies is expected to contribute to the acquisition and sustenance of desirable attributes of effective citizens in a democratic

society. He defined the effective citizens thus:

> He should look at life with a democratic slant; he should believe in decency and fair play, forbearance and respect for others; he should aquire customs, traditions and nationalistic ideas of his country; he should believe in the idea of progressive improvement of society; he should desire to promote the general welfare and be pledged to raise and safe guard standards of living for all.

To this scholar, the goal of social studies ought to centre around the inculcation of democratic values in students for the purpose of making him an effective citizens in a democratic society.

Bank and Clegg (1977) in this same light believes that the classroom dispensation of social studies should not only lay solid foundation for perpetuation of democratic principles and a just society but should also positively influence the fashioning out of youths, students and citizens alike who are acutely aware of the characteristics of democracy and committed to its ideals. To these scholars, democracy means so much, and social studies should produce citizens who are not just loaded with democratic values but are well informed about democracy that they show or reflect a commitment to it in their daily living. In as much as the

researcher believes in the ideals of democracy and the need to make social studies relevant to democratic living, social studies should be broad enough to prepare the citizens to meet other challenges. In Nigeria, the challenges of nationhood are broader than the entrenchment of democracy. Social studies therefore should focus on other challenges of nationhood as well as the attainment of democracy.

Quarterly (1982) believes social studies should do more than transmitting values of democracy. He said social studies equips the youths with tools (knowledge, attitudes and values) necessary for individual and societal survival. This view seems too broad as it portrays the fact that the individual and the society solely depends on knowledge, attitudes and values transmitted by social studies to survive. Without it the society is doomed. The researcher believes that social studies alone cannot help the individual and society to survive.

Science and technology has really helped in advancing and appreciaitng the quality of life all over the world.

Okobia (1985) also acknowledge the fact that social studies is geared towards the mobilization of youths, students and young learners for the purpose of helping them to cultivate and understand moral values, reasoned judgement to effectively live, interact, interrelate and positively contribute to the ecnonomic,

social, political and cultural development of the society. To this scholar, the emphasis of social studies should be relevant to the societal problems. Any knowledge, attitude, value transmitted through social studies should be relevant to the social, political and cultural development of the society. The philosophy of functionalism is still the underlying principle of social studies instruction as perceived by him.

Okam (1992) in discussing Dewey's work opined that the philosophy of pragmatism suggests that instructions in social studies be governed not only by the principle of mediary and utility but also channelled to the purpose of creating the good citizens in a democracy.

He asserted further that the main philosophy behind the teaching and learning of social studies in schools and colleges it to be measured in terms of its positive contribution in mobilizing and enabling learners to cultivate an awareness and understanding that would transform them into citizens with skill, values, attitudes, interests, and rights that are compatible with the principle of democracy. This opinion advocates the pragmatic approach to the learning of social studies. Social studies to him can only be relevant to national developemt, if it is seen to be inculcating the right values, attitudes and skills necessary for living in a democratic society.

Abdulkareem (1991) sees social studies as a tool of national development. He believes that social studies has always been used as a partial solution to social problems in many parts of the world. To him, social studies evolved out of concern to achieve national purpose.

Most of the works cited seem to agree on certain vital points. That social studies should be relevant to societal problems. It should equip the individuals with the right skills, value and attitudes to solve the problems. Social studies should be geared towards the promotion of democracy and the inculcation of democratic values in the individual members of the society. It is for this reason that this research among other things want to find out the perceptions of democratic values in the social studies programme of Colleges of Education.

2.2 HISTORICAL DEVELOPMENT OF SOCIAL STUDIES

Social studies in most countries of the world evloved out of the development needs. It emerged as a partial solution to national problems the world over. According to Abdulkareem (1991), it evolved in Germany after the World War 11 to help develop a new order. In Britain, it was used to legitimize the teaching of social sciences and to prepare students for adult roles in the society. Thailand also used social studies to foster individual and national

development.

Social studies as an organised subject in the school curriculum has its longest history in the united states of America where according to Dunn (1916) cited by Adulkareem (opcit), it could be traced to the 1916 report of the Social Studies Committee for the reorganisation of secondary education. Social Studies gained a legitimate status as a school subject.

Despite problems in its various stages of development, it has come to stay as a school subject taught according to Schemis (1978)also in Abdulkareem (opcit) (a) as social science (b) as cititenship transmission and (c) as reflective inquiry.

It is however argued by Abdulkareem (1991) that there could be more than the three traditions in the teachings of social studies and that the problem of reputation has not been tackled with, as the subject still lack form an agreed content based on explicit philosophy. This to him has made social studies appear as a subject for the children who cannot cope with the more rigidly organised subjects. It must however be noted that the National Council on Education conference of 1962 has helped in raising the standard of social studies in the United States o f America.

The USA as the strongest democracy in the world uses social studies for the transmission of democratic values to strengthen democracy resulting in economic prosperity, strong nationalistic

feelings and the production of great patriots. Today, the united states of america is in the fore-front in the campaign for democratization of nations of the world.

The USA National Council for Social Studies is in lead in the global campaign for social studies through conferences and direct influence in the social studies programme in other countries of the world in terms of curriculum content and staff development.

Social studies has a shorter history in Britain than in the USA. It evolved as a result of feelings of dissatisfaction with numerous social problems that had engulfed the country and needed urgent attention. There was the need for a subject specially designed to focus on social and political problems. There was the need to produce socially and politically informed citizens. With its focus on citizenship development, social studies gained serious support.

Its desirability not withstanding, social studies faced serious opposition and problems in its process of development in Britain. Apart from problems of lack of qualified teachers to teach the subject, its broadness and ill-defined content as at that time, made people to wonder if it could be accepted as a school subject or seen as a new approach.

Johnson (1987) revealed that in the 1960s and 70s, curriculum projects in social studies were aimed at less intelligent and those

who could not perform in the academic subjects, thus bringing the subject into serious disrepute.

The problem and opposition faced by social studies received attention according to Udo (1979) when the schools councils set up to study the place of social studies in British Education accepted the concept of social studies. This brought a lot of improvement, as the council focused on how best to teach the subject, its place in the national educational system and ways of raising the standard.

The introduction of social in Britain, we can say has yielded positive results. Today, Britain counts among the most stable democracies in the world. It is one country that has succeeded in blending and intergrating the traditional institution of imperial monarchy with modern parlimentary democracy without any crisis. The follower-ship has a high level of trust for the leadership and the leadership believes in responsibility and acountability to the citizenry. It is believed that Britain has one of the most matured political culture in the world. The political maturity and stability has also resulted in economic prosperity of that nation.

On the African continent, the idea of social studies was borrowed from the United States of America. It is a product of the Monbasa Conference which brought together eleven African countries in 1968.

According to Marry-fied and Muyanda-muteb (1991:621), the Monbasa Conference set forth goals for social studies in Africa. These includes.

1. To enable students understand peoples integration with their cultural, social and physical environments.
2. To help students appreciate their homes and heritage.
3. To develop skills and attitudes expected of citizens and
4. To teach students to express their ideas in a variety of ways.

The participants agreed that the new social studies should be an intergration of the traditions and concept of social sciences and humanities. The underlying principles or philosophy of the new social studies should be functionalism.

By this they meant the study should be relevant to local needs and aspirations. It should also be able to connect the learners with their communities and countries. Its focus should start from the known to the foreign and remote. The new subject was to emphasize the acquistion of skills and attitudes through the inquiry method and the problem-solving approach.

The Monbasa Conference gave birth to the African Social Studies Programme (ASSP) now African social and environmental studies programme (ASESP) and the Pan-African Social Studies Organization, which has continued to give leadership and

inspiration to social studies in member countries like Botswana, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Nigeria, Sierra-Leon, Somalia, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. Udo (1979:236)showed that the goals of social studies in most of the African countries have lots in common. He identified the following goals of social studies.

In Ghana, social studies objectives includes the devlopment of skills, intergration of knowledge and life in society; helping citizens to develop an awareness of the nature of his immediate environment and the wider society; the development of the right attitudes and values that wields a nation state together and the creation of understanding among different peoples of the world. Social studies in Botswana, Ethiopia, Gambia, Tanzania, Uganda and Zambia have goals that are not different from that of Ghana. According to Abdulkareem (1991:41) they all emphasized the development of the intellect, skills, and the growth of the individuals. He also agreed that social studies in most African countries is seen as a field most suited for the education of nation inhabitants as good citizens. Kissouc (1981:1 also shared the view of similarities of social studies goals in most African countries. According to him, Ethiopia attempted to use social studies for the transformation of the nations political culture. In Ghana, social studies was used to create a unified and politically

active citizenry and inculcate the concept of nationlism, patriotism, unity and inter independence among the citizery of different soci-cultural backgrounds.

Udo (1979:240) associated the problems of Africa to its changing nature. He said:

The rapid changing societies of Africa presents problems which all citizens are expected to participate in proposing solutions. Only as socially intelligent and well informed citizens can such responsibilities be shouldered.

To him, social studies in Africa has the responsibilities of producing the socially intelligent and well informed citizens.

The goals of social studies in Africa carefully examined lacked the focus of the attainment of democracy and the inculcation of values necessary for living in a democratic society. It showed a lack of commitment to democratization on the part of our leaders and, leading advocates of social studies.

It also narrowed social studies to the understanding of our immidiate environment and that of the problems of our own society. Problems were not seen from the macro-societal perspective. Student were not encouraged to understand how other nations of the world attacked their own developmental problems. Today, African nations are faced with the reality of these lack of commitment to democracy in the formative periods of our national lives. Todays, the problem

of sit-tight leadership, military domination, coups and counter-coups, corruption, national rebellion and wars are realities among nations of Africa. The result of these problem is lack of interest for foreign and even local investors, low technological development and industrialization, dependent economy and serious poverty. Most African nations have abnormally low standard of living which are below poverty line. Economic prosperity is strongly associated with democracy and democratic living. This researcher believes the lack of commitment to democracy in the post colonial era is what has resulted in the multi-faceted political and economic problems in the continent.

In, Nigeria, social studies is not new. Its present form as an integration of the social science and humanities using the problem solving or inquiry approach as a learning process could be said to be new in our educational system. Social studies has been part of our educational system since the colonial days.

According to Udo (1979), social studies has always been part of the school curriculum under general knowledge, civics, history and geography. According to Abdulareem (1991:42), social studies had its earliest in-road as an integrated programme in the Nigerian educational curriculum through a private programme sponsored by the Western Regional Government in collaboration with USAID and the Ford Foundation. The programme was introduced at the Aiyetoro

Comprehensive High School in 1963.

The staff of the social studies department in the Ministry of Education and their American counterpart worked out a syllabus and two textbooks.

In the Northern Region, the NNTEP uder supervision of institute of Education ABU, Zaria introduced the subject in 1965.

The 1969 National Curriculum Conference recommended the official adoption of social studies for all schools in the country. The Comparative Education and Adaptation Centre (CESAC) social studies in 1979 identified the following as the goasls of social studies in Nigera.

1. To reaffirm the respect for the importance of the individual and to nurture moral and spiritual values necessary for living together in the society.
2. To develop in children love for their country and an appreciation of cultural heritage of our society
3. To foster democratic living and develop social attitudes which will promote a life of healthy competition, self-respect, open mindedness and concern for the welfare of others.
4. To make learners understand the influence of their environment on their own life and to help them explore and harness the environment properly to the advantage of the

society.

5. To make learner conscious of their right and responsibilities as citizens.
6. To make learners appreciate the cultural diversity for the purpose of fostering attitudes that will reduce tension and enhance cooperation among indivdual as well as among nations.
7. To make learners understand the inter-dependence of people and nations for the fulfillment of needs.
8. To make learners understand the dynamism of societies and help them prepare for challenges posed by such changes.
9. To make learners develop the skills necessary for obtaining information from diverse sources such as globes, maps, table charts and other materials.
10. To learn the skill of investigation, organization and critical thinking process.
11. To aqcuire workable vocabulary for concept.
12. To encourage conservation of natural resources.
13. To help learners think critically, analytically, logically and reserve judgement until evidence are carefully weighed.
14. To help understand our economic system and to make them attain self-fulfillment within the system.
15. To help learners understand the role of Nigeria in global

context and

16. To help learners to be able to distinguish between facts, opinions and generalizations.

The general objectives of social studies tend to strongly emphasize the role of social studies in the achievement of democracy and the inculcation of values of democracy in the citizenry. Since the objectives of social studies at various levels of our educational system, like social studies objectives at primary, secondary and tertiary institutions are expected that they will all strongly emphasize the attainment of democracy and the inculcation of democratic values.

2.3 DEVELOPMENT OF NCE SOCIAL STUDIES PROGRAMME

According to Udo (1979), social studies was first introduced in the NCE programme by the Advanced Teachers Colleges, Sokoto in 1973. In 1978, the Institute of Education, University of Lagos introduced social studies at the ACE and NCE programme.

In 1975, the Institute of Education, Ahmadu Bello University, Zaria drew up a pilot syllabus for the teaching of social studies in the eight Colleges of Education and ATCs affiliated to it. The pilot syllabus was tried for a period of two years. In the same year, ATC Surulere-Lagos also started offering social studies.

In 1976, Advanced Teachers Colleges in Maiduguri, Oyo, Ibadan, Owerri, (Alvan Ikoku) started the NCE social studies programme.

With the Federal government's approval of social studies as a major course in the Teachers Training Colleges, more colleges of Education became quite intersted in introducing the subject.

There was therefore the urgent need to produce common and acceptable syllabus for these institutions. There was no government agency to do this, This situation led to the convening of a National Curriculum Seminar/Workshop in the Institute of Education, Ahmadu Bello University, Zaria in 1979.

Thirtu-two Colleges of Education, six Faculties of Education of university, Federal and State Ministries of Education and their agencies were represented. The workshop was to critically examine the nature of social studies courses in higher institutions and to draw up a national syllabus for courses in the Colleges of Education.

The conference stated the following as the general objectives of the NCE social studies programme at that time.

1. To develop a good understanding of the meaning, nature and the scope of social studies programme at that time.
2. The acquisition of appropriate skills, abilities and competencies by the individuals to enable him to live in and

2.4 THE NCCE SOCIAL STUDIES CURRICULUM FOR NCE

2:4:1 THE PHILOSOPHY

The philosophy of the NCE social studies programme could be summarized thus:

The production of specially trained teachers who are equipped with knowledge and special skills for implementing the social studies programme in primary and junior secondary schools.

Since the fundamental concern od social studies is man and his complex relationship with the world around and beyond, the NCE social studies attempts to in still in the student the basic knowledge, desirable values and skills for investigating, analying and explaining these inter relationships.

The programme is designed with the objective of producing teachers who are professionally committed and academically competent in the philosophy, content and methodology of social studies.

2:4:2 OBJECTIVES

The programme is designed to achieve the following.

1. Produce professionally trained and academically competent

teachers for primary and junior secondary schools.

2. Prepare teachers who will inculcate in their pupils rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, appreciation and skills necessary fro social and civic responsibilities.

3. Produce students who are capable of benefiting from further education in social studies.

In this, study, the researcher is basically concerned about the second statement of objective. Even though there is no specific mention of the attainment of democracy in the statement of objectives, the researcher belifes that since the attainment of democracy is a national objective and is part of the general goals of social studies in Nigeria, social and civic responsibilities' mentioned covers the value of democracy in Nigeria. The researcher therefore intends to find out how the second objective is being achieved in relation to democratic values by finding out the perception of students and teachers of democratic values in the curriculum content.

The programme stipulates that every department of social studies require at least 8 lecturers with at least second class honours (lower division) degree in social studies and the social sciences.

2:4:3 COURSE CONTENT

The curriculum is divided into the following courses for different levels.

100 LEVEL

SOS 111 Foundation of Social Studies

SOS 112 The Origin of Man

SOS 113 Introduction to man's Environment

SOS 114 Man and His Physical Environment

SOS 115 Man and His Economic Environment

SOS 121 Introduction to the Teaching of Social Studies

SOS 122 Man and His Social Environment

SOS 123 Man and His Government

SOS 124 Nigeria as a Nation

SOS 125 Dynamics of Group Behaviour

200 LEVEL

SOS 211 Nigeria Political Life

SOS 212 African Community

SOS 213 Religion in Society

SOS 214 Strategies and Techniques for Social Studies Teaching

SOS 215 Economic Life in Nigeria

SOS 221 Issue and Problems of National Development

SOS 222 Science and Technology in Society

SOS 223 Social Change in Nigeria

SOS 224 Social Services in Nigeria

SOS 225 Social Studies Instructional Materials

300 LEVEL

SOS 311 Introduction to Socialization

SOS 312 Citizenship Education

SOS 313 Peoples of the World

SOS 314 Social Institution

SOS 315 Population Education

SOS 321 Transport and Communication

SOS 322 Processes and Issues in modernization

SOS 323 International Organizations

SOS 324 Economic Structure and Organization in Nigeria

From the course listed and the course description, the researcher identified the following democratic values.

The value of interdependence of man was identified from SOS122 (origin of man) which has topic like; Explanation of

origin of man; The beginning of man; Early cultures in Nigeria; The independence of man; The uniquenes of man; Race and Racism.

The second values identified is 'the need of living together'; identified in SOS122 (Man and his social enviroment). Topics in the course include: Why people live in groups; The family system; Marriage; Kinship in Africa; etc.

Another value identified is 'recognizing and respecting government institutions'; identified in SOS123 (Man and his government). Topics here include: Concepts of government, forms, organs and tiers of government.

Recognizing and respecting our symbols of national unity was identified in SOS124 (Nigeria as a nation). Topics here include: Nigeria as a geo-political entity; Ethnic Groups, Peoples and population of Nigeria; Symbols of national unity; Concept of Culture and identity; integration population and social cultural life.

Other values such as:

Understanding the need to accept and respect majority viewpoint when acting in a group;

Understanding the need to cooperate and work with other for

the development of your community;

Understanding the need to be law-abiding and to act in conformity with group norms;

Understanding the need to stand out when the collective behaviour is negative eg. riots, mob actions, violet demonstrations etc.

Understanding that leaders must report back to the followers on their actions and performance were identified in SOS125 (Dynamics of Group behaviour. Topics here include; group life of lower animals, psychological variables; attitudes, values, norms, beliefs etc; Group process; Conformity and deviance; Public Opinion; group behaviour; Leadership and followership; Community self help development programmes; etc.

From SOS211 (Nigerian Political Life) where we have topics like Nation, State, Country as concepts; Constitutional development; Nationalistic movement; Unity in diversity Military rule; Efforts for national unity; Political participation in Nigeria; Civil administration; Agricultural and industrial efforts; were derived democratic values like 'appreciating the importance of cultural diferences', demonstrating acceptance for government programmes. Also from

SOS224 (Social Service in Nigeria)where we have topics like Social administration and services; Education and Health institutions; Housing; Attitudes to Public utilities, the democratic value derived is: demonstrating the right attitude to public properties and utilities.

From SOS312 (Citizenship education) under which are topics like concept of citizenship; types and qualities of a good citizen, practice of citizenship; nationalism, patriotism, rights and responsibilities, civil responsibilities for resource development and effective utilization; the Nigerian constitution; role of social studies in ensuring good citizenship, were derived the following democratic values:

Understanding your right to life;

Understanding your right to own properties;

Understanding your right to associate with other peoples;

Understanding and demonstrating your freedom of speech;

Understanding your freedom pf religion;

Understanding and expressing positive beliefs and views about our country and

Understanding the need to give national interest top priority

in our considerations.

From SOS 313 (Peoples of the World) and SOS323 (International Organizations) was derived the democratic value of 'understanding the differences and similarities in the beliefs of our people and those of other nations for the purpose of international cooperation and peace.

2.5 THE CONCEPT OF DEMOCRACY AND DEMOCRATIC VALUES

It is difficult to give a generally acceptable view of the concept of democracy since it is perceived differently in different enviroment.

The countries of Eastern Europe under the tutelage of the former soviet union claimed to be "peoples democracy" better and more complete than others of Western Europe. According to Roskin (1986) democracy is a situation that allow the people as a whole to make decisions. To him, democracy is a difficult historical test. A test that two dozens countries have so far flunked. Roskin believes real democracy cannot thrive were people are poor and ignorant because they could be easily manipulated by political bosses. He further revealed that democracy as a political system, is that in which the power and the authority of leaders is accountable to the broad mass of the population. In His comparative

study of democracy in different countries he discovered that democracy arouses little enthusiasm in most countries. He concluded that only countries with a history of democratic rule have democratically inclined masses. More typically masses admire regimes that give them law and order; a feeling of natural greatness and a sense of material progress; more educated people have stronger commitment to democratic value. Democracy, he asserted thrive only when elites open their decisions and deals to public scrutiny and approval. Roskin's study could be said to be true in some third world countries like Libya, Cuba and Iraq which military dictators enjoys the support of the masses because of popular programmes of development embarked upon by them. In Nigeria, the governement of Late General Murtala Mohammed, Buhari and of General Abacha's have enjoyed support of Nigerians not because they are democracies but because of popular programmes of the government.

Dewey (1916) asserted that democracy is primarily a mode of associated living of conjoint communicated experience; the extension in space of a number of individuals who participate in an interest so that each has to refers his own action to that of others and to consider the action of others to give point and direction on his own.

He believes democracy breaks down the barriers of class, race

and national territory which keep men from perceiving the full import of their own activity. He sees democratic society as that "Society which makes provision for participation in its good of all its members on equal terms and which secures flexible adjustment of its institution through interaction of the different forms of associated life".

He further asserted that democracy give s individuals personal interest in social relationship and control. Democracy he said created habits of mind which secures changes without disorder it subordinates the individual to the institutions.

Dewey's view of democracy is comprehensive as he sees democracy not just as a political system but a mode of living in organized societies based on certain values that subject the individual interest to that of the group. The good of all and creation of the right environment for the full developemtn of the potentials of the individual members of the society.
Democracy however does not necessarily create a classless society but takes care of the needs of all classes, races and nations.

To Lincoln in Schneider (1946:162) democracy imply a state where there is no "half slave and half free" A society in which independence is the right of every man. The Chicago School also reported by Schneider (Op cit : 568) asserted that democracy is not merely a form of government but also a mode of associated livng

based on the ideas that individuality and freedom are themselves social products and that a democratic society is one which subordinates its institutions to the basic aim of permitting its members to grow intellectually and emotionally by widening their "areas of shared concern", by promoting means of communication and public expressions and by giving all, responsible participation in the process of social and political control.

Gone in Adams (1880) cited by Schneider (Op. cit:40) believes that democracy is the inevitable consequence of what has gone before it, it asserts the fact that the masses are now raised to higher intelligence than formerly; all civilizations aim at it as a mark, it is the only direction society can take that is worth its taking, the only result that is worth an effort or a risk. Every other step to Gone, is backward. This view which places democracy in an exalted position as the highest aspiration of progressive societies is an ideal thàt every nation should aspire to attain. It is the basis of attaining egalitarianism; democracy alone can guarantee true freedom of individuals; create the right environment for the development of the individual potentials and it alone can guarantee sustained prosperity of nations. It is the hallmark of modern civilization.

Tocqueville (1840) reported in Bloom and selznick (1975 :616) sees democracy as a form of goverment where there is single and

central power which govern the whole community by its direct influence which provides for equality and freedom of association but also provide for the tyranny of the majority.

In describing the worth of democracy, he made this assertion:

> We must first understand what we want in government. *Do you wish to give artion elevation to the human and teach it to regard the things of this world with generous feelings, to inspire men with scorn of more temporal advantage, a form and gnomish strong conviction and keep alive the spirit of honourable devotedness? Is it your object to refine habits,embellish the manners and activates the arts, to promote beauty and glory? Would you constitute a people fitted to act powerfully upon all other nations and prepare for those high enterprise which whatever be their result will leave a name forever famous in history? If you believe such to be principal object of society, aviod the government of democracy. But if you hold it expedient to direct the moral and intellectual activity of man to the production of comfort and promotion of general well being; if a clear understanding be more profitable to man than genuis; if your object be not to stimulate the virtues of heroism but the habit of peace; if you had rather witness*

vicesthan crimes an dare content to meet with fewer noble deeds provided offense be diminished in the same proportion; if instead of living in the midst of a brilliant society you are contented to hace prosperity around you; If in short you are of the opinion that the principal object of a government is not to confer the greatest possible power and glory upon the body of the nation but to ensure the greatest enjoyment and to avoid misery 'to teach of the individuals who compoes it.

If such is your desire then equalize the condition of men and establish democratic Institution.

Tocqueville's argument about democracy can be summarized as follows:-

1. In the democratic age, equality becomes a paramount value. This equalizing tendency breaks down the power and self-confidence of the traditional elites. Democracy tend to create a *strong central government before which all citizens* are equal.
2. To make citizens stronger in democracy, the importance of association must be emphasized. He believes in the slogan multiply your assciations and be free
3. Tyranny can be cultural, psychological as well as

political. Democracy which gives all opinions equal worth and honours the view of the majority may wisher in an age of conformity. This danger he referred to as the tyranny of the majority.

4. Democracy and equality tend to stimulate ambition,loosen social bonds and lessen respect for established forms o f conduct. Thus democracy tend to be anomic and run the r i s k that dissatisfaction will produce irrational political responses.

Tocqueville's analysis should be understood as a diagnosis of some of the inherent weakness of democracy. He wrote mainly as a friend of democracy. Though he drew from his aristocratic background and indignation, he also expressed his faith on the values of democracy.

Democracy as a concept, mode of living and as a form of government could be traced to the state of Greece where by their style of living and mode of governance they showed that power belonged to the people. Their government was under the control of the citizens and they understood clearly that power belonged and is derived only from the people. According to Robson (1978:325) democracy in Grecian antiquity possessed the privilege not only of kindling an earnest and unanimous attachment to the constitution in the bosom of the citizens but also of creating an energy of public

and private actions such as could be obtained under an oligarchy where the utmost that could be hoped for was passive acquiscence and obedience. He further asserted that democracy in Greece was pre-eminently seductive creating in the mass of the citizens the value of intense positive attachment and disposing them to voluntary actions and suffering on behalf of the state such as on coercion on the part of the government could extort.

Democracy in ancient Greece encouraged values such as enlisting the hearts of the citizen in support of their constitution and providing for all common bond of union and fraternity. Other values that democracy encouraged include; making individuals in multitude identify his feelngs and interest with those of the state and regarding its freedom and greatness as the first and principal for his own concern.

In Athens as reported mill in Robson (Op, cit:324) their democracy was a government composed of multitude with majority of poor persons small landed proprietors and artisans. It had characteristics far more practical than even political frachise. It encouraged value of boundless publicity and freedom of speech. It had the liberty of the bema, of the dicastery, the protico, the palaestra and the stage, altogether a full equivalent of liberty of the press. It was the only government of antiquity which possessed this inestimable advantages and retained it for long.

Testimonies abound that there is no parallel to the athenian democracy in the known world in the development of democratic values. The daily warring of the states institutions formed a course of political education. Every citizens was accustomed to every sort of questions, public or private, discussed by the ablest men of the time, with the earnestnes of purpose and fullnes of preparation belonging to actual business, deliberative or judicial. The judicial tribunal were known for habital love for values of fair play and hearing both sides of a case.

DEMOCRACY IN NIGERIA

Nigeria has always portrayed love for democracy. The independence constitution came into operation on the 1st day of October 1960, that is the day she gained her independence. The constitution as a democracy provided for a federal parliament under the Queen represented by the government General. A government of coalition was formed by the NPC and the NCNC headed by the prime minister, sir Abubakar Tafawa Balewa and Dr Nnamdi Azikiwe as Governor General. Chief Awolowo of the AG became leader of opposition.

According to Ademoyega, (1981:8) the political arrangement of the time though it looked fair and equitable was time-bomb for the destruction of the democratic edifice of the conutry.

There were evidences that government had abandoned the rule of the game in democracy and had ceased to encourage democratic values needed for its survival. The government ceased to be a force for the defence of the rights of the peopl and showed sign of high handedness and tyranny. Crisis started with the census of 1961, because more glaring at the Action-Group convention in 1962 and fully escalated in 1964 as boycott of elections, serious violence and dispute over election results which prevented a clear cut winner from emerging. The first era of democracy therefore ended in a bloody coup by the military in 1966.

According to Usman (1979:105) the abuse of office and the running of public offices as private seats were central to the chaos, In-discipline, confusion that led to the destruction of democracy in the country. He identified some undemocratic features that destroyed the democracy in Nigeria. These include.

1. The process of exploitation of the labour and wealth of the Nigeria people through the export of raw materials and the import of manufactured goods organized and run by Western capitalism and their Nigerian intermediaries.
2. The activities of this class of Nigerian intermediaries made up largely of bureaucrats, Businessmen and politician who are highly renumerated for running and making

this process of exploitation. This class may be called intermediaries or dependent bourgeois.

3. The system of confusing and diving the masses of the Nigerian people, run by these intermediaries closely supported by western imperialism through manipulation of ethnic and religious differences. The main purpose of the system (Economic cultural, social and political) iis to immobilize the peasants and workers permanently with very low political consciousness, organization and activity.

Usman as a social democrat sees the inability to build stable democracy from the point of view of the exploitative economic system and the dependency of our political class on Western imperialism.

Democracy is a business of cooperaton and can therefore not thrive under situations of economic, social and political crisis. From which ever angle we look it, wether form radical or conservative perspective, the Economic, social and political problems and our inability to develop the right democratic values in both the political class and the followership was the cause of the demise of democracy in Nigeria of the first republic.

The hope of attaining democracy did not completely wane. Under the second national develpoment plan of 1975, the nation came out with the following national objective which centred around the

attainment of democracy. These include the building of: a free and democratic society; a just and egalitarian society; a united, strong and self reliance nation; a great and dynamic economy; and a land of bright and full opportunities for all. Nigeria started another attempt at establish democracy when on 11th August 1979 another election ushered in a presidential democracy headed by Alhaji Shehu Shagari which lasted between October 1st 1979 to December 31st 1983. The right democratic values were still neglected as official corruption, political repression and violence, use of money in campaign, election rigging and political inetitude led to a situation of economic hardship and general insecurity.

A situation that naturally invited the military to interfere and suspend the constitution. The development of democracy was once more obstructed.

Gen. Babangida in his 1986 budget speech attributed our economic and political development to the nature and practice of politics in Nigeria and the collapse of the economy which he attributed to bad government, corruption and absence of public accountability. The remedy he said was in establishing a political system with the right values of justice, people participation in decision making process, a new social and economic order based on peace, stability, harmony and equitable distribution of national

resources. The third attempt at democracy ended dismally as this same government lacked sincerity of purpose and never encouraged the right values for democracy in the society.

Nigeria is in another transition period and only the development and encouragement of the right democratic values can take us to the promised land.

CHAPTER THREE

RESEARCH DESIGN AND PROCEDURE

This chapter describes the method and procedure used in the study.

3.1 THE DESIGN

The study is designed to find out the perception of students and teachers of democratic values in the social studies programme of Colleges of Education. Individual perception constitutes a focus of study and active participation is essential to knowing. The survey research of design has been adopted for this study. This is because the data depends much on the perceptions and opinions of individuals who are participating in the social studies programme of the Colleges of Education either as students or as teachers.

3.2 THE STUDY POPULATION

All the students and teachers of social studies in Colleges of Education where the curriculum of the National Commission for colleges of Education (NCCE) is being operated, form the population of this study. There are forty-six of them.

THE SAMPLE AND SAMPLING METHOD

It was not possible to deal with every aspect of the population selected because of time and financial constraints. Therefore, a sampling method was used in which six Colleges of Education were selected. These six colleges represent 13% of the total number of Colleges of Education that offer NCCE social studies programme. This sample is supported by Olomoaiye (1984)

Simple random sample was used for the selection of the schools involved in the study. The schools selected include the following:

1. Federal College of Education, Zaria.
2. College of Education, Ankpa.
3. Federal College of Education, Kano.
4. College of Education, Kafanchan.
5. College of Education, Akwanga.
6. College of Education, Minna.

Fig 3.1 Table showing the sample population distribution

	STUDENTS		TEACHERS		TOTAL
	Male	Female	Male	Female	
FCE, Zaria	18	12	5	2	37
COE, Ankpa	17	15	6	2	40
FCE, Kano	17	16	5	3	36
COE, Kafanchan	19	17	5	2	43
COE, Akwanga	21	13	5	2	40
COE, Minna	16	13	4	2	35
TOTAL	108	85	30	13	231

One hundred and eight (108) male students and eighty five female students all in their final year, thirty male teachers and thirteen (13) female teachers all who have taught social studies at the NCE level for a minimum of one year were used as the sample for the study. These two groups were used because they have interacted with the programme long enough to have a good assessment.

3.3 INSTRUMENTATION

For the purpose of this study, questionnaire was the main instrument for data collection. The questionnaire was the structured type. The respondents were not allowed to react freely. Statements indicating democratic values were carefully prepared so as to obtain information that reflect their perception of the stated democratic values.

Teachers and students responded to statements on the questionnaire pertaining to democratic values in the NCE social studies programme. The questionnaire required respondents to choose from the alternatives of `strongly agree' `agree' `undecided' `disagree' and `strongly disagreed'.

The questionaire was drawn from the following concepts and generalizations in the NCE minimum standard of the National Commission for colleges of Education (NCCE). These include, the concept of intergration, the interdependence of man, forms of government, Civil rights, responsibilities and consequences, Symbols of National Unity, Dynamics of group behaviour, Unity in diversity, Political participation, Socio-cultural practices, values and beliefs that affect population and family life, Issues and problems of National development, Social services in Nigeria, Citizenship Education, The concept and rationale of international organisation.

3.4 PILOT STUDY

After developing the questionnaire, it was pre-tested on twenty undergraduate freshmen in the social studies section of the federal college of Education Zaria. The pre-testing of the questionnaire was necessary to determine whether the statements were comprehensible and meaningful to the respondents.

It was also aimed at checking the precision of the questionnaire.

The result of the pilot study showed that the statement in the questionnaire were precise and comprehensive as all the respondents answered questions on all the items of the questionnaire.

This group was chosen because they are not in the population group but have all passed through the NCE social studies programme as students. The feedback from the pilot study confirmed the reliability and validity of the instrument for use among students and teachers in Colleges of Education.

Scores for study were further computed and the following is a summary of the result of the computation.

Male Students	Female Students
n = 13	n = 7
$\bar{x}$ = 75.85	$\bar{x}$ = 74.50
SD = 11.50	SD = 12.50

HO = MS = FS
t = 0.243
Crit. Value = 1.729
Since the t-value is less than the critical value, the HO is retained.

For the purpose of establishing the validity and reliability of the instrument used, the result of the pilot study was subjected to the computation of the reliability

coefficient using the formular below.

$$K\text{-}R20 = \frac{(n)}{n-1}\left(S^2 - \frac{\sum pq}{S^2}\right)$$

The summary of the result is stated below

$$K\text{-}R20 = \frac{20}{20-1}\left(\frac{126.44 - 3.4593}{126.44}\right)$$

$$= 0.97$$

This figure is significant so the test is taken to be reliable.

3.5 TREATMENT OF DATA

The data was collected using the questionnaire of the Lickert Scale type which enable respondents to disagree or agree with statements. it has five columns of strongly agree, agree, undecided, disagree, and strongly disagree. The most favourable response was given the highest number of points which is 4 and the lowers point of zero (0) goes to the most unfavourable response of strongly disagree.

These were further classified into two groups of great deal of evidence (GDE) for `strongly agree' and agree and Little evidence (LE) for `disagree' and `strongly disagree'. undecided was shared among them.

To test the hypotheses, the scores were analysed by the computer using the t-test statistics.

Percentage was used to describe the personal data of the respondents.

3.6 SUMMARY

This chapter has dealt with the study design, the population, the sampling method, the instrumentation, the result of the pilot study and the treatment of the data used in this research work.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF DATA

4.0 INTRODUCTION

In this chapter, the result and interpretation of data collected are presented. The data collected have been ordered, classified and summarized so that the hypotheses could be tested and research questions answered.

Tables of percentages were used to describe the information about students and teachers sex classification. it was also used to describe teachers qualification and experience. A t-test significance of mean difference was used to analyze the data collected for the purpose of testing the hypotheses and to draw conclusions.

One hundred and ninety-five (195) final year students of six (6) Colleges of Education and forty-three (43) teachers were used as the sample for the study.

4.1 PRESENTATION OF PERSONAL DATA

Table 4:1:1 Sex Classification of respondents

	STUDENTS		TEACHERS	
	No	%	No	%
Male	109	54.8	30	69.8
Female	86	45.2	13	30.2
Total	195	100	43	100

One hundred and three (103) out of one hundred and ninety five (195) of the students representing 54.8% are male

students while eighty-five (85) representing 45.2% are female.

On the teachers side, thirty (30) out of forty-three representing 69.8% are male while 13 representing 30.2% are female.

The greater discrepancy in favour of male could be attributed to the fact that most societies in Nigeria are yet to fully understand and appreciate the need for educating female children.

Table 4:1;2 Teachers' Qualification

Qualification	No of Teachers	%
B.Ed/B.A/B.Sc	15	34.9
M.Ed/M.A/M.Sc	23	53.5
Ph.D	5	11.6
Total	43	100

The table indicates that 15 out of 43 of the teachers representing 34.9% hold the Bachelor degree in related fields of Arts, Social Sciences and social studies. Twenty-three (23) representing 53.5% hold the masters degree in related fields and 5 representing 11.6% hold the Doctor of philosophy degree. It shows that all the teachers are qualified to teach NCE social studies.

Table 4:1;3 Teachers' Experiences

Year of Experience	No of Teachers	%
Less than one Year	0	
1 - 4 years	10	23.2
4 - 9 Years	15	34.9
10 years and above	18	41.9

The table shows that none of the teachers has taught for less than one year. 10 out of 43 representing 23.2% have taught between 1 - 4 years, 15 representing 34.9% have taught for between 4 - 9 years and 18 representing 41.9% have taught for 10 years and above.

4.2 RECEPTION OF DEMOCRATIC VALUES IN NCE SOCIAL STUDIES PROGRAMME DATA PRESENTATION

The respondents were given twenty-two (22) statements which reflect democratic values in the NCE social studies programme and were required to tick ( ) appropriately on a likert-type five scale questionnaire. The scores ranging from 0-4 were supposed to show the magnitude of evidence of the value as perceived by the respondents in the social studies programme. The lowest score (0) shows no evidence and the highest score (5) shows great deal of evidence. Below are the classification of the scores in percentages under little evidence (LE) and great deal of evidence GDE. Scores 0.1 are

classified under little evidence and 4.5 under great deal of evidence and 2 which is undecided is shared between the two classifications.

Unit 1 The Value of interdependence of individual

Out of the 195 respondents, only 23 representing 11.8% disagreed that there is evidence of the democratic value in the NCE social studies programme. 172 of the 195 representing 8.2% agreed that there is evidence of the stated value in the NCE social studies programme.

Unit 2: The Need for living together with other members of the society

From the value cited above, only one (1) out of 195 respondents representing 0.5% disagreed. The rest 194 respondents representing 99.5 agree that there is evidence of the value in the social studies programme of Colleges of Education.

unit 3: Respect for governmental institutions

Out of the 195 respondents from six colleges, 7 representing 3.6% did not agreed with the statement that there is evidence of the democratic value in the NCE social studies programme. The rest 188 representing 96.4% agreed that there is evidence of the stated value in the NCE social studies programme.

Unit 4: Understanding and respecting our symbols of national unity

Out of the 195 respondents, 22 representing 11.3% indicated little or no evidence of the above value in the NCE social studies programme while 173 representing 88.7% indicated that there is a great deal of evidence of the value in the programme.

Unit 5: Understanding your right to life

Of the 195 respondents, 176 representing 90.3% agreed that there is great deal of the above democratic value in the social studies programme of Colleges of Education. 10 representing 9.7% disagreed with the view.

Unit 6: Understanding your right to own properties.

Of the 195 respondents, 121 representing 62.1% agreed that there is great deal of evidence of the above democratic value in the social studies programme of Colleges of Education. 74 representing 37.9% however disagreed.

Unit 7: Understanding your right to associate with others .

Out of the 195 responses got from students, 186 representing 95.4% agreed that there is great deal of evidence of the above democratic value in the social studies programme of Colleges of Education whereas 9 representing 4.6% disagreed.

Unit 8: Understanding and demonstrating freedom of speech.

Out of the 195 responses got from students, 136 representing 69.7% agreed that there is great deal of evidence of the cited democratic value in the social studies programme of Colleges of Education. 59 representing 30.3% however disagreed.

Unit 9: Understanding your right to vote and be voted for.

Of the 195 responses got from students on the above cited democratic value, 185 representing 94.9% agreed that there is great deal of evidence in the social studies programme of Colleges of Education whereas 10 representing 5.1% disagreed.

Unit 10: Understanding your freedom of religion.

Out of the 195 responses from students 171 representing 87.7% agreed that there is great deal of evidence of the cited democratic value in the NCE social studies programme. 24 representing 12.3% however disagreed.

Unit 11: Understanding the need to respect and accept majority viewpoint when acting in a group.

Of the 195 responses got from students, 124 representing 63.6% agreed that there is great deal of evidence of the cited democratic value in the NCE social studies programme. 71 representing 36.4% however did not disagreed.

Unit 12: Understanding the need to standout when the collective behaviour is negative (Eg. riot, violent demonstration etc)

In the case of this democratic value, 73 out of the 195 representing 37%% agreed that there is great deal of evidence of the value in the NCE social studies programme. 122 representing 62.6% did not disagreed.

Unit 13: Understanding the need to cooperate and work with others for the development of your community.

Out of the 195 responses from the students,188 representing 96.4%% agreed that there is great deal of evidence of the cited democratic value in the NCE social studies programme. 7 representing 3.6%% did not disagreed.

Unit 14: Understanding the need to be law abiding and to act in conformity with group norms

Out of the 195 responses from the students,188 representing 96.4%% agreed that there is great deal of evidence of the stated democratic value in the NCE social studies programme. 7 representing 3.6%% did not however disagreed.

Unit 15: Understanding and demonstrating trust for those in Leadership positions.

Out of the 195 responses from the students, 85 representing 43.6%% agreed that there is great deal of evidence of the democratic value cited in the NCE social studies programme. 111 representing 56.4% however did not

disagreed.

Unit 16: Understanding and demonstrating trust for those in Leadership positions.

Out of the 195 responses from the students, 81 representing 41.5%% agreed that there is great deal of evidence of the cited democratic value in the NCE social studies programme. However, 114 representing 58.5% did not agree.

Unit 17: Appreciating the Importance of our cultural differences

Out of the 195 responses of the students, 188 representing 96.4% agreed that there is great deal of evidence of the cited democratic value in the NCE social studies programme whereas 7 representing 3.6% did not agree.

Unit 18: Demonstrating right attitude to public properties and utilities

Out of the 195 responses from students, 150 representing 76.9% agreed that there is a great deal of evidence of the cited democratic value in the NCE social studies programme. 45 representing 23.1% however did not agree.

Unit 19: Demonstrating support for government programmes

Of the 195 responses from the students, 179 representing 91.8% agreed that there is great deal of evidence of the above democratic value in the NCE social studies programme. 16 representing 8.2% however disagreed.

Unit 20: Forming and expressing positive beliefs about our country

Out of the 195 responses from students, 119 representing 61% agreed that there is a great deal of evidence of the above democratic value in the NCE social studies programme. 76 representing 39% however did not share this view.

Unit 21: Understanding the differences and similarities in the beliefs of our people and those of other nations for the purpose of international cooperation.

Of the 195 responses from the students, 127 representing 65.1% agreed that there is great deal of evidence of the cited democratic value in the NCE social studies programme whereas 16 representing 34.9% did not share this view.

Unit 22: Understanding the need to give national interest top priority in our considerations.

Out of the 195 responses from students, 142 representing 72.8% agreed that there is a great deal of evidence of this democratic value in the NCE social studies programme whereas 53 representing 27.2% did not share this view.

4.3 TEACHERS' RESPONSES

Teachers were given the same questionnaires and a total of forty-three (43) responses were got. Thirty (30) representing 69.8% are male while thirteen (13) representing

30.2% are female.

Below is a summary of their responses in tables.

Unit 1: Recognizing the Value of interdependence of individual

The responses indicate that out of 43 teachers, 42 representing 97.7% perceived great deal of evidence of the stated democratic value in the NCE social studies programme. 1 representing 2.3% perceived little evidence.

Unit 2: Recognizing the Need for living together with other members of the society

All the 43 teachers representing 100% perceived great deal of evidence of the stated democratic value in the NCE social studies programme.

unit 3: Respecting governmental institutions

There is a 100% agreement among the teachers that there is great deal of evidence of the cited democratic value in the NCE social studies programme.

Unit 4: Understanding and respecting our symbols of national unity

There is also a 100% consensus on the above democratic value as the 43 teachers all perceived great deal of evidence of the value in the NCE social studies programme.

Unit 5: Understanding your right to life

Forty (40) out of 43 representing 93% of the teachers

perceived great deal of evidence of the cited value in the NCE social studies programme whereas three (3) representing 7% perceived little evidence.

Unit 6: Understanding your right to own properties.

Out of the 43 responses on the above democratic value, 39 representing 90.7% perceived great deal of evidence of the value in the NCE social studies programme whereas 4 representing 9.3% perceived little evidence.

Unit 7: Understanding your right to associate with others .

The table shows 42 out of 43 representing 97.7% of the teachers perceived great deal of evidence of the stated democratic value in the NCE social studies programme. 1 representing 2.3% perceived little evidence.

Unit 8: Understanding and demonstrating freedom of speech.

The table shows that 40 out of 43 representing 93% perceived great deal of evidence of the democratic value cited in the NCE social studies programme while 3 representing 7% perceived little evidence.

Unit 9: Understanding your right to vote and be voted for.

The table shows that all the 43 teachers representing 100% perceived great deal of evidence of the cited democratic value in the NCE social studies programme.

Unit 10: Understanding your freedom of religion.

The table indicate that 36 out of 43 representing 83.7% perceived great deal of evidence while 7 representing 16.3% perceived little evidence of the cited democratic value in the NCE social studies programme.

Unit 11: Understanding the need to respect and accept majority viewpoint when acting in a group.

The table indicate that 35 out of the 43 teachers representing 81.4% perceived great deal of evidence while 8 representing 18.6% perceived little evidence of the cited democratic value in the NCE social studies programme.

Unit 12: Understanding the need to standout when the collective behaviour is negative (Eg. riot, violent demonstration etc)

The table shows that 28 out of 43 teachers representing 65.1 perceived great deal of evidence while 15 representing 34.9% perceived little evidence of cited democratic value in the NCE social studies programme.

Unit 13: Understanding the need to cooperate and work with others for the development of your community.

42 out of the 43 teachers representing 97.7% perceived great deal of evidence while 1 representing 2.3% perceived little evidence of the cited democratic value in the NCE social studies programme.

Unit 14: Understanding the need to be law abiding and to act in conformity with group norms

All the 43 teachers representing 100% percieved a great deal evidence of the cited democratic value in the NCE social studies programme.

Unit 15: Understanding and demonstrating trust for those in Leadership positions.

29 out of the 43 teachers representing 67.4% percieved great deal of evidence while 14 representing 32.6% percieved little evidence of the democratic value cited in the NCE social studies programme.

Unit 16: Understanding and demonstrating trust for those in Leadership positions.

23 out of 43 teachers representing 53.5% percieved great deal of evidence and 20 representing 46.5% percieved little evidence the cited democratic value in the NCE social studies programme.

Unit 17: Appreciation of the importance of our cultural difference..

43 teachers implying 100% perceive great deal evidence of the cited value in the NCE social studies programme.

Unit 18: Demostrating right attitudes to public properties and utilities.

43 teacher implying 100% percieve great deal evidence of the cited value in the NCE social studies programme.

Unit 19: Demonstrating support for government programme.

43 teachers indicating 100% percieved a great deal of evidence of the cited democratic value in the NCE social studies programme.

Unit 20: Forming and expressing positive beliefs about our country

37 out 43 representing 86% of the teachers perceived great deal of evidence while 6 representing 14% perceived little evidence of the cited democratic value in the NCE social studies programme.

Unit 21: Understanding the difference and similarities in the beliefs of our people and those of other nations for the purpose of international cooperation.

37 out 43 representing 86% perceived great deal of evidence and 6 representing 14% perceived little evidence of the cited democratic value in the NCE social studies programme.

Unit 22: Understanding the need to give national interest top priority in our consideration.

36 out of the 43 teachers representing 83.7% perceived great deal of evidence of the cited value in the NCE social studies programme while 16.3% perceived little evidence.

4.2 HYPOTHESIS TESTING

Five hypothesis were formulated for this study and a computer analysis of the data using the t-test was embarked upon. Below are the result of the test.

Ho1 There is no significant difference in the mean perception of male students and their male counterparts in relation to democratic values in the NCE social studies program.

To test this hypothesis, t-test statistic was used and the summary of the computation are contained in table 4:4:1.

Table 4:2:1 There is no significant difference in the perception of male students and their female counterparts in relation to democratic values in social studies programme of colleges of Education

	N	X	SD	t.value	P
Female	86	73.15	11.30	1.02	0.3118
Male	109	71.31	12.37		

Since the P value is greater than 0.05, the t-value is not significant Ho1 is therefore retained.

Ho2 There is no signicant difference in the main perception of student and teachers, in relation to democratic values in the NCE social studies programme, to test this hypothesis, t-test statistic was used. The summary of the computation are content in figure 4:2:2.

Fig. 4:2:2 There is no significant difference in the mean perception of teachers and students in relation to democratic values in the NCE social studies programme.

democratic value in NCE social studies programme.

To test this hypothesis t-test was used and summary of the computation are contained in Figure 4:2:4.

Fig. 4:2:4. There is no significant difference in the mean perception of male students and female students in relation to democratic values in the NCE social studies programme.

	N	X	SD	t-value	P
Male students	108	71.31	12.37	-3.57	0.006
Female students	30	79.80	6.085		

Since the p-value is less than 0.05 the t-value could be said to be significant the hypothesis is therefore rejected.

H05: There is no significant difference in the mean perception female students and female teachers in relation to democratice value in the NCE social studies programme.

To test this hypothesis, t-test statistic was used. The summary of the computation is contained in Figure. 4:2:5

Fig.4:2:5. There is no significant difference in the mean perception of female students and female teachers in relation to democratic values in the NCE social studies programme.

	N	X	SD	t-value	P
Female students	86	73.15	11.30	0.21	0.832
Female teachers	13	75.77	8.584		

Since te p-value is greater than 0.05 then the t-value cannt be said to be significant. The hypothesis is therefore retained.

4.5 SUMMARY

This chapter has presented an analysis of the data collected through the questionnarie. Personal information of the respondents like sex of students and teachers, qualification and experience, were described using the table of percentages. The responses of students and teachers on the democratic values in the NCE social studies programme were also first described in percentages.

The scores were further analyzed by the computer using the t-test for purpose of testing the formulated hypothesis.

The analysis sought to find out the perception of students and teachers on the democratic values in the NCE social studies programme.

The analysis to the data shows that out of the Twenty two(22) democratic values stated in the questionaire, nineteen (19) received favorable response from a major percentage of the students and the teachers, showed favorable responses on all

the twenty two (22) items.

However on item twelve (12) "understanding the need to stand out when the collective behavior is negative", item 15" understanding and demonstrating trust for those in leadership position "and item 16" understanding that leaders must report back to the followers their actions and performances". The student responses were unfavorable as a major percentage perceived little evidence of the democratic values in the NCE social studies programme.

H01 which says that there is no significance difference in the mean perception of male and female students in relation to democratic values in the NCE social studies programme, H03 ie there is no significant difference of male and female teachers in relation to democratic values it te NCE social studies programme, H05 there is significance difference in the mean perception of female students and female teachers were retained on the basis of the result of the t-test computation. H02 ie there is no significant difference in the mean perception of students and teachers in relation to democratic values in the NCE social studies programme and H04ie there is no significant difference in the mean perception of male students and male teachers in relation to democratic value in NCE social studies programme were rejected on the basis of the

t-test computation.

The data collected also indicated that there is a gender dsicrepancy in favor of the male. A factor that was attributed to the fact that most communities in Nigeria are yet to fully understand and appreciate the need for educating female children. There is also an indication that all the teachers have obtained the minimum qualification for teaching at the NCE level and have the experience to report on the NCE social studies programme.

CHAPTER 5

SUMMARY AND RECOMMENDATION

5.0 INTRODUCTION

The aim of this study was to find out how students and teachers perceive democratic values in the NCE social studies programme most importantly was the need to find out if the students and the teachers perceive adequate democratic values in the NCE social studies programme.

To achieve this objective, some major hypothesis were formulated to give direction to the study thus: There is no significant, difference in the mean perception of students and teachers in relation to democratic values in the NCE social studies programme. There is no significant difference in the mean perception of male and female students in relation to democratic values in social studies programme of College of Education.

There is no significant difference in the mean perception of male and female teachers in relation to democratic values in the NCE social studies programme.

The major assumption of the study is that all who are involved in the programme are important sources of information regarding democratic values that the social studies programme

imparts and that social studies programme is a means of providing opportunities for students to acquire democratic values.

This chapter is concerned with the outlines of the major findings of this work. There are also recommendations based on the finding which will be useful to education policy makers, curriculum planners and social studies teachers in particular.

5.1 SUMMARY OF THE RESULTS

The data collected and analysed using both the tables of percentages and the t-test statistic showed the following result.

There is sex discrepancy in favour of the male gender both among students and teachers involved in the NCE social studies programme.

Teachers involved in the programme of NCE social studies at the time of this study are academically qualified and experienced to inculcate democratic values through the social studies curriculum.

Students responded favourably that there is great deal of evidence of the following democratic values in the NCE social studies programme.

Recognizing the value of interdependence of individuals: Recognizing the need for living together with other members of the society;

Respecting governmental institutions; understanding and respecting our symbols of national unity;

Understanding our right to life;

Understanding our right to own properties;

Understanding our sight to associate with others

Understanding and demonstrating freedom of speech;

Understanding your sight to vote and be voted for;

Understanding our freedom of religion;

Understanding the need to respect and accept majority view points when acting in a groups;

Understanding the need to cooperate with others for the development of our communities;

Understanding the need to be law abiding and to act in conformity with group norms;

Appreciating the importance of our cultural differences;

Demonstrating sight attitudes to public properties and utilities;

Demonstrating support for government programmes; forming and expressing positive beliefs about our country; understanding the differences and similarities in the beliefs

of our people and those of other natives for the purpose of international cooperation and understanding the need to give national interest top priority in our consideration.

However, a greater percentage of the students perceived little evidence of the following values in the NCE social studies programme.

Understanding the need to stand out when the collective behaviour is negative;

Understanding and demonstrating trust for those in leadership positions;

Understanding that leaders must report back to the followers their actions and performances.

A major percentage of the teachers perceive great deal of evidence of all the democratic values in the NCE social studies programme.

The t-test statistic was use to analyze the data and to test the hypotheses from the result of the computation, Ho1, Ho3 AND Ho5 were retained.

The result implies that sex factor does not affect the perception of the respondents. That is to say that male and female students given the same programme and enviroment will not differ in perception or performance based on their sex classification.

The result obtained shows a significant difference in the perception of students and teachers. This implies that teachers do not get the right feedback from students on what they. This could be attributed to the teachings and evaluation techniques used by the teachers in the classroom situation. Values, because they fall under the affective dormain cannot be taught or evaluted using the same methods as in the cognitive dormain. This result also implies that age, experience and ones level of academic attainment affects perception of democratic values. It is therefore important to make the acquisition of democratic values a life long experience. In the educational system, it should be taken seriously from the primary school through the university education. Activities that centres around democratic living and democratic values should from an intergral part of the school curriculum.

5.2 RECOMMENDATIONS

There is no doubt that a study of this nature which is aimed at finding out the views or perception of people involved in an educational programme will serve useful purpose, for curriculum planning implementation and supervision it is for that purpose that the researcher makes the following recommendations.

It is observed that in the statement of philosophy, objectives and even the general course content,There is no strong emphasis on democratic values.

The lack of serious emphasis on th teaching of democratic values as observed by the researcher could also be responsible for the disparity. If democratic values are rightly emphasized by all, there will be no disparity in the perception of people involved. No serious emphasis on the acquisition of values an skills necessary for the development of a stable democratic society which has always been a very serious goal fo the Nigerian society. The National social studies objectives strongly emphasizes the development of skills and values necessary for the attainment of a democratic society. There is the need to make the NCE social studies programme more relevant to national objectives and need by focusing seriously on values of democracy.

Acquisition of democratic values falls under the affective domain of educational taxonomy which takes longer period for proper development. The researcher believes that the three (3) years duration of the NCE social studies programme, is not enough for the full acquisition of democratic values. It is therefore suggested that the B.Ed programmes of Universities and colleges of education should

seriously focus on the inculcation of democratic values.

This study showed that the difference in the mean perception of students and teacher sin relation to democratic values in NCE social studies programme is significant. This disparity could be narrowed if teachers are encouraged to find out periodically what students feel about the curricular content especially in the affective domain that is not easily evaluated through the correction at evaluation techniques. The feed back from the students will help improve the teaching and learning of social studies.

There is the need to motivate social studies teachers for progressional excellence through improved renumerations, in service training, seminars and workshops that will keep the abreast on national issues and problems. This will give them opportunity of meeting other professionals and sharing views on how best to address our national problems.

5.3 RECOMMENDATIONS FOR FURTHER RESEARCH

In this work, the focus has been on a small segment of the NCE social studies programme, that is the area of democratic values. Social studies cover wider areas of our lives than the political. The following recommendations for further research are therefore made.

1. this study could be extended to cover areas like the

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1. this study could be extended to cover areas like the

degree programme of our universities and the citizenship education programme of polytechnics and colleges of technology.

2. Future researches could also evaluate how social studies is preparing citizens to face economic problems in the Nigerian society.
3. Research centred on the effective way of teaching and evaluating democratic values in social studies could be embarked upon. Research could also be directed towards finding out the self concept of the social studies teachers since this affects their effectiveness.

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APPENDIX 'A'

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Our Ref: DE/S.25 Date: _____

_____

_____

_____

_____

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria, requires each student working for a degree to complete a research project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistance as much as possible.

TOPIC OF RESEARCH: STUDENTS AND TEACHERS PERCEPTION OF DEMOCRATIV VALUES IN SOCIAL STUDIES CURRICULUM OF COLLEGES OF EDUCATION.

Thank you for your continuing cooperation

Yours sincerely,

E.N. Danladi
Research Adviser

APPENDIX B

QUESTIONNAIRE ON DEMOCRATIC VALUES IN SOCIAL STUDIES PROGRAMME OF COLLEGES OF EDUCATION FOR STUDENTS AND TEACHERS

The purpose of this questionnaire is to find out your perception of democratic values in the social studies programme of Colleges of Education. The researcher will appreciate your effort, if you could kindly respond to the statements below very honestly, freely and objectively. Please be assured that all informations will be treated confidentially.

SECTION A

1. Name of your school _____
2. Are you a student or a lecturer _____
3. Sex: Male ☐ Female ☐
4. Qualification (for Teachers only).

   (a) B.A., B.Sc, B.Ed(Ed) ☐
   (b) M.A./M.Sc/M.Ed ☐
   (c.) Ph.D. ☐

   Level (For Students).

   (a) 100 Level ☐
   (b) 200 Level ☐
   (c) 300 Level ☐

5. How long have you taught social Studies at NCE levels?

   (a) Less than one year ☐
   (b) 1 - 4 Years ☐
   (c) 4 - 9 Years ☐
   (d) 10 Years & Above ☐

SECTION B.

Below are statement on democratic values in the NCE social studies programme. (Tick (✓) the column that best describe your perception.

The NCE Social Studies Programme helps you?

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1. Recognise the value of interdependence of individuals					
2. Recognise the need for living together with other members of the society.					
3. Respect governmental institutions.					
4. Understand and respect our symbols of national unity e.g. Flag,Coat of Arm, Anthem,Pledge.					
5. Understand your right to life.					
6. Understand your right to own properties.					
7. Understand your right to associate with others.					
8. Understand and demonstrate freedom of speech.					
9. Understand your right to vote and be voted for.					
10. Understand your freedom of religion.					
11. Understand the need to respect and accept majority viewpoint when acting in a group.					
12. Understand the need to stand out when the collective behaviour is negative (e.g. riot, violent demonstration					
13. Understand the need to cooperate and work with others for the development of your community.					
14. Understand the need to be law abiding and to act in conformity with group norms.					
15. Understand and demonstrate trust for those in leadership positions.					
16. Understand that leaders must report back to the followers their actions and performances.					
17. Appreciate the importance of our cultural differences					
18. Demonstrate right attitudes to public properties and utilities.					
19. Demonstrate support for government programmes.					
20. To form and express positive beliefs about our country					
21. Understand the differences and similarities in the beliefs of our people and those of other nations for the purpose of international cooperation.					
22. Understand the need to give national interest top					

APPENDIX 'C'

SOCIAL STUDIES (SOS)

DOUBLE & SINGLE MAJOR

12.1 **PHILOSOPHY**

Social Studies is a core subject in both the primary and junior secondary schools in Nigeria. The number of these institutions coupled with their ever-increasing enrolments has necessitated the production of specially trained teachers who are equipped with the knowledge and special skills for implementing the Social Studies programme in these schools.

The fundamental concern of social studies is with man and his complex relationship with the world around and beyond. It is this content that the NCE Social Studies curriculum attempts to instil in the students; the basic knowledge, desirable value, and skills for investigating, analysing and explaining these interrelationships.

The social studies programme is therefore designed (either single or double major) with the objective of producing teachers who are both professionally committed and academically competent in the philosophy, content and methodology of social studies.

12.2 OBJECTIVES

The programme is designed to achieve the following:

1) Produce professionally trained and academically competent NCE Social Studies teachers for the primary and junior secondary schools.
2) Prepare teachers who will inculcate in their pupils rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, appreciation and skills necessary for developing social and civic responsibility.
3) Produce students who are capable of benefiting from further education in social studies.

12.3 ADMISSION REQUIREMENTS

i) General -

a) A Senior Secondary School Certificate (SSC) or G.C.E. 'O' Level with passes in 6 subjects including English Language, all of which must be at credit level in two same sitting or four credits at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer and/or a science subject for

b) subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and/or mathematics may be a requirement in some courses.

c) For candidates wishing to offer courses in Vocational and Technical Education, R.S.A. or City and Guilds intermediate Certificate with the Federal Craft Training Certificate with credit/merit in at least four subjects, are acceptable qualification.

d) Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad, is also acceptable qualification.

e) Successful candidates in the Pre-NCE final examinations who also take and succeed in a selected examination organised by an accredited body such as JAMB.

f) It should be noted that some colleges may in addition to all of the above, administer their own elimination tests and or interviews for some courses. This is legitimate.

12.6 FACILITIES

i) Space and classrooms - at least three (3) classrooms.

ii) Social Studies Workshop with a sitting capacity for 40 students

iii) Staff Offices - Each Senior Staff should have a comfortably furnished office to himself. There should also be an office for support staff (Typists Clerks) with relevant equipment e.g. Typewriters; reproduction machines e.t.c.

iv) Book in the library. There must be enough books to cover all the areas of the subject to the ratio of one student to ten books.

v) List of Equipment

Equipment such as projectors, films strips; slides, video machine; camera, TV set, World Globe e.t.c. materials such as Atlases Maps, Text books journals, painting, materials newsprints and newspapers.

Academic

As a double major 8 lecturers are required.

Qualifications:

a) Second class lower (2.2) degree and/or master or Ph.D. i Studies.

b) Second class lower (2.2) degree; master or Ph.D. in any Social Sciences and at least NCE (Social Studies) or PG

ii) Support Staff

a) A Typist

b) Technical Staff (Workshop Assistant)

c) Departmental Secretary

d) Departmental Messenger/Cleaner.

12.3 MODE OF TEACHING

Various methodological approaches should be adopted in teac Social Studies. These should include- Inquiry; Field trips; D *Lecture*; Tutorial, Seminar, Project method; case studies; simu games; field research e.t.c.

12.7 GRADUATION REQUIREMENT

Distribution of Minimum credits required for graduation for

a) Double Major

i) Education courses - 30 credits
ii) General studies courses - 12 credits
iii) Teaching practice - 6 credits
iv) Social studies courses - 72 credits.

b) Single Major

i) Education courses - 36 credits
ii) General studies course - 12 credits
iii) Teaching Practice - 6 Credits
iv) Social Studies Courses - 37 credits
v) Second teaching subject minimum of - 36 credits

12.8 TEACHING PRACTICE

Every student is required to do Teaching Practice and the credit earned recorded in EDUC 324

12.9 PROJECT

Every student is required to write a project in either Social Studies or Education and the credit earned recorded in EDUC 323.

12.10 SUBJECT COMBINATION (for single major)

Social studies as a single major subject could be combined with any one of the following subjects:- History; Economics; Geography; political Science; Islamic Studies; Primary Education Studies; Christian Religious Studies, English, Hausa, Yoruba and Igbo.

COURSE CODE	COURSE TITLE		
	100 Level (1st Semester)		
SOS 111	Foundations of Social Studies	3	Compulsory
SOS 112	Origin of Man	2	Compulsory
SOS 113	Introduction to man's environment	3	Compulsory
SOS 114	Man and his physical Environment	3	Compulsor
SOS 115	Man and his economic activities	2	Compulsor
	100 Level (2nd Semester)		
SOS 121	Introduction to the teaching of S/Studies	2	Compu
SOS 122	Man and his social environment	3	Compu
SOS 123	Man and his government	3	Elect
SOS 124	Nigeria as a nation	3	Compu
SOS 125	Dynamics of Group behaviour	2	Elect
	200 Level (1st Semester)		
SOS 211	Nigerian Political Life	3	Compu
SOS 212	African Community	3	Compu
SOS 213	Religion in Society	2	Compu
SOS 214	Strategies and Techniques of Teaching SS	3	Compu
SOS 215	Economic life in Nigeria	3	Compu
	200 Level (2nd Semester)		
SOS 221	Issues and Problems of National/Dev.	3	Compu
SOS 222	Science and Tech. in Society.	3	Compu
SOS 223	Social change in Nigeria	3	Compu
SOS 224	Social Services in Nigeria	3	Compu
SOS 225	Social studies Instructional Materials	3	Elect
	300 Level (1st Semester)		
SOS 311	Introduction to Socialisation	3	Compu
SOS 312	Citizenship Education	3	Compu
SOS 313	Peoples of the World	3	Compu
SOS 314	Social Institutions	3	Compu
SOS 315	Evolution Educatic	3	Compu

	300 Level (2nd Semester)		
SOS 321	Transport and Communication	3	Compulsory
SOS 322	Process and Issues of modernisation	3	Compulsory
SOS 323	International organisations	3	Compulsory
SOS 324	Economic structure and organisation	3	Compulsory

SUMMARY

YEAR OF STUDY	COMPULSORY	ELECTIVE	TOTAL
Year one	21 Credit Units	6 Credit Units	27 Credit Units
Year two	21 Credit Units	6 Credit Units	27 Credit Units
Year three	21 Credit Units	6 Credit Units	27 Credit Units
TOTAL	63 Credit Units	18 Credit Units	81 Credit Units

Minimum Credits Required for Graduation

Compulsory Credits = 63
Elective Credits = 9
TOTAL: = 72 Credits.

12.12 COURSE DESCRIPTION

NCE One (100 Level)

SOS 111: FOUNDATION OF SOCIAL STUDIES (3 CREDITS) C

- The philosophical background of Social Studies
  a) In relation to the National Policy on Education
  b) In relation to Theory of Inter-relationships in learning
- The definition and scope of Social Studies
- Aims and objectives of Social Studies
- The relationship between Social Studies and the Social Sciences
- The relationship between Social Studies and Population, Family Life and AIDS Education.
- The concept of integration
- The concept of integration of Population/Family Life Education/AIDS Education in Social Studies.
- The development of Social Studies in Nigeria and Africa.
- The development of Population and Family Life Education in Nigeria.

SOS 112 THE C[illegible] (3 CREDITS) C

- The [illegible] and [illegible]

explanations; mythical explanation and the scientific theory of evolution.
- The beginning of man; primates and homo-sapiens
- Early cultures in Nigeria: Nok, Ife, Benin, Igbo Ukwu
- The uniqueness of man
- The interdependency of man
- Race and Racism

SOS 113 INTRODUCTION TO MAN'S ENVIRONMENT (3 CREDITS) C

- Definition and significance of environment
- Components of physical environment
- Social institutions, economic institutions, political and religious institutions.
- Inter-relationship between man and his environment
- Environmental education - pollution, urban problems, erosions, flood, desertification, conservation etc. studies from the Nigerian environment.
- Consequence of Population change on the society

SOS 114 MAN AND HIS PHYSICAL ENVIRONMENT (3 CREDITS) C

- Relief features
- Climatic features
- Vegetation
- Mineral resources
- Ocean and Seas
- The influence of physical features on man's activities e.g. climate and clothing, vegetation and occupation etc.
- The influence of man on physical environment e.g. desert irrigation, afforestation.
- Exploitation and Conservation of environmental resources
- Consequence of Environmental change on the Population.

SOS 115 MAN AND HIS ECONOMIC ACTIVITIES (3 CREDITS) C

- Man's basic economic problems; Scarcity and choice
- Man and other factors of production
- Man's reactions to supply and demand of goods and services
- National economic life: agriculture, mining, commerce, banking, finance.
- The concepts of development and growth
- Population and utilization of natural resources
- Effect of Population change on natural resources

SECOND SEMESTER

SOS 121 INTRODUCTION TO THE TEACHING OF SOCIAL STUDIES (2 CREDITS) C

- Introduction to Primary and Junior Secondary (JS) Schools Social Studies Programmes.
- POP/FLE Programme, Philosophy and Scope
- Distinction between curriculum, syllabus, scheme of work, unit plan and lesson plan.
- Preparation of Lesson Plan in Social Studies
- Methods of teaching Social Studies
- Instructional resources in Social Studies - human and material
- Evaluation strategies in Social Studies
- Micro-teaching by students
- Method of teaching POP/FLE/AIDS Education in Social Studies (Primary and Secondary Levels)

SOS 122 MAN AND HIS SOCIAL ENVIRONMENT (3 CREDITS) C

- Definition and types of man's social environment
- Why man lives in groups
- The family-types, structure, functions and changing roles
- Forms and problems of marriage: customary, religious and ordinance
- Safe age for marriage, family formation, child bearing and rearing practices.
- Primary and Secondary groups - definitions, characteristics and functions
- Kinship system in Africa
- Factors that promote living together custom, morality, mores, folkways
- Women education and Family welfare

SOS 123 MAN AND HIS GOVERNMENT (3 CREDITS) E

- The concept and role of government in society
- Forms of government - democracy, autocracy, monarchy, and the military
- Organs of government - executive, legislative, judiciary and the press
- Traditional forms of government, family, clan, village, town empire etc.
- Tiers of government in Nigeria - Local, state and federal
- Civil rights, responsibilities and contradictions

SOS 124 NIGERIA AS A NATION (3 CREDITS) C

- The birth of Nigeria as a geo-political entity
- Ethnic groups in Nigeria
- People of Nigeria, Population size and Distribution
- Symbols of National Unity - national flag, anthem, pledge
- The concept of culture
- Culture and identity
- Levels of identity (revise economic and political life in Nigeria)
- Integration - Concept, forms and factors militating against the achievement of social, economic and political integration, various efforts at national integration.
- Population and Social Cultural Life

SOS 125 DYNAMICS OF GROUP BEHAVIOUR (3 CREDITS) E

- Study of group life of lower animals e.g. ants, bees, monkeys etc.
- Some basic psychological variables; attitudes, values, roles, norms, beliefs, reference groups etc.
- Group process - conformity and defiance
- Public opinion
- Collective behaviour e.g. crowd, community development activities, riots, demonstration, mob violence etc.
- Leadership and followership
- Effect of Community Self-help Development Programmes on quality of life of the population.

200 LEVEL 1ST SEMESTER

SOS 211 NIGERIAN POLITICAL LIFE (3 CREDITS) C

- The concept of nation, state and country
- Constitutional development in Nigeria. Nationalist movements in Nigeria
- Unity in diversity
- Military rule in Nigeria
- Efforts for national unity: Ethical revolution, Aji declaration, War against Indiscipline, Corruption WAI-C MAYSER
- Political participation in Nigeria: Civil administration
- Political parties
- Politics of Population size

SOS 212 AFRICAN CO[illegible] (3 CREDITS) C

- African States and peoples of Africa
- Population size and Distribution
- Human and natural potentialities
- Agricultural and industrial efforts

- Economic Communities in African States
- Co-operation among African States-economic, political, socio-cultural etc.
- Population changes in history of Africa

SOS 213 RELIGION IN SOCIETY (3 CREDITS) C

- Concept, origin and nature of religious beliefs
- The significance of religion to individuals and society
- An overview of the world religions and their soci-political and economic influence on the society..
- African religion and characteristics
- Religion and morality
- Religion and politics, conflict and tolerance in Nigeria
- Social Cultural Practices, Value and Religious beliefs that affect Population and Family Life Education.

SOS 214 STRATEGIES AND TECHNIQUES FOR SOCIAL STUDIES TEACHING (2 CREDITS) C

- Methods and techniques necessary for the effective teaching of social studies: inquiry, dramatic representation, discussion, creative activity, simulation, problem-solving and questioning.
- Students practice these strategies and techniques through micro-teaching.

SOS 215 ECONOMIC LIFE IN NIGERIA (3 CREDITS) C

- Production system in Nigeria
  a) Primary (Agriculture, mining etc.)
  b) Secondary (Manufacturing)
  c) Tertiary (Commerce, Banking, Finance)
- Factors and patterns of exchange in Nigeria
- Environmental impact of production activities
- Concept of growth and development
- The food situation and its effects on the population
- Population change and economic development

2ND SEMESTER

SOS 221 ISSUES AND PROBLEMS OF NATIONAL DEVELOPMENT (3 CREDITS) C

- Nature and concepts of national development
- Nature and concepts of Planning and Development
- Traditional values and concepts of [illegible]
- Modern values and concept of National development
- Historical background and national development
- Soci-cultural structure and national development
- Religion and national development
- Politics and national development
- Economy and national development
- Education and national development
- Transport and communication and national development
- Relationship between rural-urban economics in Nigeria

SOS 222 SCIENCE AND TECHNOLOGY IN SOCIETY (3 CREDITS) E

- The concepts of Science and technology in relation to superstition
- The traditional technology and modern technology
- The effects of science on man and man's culture
- The problems created by Science and Technology
- Transfer of technology and adaptation in Nigeria
- Science and Technology and change in attitude towards population and family life education issues.

SOS 223 SOCIAL CHANGE IN NIGERIA (3 CREDITS) E

- The theory of Change
- Principles that govern change in society
- Population change in Nigeria and its implications for development
- Process of change in the society
- Evolution of modern societies
- Acceptance and resistance to change
- Societal changes in Nigeria before and after 1960 in the areas of economic system, socio-cultural aspects and political organisation
- The changing Nigerian society and its effect on the individual and the family.

SOS 224 SOCIAL SERVICES IN NIGERIA (3 CREDITS) C

- Social administration and social policies defined
- Educational institutions: Traditional and Western ed[illegible], formal and informal educational institutions, educational structure and functions in Nigeria. National Policy on Education.
- Health institutions: Structure and function , National AIDS/STD control programmes in Nigeria (NASCP)
- Housing Policy
- Other services and Utilities-fire, prison, postal; old age pension, Nigeria Police Force, Water supply, electricity, transport, communication
- Attitude to public utilities
- [illegible] on social services in Nigeria

SOS 225 SOCIAL STUDIES INSTRUCTIONAL MATERIAL (2 CREDITS) C

- Types
- Principles
- Selection
- Development
- Improvisation
- Usage (Micro-teaching)
- Evaluation

300 LEVEL FIRST SEMESTER

SOS 311 INTRODUCTION TO SOCIALISATION (3 CREDITS)

- The concept of socialisation
- The processes and role of the various agents of socialization: Primary (family and peer group)
  Secondary (school, religious institutions, mass media etc.)
- Problems of socialisation
- Political Education
- The effect of population change on political stability

SOS 312 CITIZENSHIP EDUCATION (3 CREDITS)

- Concept of citizenship
- Types and qualities of a good citizen
- Practice of citizenship: nationalism, patriotism, rights and responsibilities
- Civil responsibilities for resource development and effective utilization.
- The Nigerian constitution
- Specific ... of social studies and its teachers in ensuring good citizenship education.

SOS 313 PEOPLE OF THE WORLD (3 CREDITS)

- The study of the continents of the world and their peoples; focusing on the different races, their origins, distribution and their general characteristics (Physical and cultural)
- International co-operation and ... for ... Africa
- Global population problems

SOS 314 SOCIAL INSTITUTIONS (3 CREDITS)

- A study of the structure and functions of the different social institutions: legal, political, economic, religious, traditional etc. with emphasis on Nigeria.
- Population and Social Culture

SOS 315 POPULATION EDUCATION (3 CREDITS) C

- The concept of population and its dynamics
- The growth, structure and distribution, economic and social implications of population.
- Politics of population in a given environment with emphasis on the need for population policy which is effective and subjected to periodic review.
- Population and quality of life
- AIDS/STD in Nigeria

SECOND SEMESTER

SOS 321 TRANSPORT AND COMMUNICATION (3 CREDITS) C

- The various means of Transport and communication, their contributions to the economic and social development of society, their problems and effects on human life.
- Effect on population change on transport and communication services.
- The mass media and their influence on society
- The mass media and their influence on AIDS/STD control programme in Nigeria

SOS 322 PROCESSES AND ISSUES OF MODERNISATION (3 CREDITS)

- The study of concepts, aspects, stages and characteristics of modernisation
- Factors of modernisation
- Modernisation processes and strategies in developed and developing nations
- Issues of modernisation such as population, urbanisation, education, science, technology, socio-cultural, political and economic. While the main focus is Nigeria, the approach should be topical and comparative.
- Relationship between modernisation and development

SOS 323 INTERNATIONAL ORGANISATION (3 CREDITS)

- The concept and rationale of international organisations
- The origin, structure and functions of international organisations such as ECOWAS, OAU, NATO, UNO, COMMONWEALTH etc.
- Contribution of international organisation (WHO, UNFPA, ILO, UNICEF, FORD FOUNDATIONS, USAID ETC) in prevention and control of ... population related problems e.g. ... natural hazard, war, STD/AIDS etc.

SOS 324 ECONOMIC STRUCTURE AND ORGANISATION IN NIGERIA (3 CREDITS)

- Concept of Economic Structure and organisation (Pattern of production and exchange).
- Pre-independence trade
- Ownership of means of production;
- Public and private, their implications
- Labour, its concept and labour unionism
- Exchange, internal and external trade
- Money its concept and role (banking)
- Multinationals and Nigeria's economy
- Indigenisation and national character
- SAP, Privatisation and Commercialisation
- Factors that influence economic structure and organisation in Nigeria (politics Education etc.).
- Economy policies and human rights
- Women Education in Economy rights
- Rural development policies and strategies

13.0 SOCIAL STUDIES (SINGLE MAJOR)

13.1 COURSE CONTENT

COURSE CODE	COURSE TITLE	CREDIT	STATUS
	100 LEVEL - 1ST SEMESTER		
SOS 111	Foundations of Social Studies	3	Compulsory
SOS 114	Man and his Physical Environment	3	Compulsory
	100 LEVEL - 2ND SEMESTER		
SOS 121	Introduction to the teaching of social studies	2	Compulsory
SOS 123	Man and his Government	2	Elective
SOS 124	Nigeria as a Nation	3	Compulsory
SOS 125	Dynamics of Group behaviour	2	Elective
	200 LEVEL - 1ST SEMESTER		
SOS 211	Nigerian Political life	3	Compulsory
SOS 214	Strategies and Techniques of teaching social studies	2	Compulsory
	200 LEVEL - 2ND SEMESTER		
SOS 221	Issues and Problems of National Development	3	Compulsory
SOS 222	Science and Tech. in society	2	Elective
SOS 223	Social change in Nigeria	2	Elective
SOS 225	Social Studies instructional materials	2	Compulsory
	300 LEVEL - 1ST SEMESTER		
SOS 312	Citizenship Education	3	Compulsory
SOS 315	Population Education	3	Compulsory
	300 LEVEL (2ND SEMESTER)		
SOS 322	Process and issues of modernisation	3	Compulsory
SOS 323	International Organisations	3	Compulsory