ASSESSMENT OF TEACHERS' IMPLEMENTATION OF SOCIAL STUDIES CURRICULUM FOR EFFECTIVE CITIZENSHIP IN PRIMARY SCHOOLS IN KADUNA STATE, NIGERIA

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SEPTEMBER, 2017

DECLARATION

I hereby declare that the work in the dissertation entitled Assessment of teachers' implementation of social studies curriculum for effective citizenship in primary schools in Kaduna State, Nigeria has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

JOHN, Silas Date

CERTIFICATION

This dissertation entitled ASSESSMENT OF TEACHERS' IMPLEMENTATION OF SOCIAL STUDIES CURRICULUM FOR EFFECTIVE CITIZENSHIP IN PRIMARY SCHOOLS IN KADUNA STATE, NIGERIA by SILAS JOHN meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Dr. (Mrs) H. O. Yusuf Chairperson, Supervisory Committee	Date
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DEDICATION

This dissertation is dedicated to God Almighty and to my beloved father (Late Mr. John Dambo Kyari).

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ABSTRACT

This study was on assessment of teachers' implementation of Social studies curriculum for effective citizenship among primary school pupils in Kaduna State. The study was conducted with the objectives to: assess the extent to which the objectives of social studies curriculum are geared towards inculcating effective citizenship in primary school pupils in Kaduna State; examine the adequacy of the methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship in Kaduna State; evaluate the appropriateness of instructional materials used in implementing the social studies curriculum in enhancing effective citizenship in primary schools in Kaduna State; assess the qualification of teachers available in primary schools for the implementation of social studies curriculum for effective citizenship in Kaduna State; and evaluate the adequacy of social studies curriculum contents in the production of good citizens in primary schools in Kaduna State. Also, five research questions were answered while five null hypotheses were tested in the study in line with the stated objectives. Data for the study was obtained from 263 teachers and 170 pupils from 23 local government areas of Kaduna State. Survey research design was adopted for the study and data was collected using a researcher designed questionnaire. The data gathered were analysed using chi-square statistics and hypotheses were tested at 0.05 level of significance. Findings among others revealed a significant relationship between social studies curriculum objectives and teachers' inculcation of effective citizenship in primary school pupils in Kaduna State. Result also show that there is no significant difference between methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship in Kaduna State. Recommendations were made that more affective (attitudinal) objectives with particular focus on values and citizenship be included in the content and sub-topics of the social studies curriculum; there is a need for training and retraining of social studies teachers on the proper use of teaching methods and techniques in the implementation of social studies curriculum for effective citizenship; there is need for continued emphasis on the use of community materials in implementing the social studies curriculum as this would enhance effective citizenship; there should be constant supervision of social studies teachers by trained supervisors and inspectors, who could be able to give constructive advice to teachers on how best the subject should be handled for effective citizenship in Kaduna State; and Social studies curriculum contents should be made adequate so as make learners become a good citizen capable and willing to contribute to the development of the society.

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LIST OF ABBREVIATIONS

CP	Centre Periphery
NECO	National Examination Council
NERDC	Nigerian Educational Research and Development Council
NPE	National Policy on Education
PS	Problems Solving
RD&D	Research Development and Diffusion
SI	Social Interaction
SOSAN	Social studies Association of Nigeria
USAID	United States Agency for International Development
WAEC	West African Examination Council

OPERATIONAL DEFINITION OF TERMS

The following terms have been operationally defined in the context of their usage in this study.

Assessment: This is the process of organizing test data into interpretable forms on a number of factors to determine the progress of a particular programme.

Curriculum: This is a planned educational programme that the learner undergoes in the school in order to attain a certain goal (certificate).

Knowledge: These are facts, information, understanding and skills acquired by a person, through experience or education.

Primary School: This is the first level a child goes before any other level of education.

Resources: These are items such as pictures, newspapers, magazines, textbooks, charts, board, etc. used by teachers to accomplish their method of teaching.

Social Studies Curriculum: a package offered to the learner in an effort to promote positive learning and acquisition of useful skills.

Curriculum Materials: Refers to the different kinds of resources, or materials or forms of media that teachers and the entire class use in the teaching - learning process so as to make it more effective.

Social Studies: Refers to the study of man and the problems of survival encountered as he interacts with his physical and social environment. It emphasizes cognitive, functional skills and desirable values and attitudes for the production of an effective and efficient citizen.

Teaching Method: Refers to the general approach to conducting a lesson.

Teaching Technique: Refers to the way the teacher specifically organizes his teaching.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Social Studies Curriculum is an educational programme which embraces knowledge, values, skills, method, resources, evaluation and societal experiences offered to learners, in an effort to promote positive learning and acquisition of useful skills. The focus of Social Studies Curriculum is essentially man and the society with knowledge, values attitudes and skills for effective relationship, good citizenship and living Social Studies Curriculum offers the individual learner a rich preparation for life. This is because it incorporates all aspects of reforms and innovations in knowledge and skills expected of a people concerned with social, economic, political, scientific and technological progress.

As stated by Okam (2000), Social Studies Curriculum is keen about developing desirable socio-civic and personal behaviour of an individual. That is why it has its central task, the quest to help the young manage the physical and social forces of the world in which they live. It is such competencies that make it possible for learner to shape their lives accordingly. Considering the fact that, man is a complex organism, Social Studies deem it fit to develop suitable curriculum to take charge of all forms of behavioural act in man. Hence Social Studies is a vehicle for effective citizenship for the learner and the society.

Social Studies Curriculum is that aspect of education meant to help people learn how to get along with others in Nigeria and perhaps like other places, it has to do with the development of socio-civil and personal behaviour (Iyamu, 1998). These are expressive of the affective orientation of Social Studies in Nigeria Schools.

According to Danladi (1993), “the Social Studies has it, as a primary function, the treatment of the entire range of man’s activities in relation to his social environment, self-realization, human relationship, economic efficiency and civic responsibility”. Conceptualization of Social Studies Curriculum as a solution to human problems in various societies and as a tool for national development cannot be over-emphasized. For instance, in Western Germany, Social Studies Curriculum was initiated as a means for healing the wounds of the Second World War, and development of a new political order. In Britain, Social Studies was introduced as a means to legitimize the teaching of Social Science while at the same time preparing learners for their roles in the society. In Sierra Leone, it was to provide ways of improving the economy after military rule, while in the United State and Canada, Social Studies Curriculum primary function is the preparation of citizens for effective citizenship in a democratic society. In Nigeria, Social Studies was introduced to inculcate the concept of nationalism, unity, good citizenship and interdependence among citizenry of the nation with diverse population (Danladi, 1993).

Thus, the implementation of Social Studies Curriculum in Nigeria schools has not been encouraging for a number of years but it is important to be given more attention because of the transmission and importance the subject has made on the school curriculum. The extents to which Social Studies programmes are improved depend to large extent on how they are evaluated. A teacher who does not evaluate his work most likely cannot hope to improve on his teaching (Danladi, 1993). In view of the foregoing, this study is aimed at assessing the implementation of social studies curriculum for effective citizenship in primary schools.

1.2 Statement of the Problem

All educational programmes, Social Studies inclusive must be constantly evaluated in order to ensure that the objectives of the programme are being achieved. Feedback mechanism with regards to ensuring whether the stated objectives are being attained or not is only possible through evaluation. Thus, evaluation is an integral part of all educational programmes. Unfortunately, instance like lack of effective evaluation in the area of textbooks, instructional material/resources, teachers of Social Studies, methods as well as inconsistencies of policies affecting Social Studies, is what characterize Social Studies programme in Nigeria in general, and Kaduna State in particular. This perhaps may have been responsible for the negative impact of social studies on the effective citizenship of pupils in the primary schools. Could these problems be attributed to the ways and manner Social Studies integrate various discipline in the area of Social Science? Or could it be as a result of non-challant attitudes on the part of government? Or could it be related to the problems associated with teaching Social Studies.

The problem of evaluation facing Social Studies programme in Nigeria in general and Kaduna State in particular is of serious concern to both learners and teachers, parents, government and non-governmental organization. According to Adeyinka (2011) some of the current problems of educational development in Nigeria are numerous but prominent among them are; education: conflict between the federal, state and local government; the prevalence of multiple system of education; diversification of the educational system; unstable curriculum and subject; the need to relate the schools' curricular to national manpower needs; unstable staff, the poor state of the nation's economy, and the financing of the educational system; politicization of education; procurement and servicing of equipment; inadequate classroom

accommodation; poorly equipped libraries, laboratories and subject rooms; scarcity and prohibitive cost of books at all level of education among others. Thus, this research study is aimed at tackling these perennial problems by assessing the implementation of social studies curriculum in primary schools; with the hope of identifying problematic areas and providing solutions to such areas identified.

1.3 Objectives of the Study

The objectives of this study are to:

1. assess the extent to which the objectives of social studies curriculum are geared towards inculcating effective citizenship in primary school pupils in Kaduna State;
2. examine the adequacy of the methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship in Kaduna State;
3. evaluate the appropriateness of instructional materials used in implementing the social studies curriculum in enhancing effective citizenship in primary schools in Kaduna State;
4. assess the qualification of teachers available in primary schools for the implementation of social studies curriculum for effective citizenship in Kaduna State; and
5. evaluate the adequacy of the social studies curriculum contents in the production of good citizens in primary schools in Kaduna State.

1.4 Research Questions

The following are the research questions that guided the study:

1. To what extent are the objectives of social studies curriculum geared towards inculcating effective citizenship in primary school pupils in Kaduna State?

2. How effective are the methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship in Kaduna State?
3. How appropriate are the instructional materials used in implementing the social studies curriculum in enhancing effective citizenship in primary schools in Kaduna State?
4. What is the qualification of teachers available in primary schools for the implementation of social studies curriculum for effective citizenship in Kaduna State?
5. How adequate is the social studies curriculum contents in the production of good citizens in primary schools in Kaduna State?

1.5 Research Hypotheses

Based on the research questions the following hypotheses were developed:

1. There is no significant relationship between social studies curriculum objectives and teachers' inculcation of effective citizenship in primary school pupils in Kaduna State.
2. There is no significant difference between methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship in Kaduna State.
3. There is no significant relationship between the appropriateness of instructional materials used in implementing the social studies curriculum in enhancing effective citizenship in primary schools in Kaduna State.
4. There is no significant relationship between the qualification of social studies teachers and the implementation of social studies curriculum for effective citizenship in primary schools in Kaduna State.

5. There is no significant relationship in the adequacy of social studies curriculum content and the production of good citizens in Kaduna State.

1.6 Basic Assumptions

The study made the following assumptions:

1. It is assumed that the role of government and supervision does not have any impact on Social studies Curriculum Implementation for effective citizenship in primary school in Kaduna State.
2. That the methods and techniques used by Social Studies teachers for lesson delivery for effective citizenship are not adequate in Kaduna State.
3. That instructional materials used in teaching of Social Studies for enhancing effective citizenship in primary schools are not appropriate in Kaduna State.
4. Differences exist in enhancing citizenship education between trained and untrained Social Studies teachers in primary schools in Kaduna State.
5. The level of contribution of Social studies content to the production of effective citizenship in primary schools is effective in Kaduna State.

1.7 Significance of the Study

The inclusion of continuous assessment in the new educational pattern (6-3-3-4) shows the importance of evaluation. This inclusion also testifies to the high demand of accountability in education which means that the significance of an evaluation study of this nature cannot be overemphasized. Therefore, it is believed that when this work has been completed, it would be expected to be significant to different beneficiaries like curriculum expert, social studies teachers, government, curriculum planners, parents, students, school administrators and future researchers.

It is hoped that it will serve as an insight to researchers who might consult it in the process of carrying out similar studies in the future. To school administration, it is

hope that they will further realize the importance role Social Studies is expected to play on the life of the Nigerian youths.

Government would also find this study useful because it will show the area where it has to come in, such as training and retraining of teachers and provision of necessary structures, resources and materials that will aid effective teaching and learning process in the Social Studies. Likewise, through this study, it is expected that government will further realized that the subject is not just a mere addition to the existing school Curriculum, but one that is crucial for the attainment of the much needed values in order to attain national development.

In the same vein, it is hoped that Social Studies Curriculum planners will benefit from the study with adequate knowledge that will be of great help when they are engaged in further review of the Curriculum. Students will benefit from this study in the sense that it will serve as a useful reference material to them and to other researchers.

The research is significant to Social Studies teachers who are expected to implement policies formulated for Social Studies programme. It is hoped that the teacher would be able to detect some of the problems militating against the achievement of some aims and objectives of Social Studies curriculum. The study will increase teachers' resourcefulness; dedication and commitment to work thereby making them conscious of the desire to achieve the desired behavioural changes in the learners which is the goal of the National Policy on Education. To parents, it will help erase the misconception that they have about Social Studies. Among them are those who see Social studies as learning bits of everything and not much of anything. Furthermore, the findings and recommendations of this study will contribute to the understanding of the nature and objectives of Social Studies as a problem solving discipline.

1.8 Scope of the Study

This study assessed the implementation of Social Studies curriculum for effective citizenship in primary schools in Kaduna State. The study was delimited to public primary schools in Kaduna State that partake in Social Studies programmes. The study covers 138 public primary schools; six (6) schools each was selected from each of the twenty three (23) Local Government Areas of Kaduna State with a total of 391 social studies teachers out of which seventeen (17) teachers each were randomly selected from each local government area to represent the population. Also, a total of 230 pupils that is, 10 from each of the local government areas were also selected. The variables of the study includes instructional materials, methods, teacher and effective citizenship.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews related literature to the implementation of social studies curriculum for effective citizenship in primary schools in Kaduna State. It draws upon the information given in existing literature to provide an overview of how the implementation of social studies curriculum contributes to effective citizenship in primary schools. Attempt was made to review related literature on the theoretical and conceptual framework as seen below.

2.2 Concept of Curriculum

The term curriculum is of Latin origin and it came through a French word called "curere", meaning "to run. Like in the race, it is likened to a course through which people have to run in order to get to a set goal, (Yusuf, 2012). Prescriptively, the term curriculum has been defined differently by many scholars. For example, Ololobou (2008) defined curriculum as "all the planned and unplanned learning experiences to which the learners are exposed to in and out of the school for which the school accepts responsibility. It is therefore the operational medium through which the needs, goals, aspirations and expectations of the society are met through school". Daramola (2004) defined curriculum as that part of the school academic programme specially designed to provide planned and guide teaching experiences. Tanner and Tanner (1996) define it as planned and guided learning experience and intended outcomes. These definitions one can say are worthy of note because the curriculum is seen from diverse points of view. Also from the definitions, the concept of curriculum can be divided into four interrelated components.

i. What is the end product of instruction that is, the objectives.

ii. What is studied that is, the content.

iii. How are the study or teaching assessed that is, evaluation.

Similarly, Olivia (1997) in Yusuf (2012) defines curriculum as a plan of program of all the experiences that the learner encounters under the direction of the school. Oliva went further to provide multiple definitions of curriculum as:

a) That which is taught in schools.

b) A set of subject.

c) A content.

d) A programme of studies.

e) A set of materials.

f) A sequence of courses.

g) A set of performance objectives.

h) A course of study.

i) Is everything that goes on within the school, including extra-class activities, guidance and interpersonal relationships?

j) Everything that is planned by school personnel.

k) A series of experiences undergone by learners in a school.

l) That which an individual learner experiences as a result of schooling.

Walton in Ben –Yunusa (2000), defined curriculum as: That content and those processes designed to bring about learning of educational values.

This view has been described by Ben-Yunusa (2000) to include both what is to be taught and by what means it is to be taught. According to Guga (2009), that while some of the conception of curriculum are very narrow and limited in scope, (curriculum

as a set of subjects, set of materials, content) others he rightly sees are broad and ambiguous (everything that is planned by the school personnel, that which an individual learner experiences as a result of schooling) this, funny enough, includes even accidents experienced in the process of schooling. Nkom (2001) opines that a curriculum in the restricted and academic sense is seen as composed of objectives, content, methods, learning experiences and evaluation.

Ivowi (2008) posits that curriculum development/change models seek to provide answers to some basic questions which relate to the building and restructuring of some educational programmes. The questions according to Ivowi include the 'why', 'what', and 'how' of education. Ivowi goes further to differentiate between curriculum development model and curriculum change model. In the development models, the concern of the developers are-What do we need to develop? Why do we need to develop? And, how do we develop the essentials of education? On the other hand, the change or innovation models' developers are concerned with-what do we need to alter? Why do we need to alter them? And how do we go about the change process? In the opinion of the researcher, curriculum is a planned learning activity acquired by anybody in any place any time in life.

2.2.1 Concept of Social Studies

One of the controversies in the field of social studies is the lack of consensus of its meaning or conceptualization. Thus, people have defined it differently. To take a few of the available definitions; social studies, in the view of Onipe (2011) defines social studies as a subject which teaches self-awareness in pupils and inculcates self-discipline, self-reliance, self-services which in turn develops a sound mind in a sound body capable of dealing with the stresses and strains of life. Social studies is a body of knowledge that looks at the whole of education enterprise from social perspectives. The

subject is concerned with the study of man and his complex relationship with his environment. The conceptualization of social studies according to Ololobou (2008) in Onipe (2011) is "an organized integrated study of man and his environment both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry".

Social studies is a study of problems of survival in an environment and to find solutions to them. It is a multi-disciplinary study of topic, a problem, an issue, a concern or an aspiration (Ogundare, 2010). In the opinion of Ndan (2000) in Ololobou (2008) "social studies education has developed variety of strategies and techniques to bring about positive development of attitudes and values in citizens". Social studies as perceived by Sunal et al. (2009) "is the integrated study of the social studies sciences and humanities to promote civic competence". Social studies education helps an individual to critically examine and re-examine ones views and stand in the various unresolved societal issues. The primary purpose of social studies in the view of Sunal, et al. (2009) "is to help young people develop the ability to make informed and reasoned decisions for living. The course critically views how man manipulates and is manipulated by various environmental factors around him.

According to Onipe (2011), social studies "involves a study of the basic characteristics of man; and a detailed investigation into the many and varied expressions of the adoption of man to the area in which he lives, and his relationship with other men".

According to Nigerian Educational Research Council–NERC (2000) in Dike (2008), "social studies fosters the development of spontaneity, self-reliance, flexibility of mind, clear thinking, tolerance, initiative, ability to solve problems, creative activity, a sense of purpose and a philosophy of life".

Added to this, NERC (2000) in Dike (2008) states that "social studies is concerned not only with knowledge, but also with attitudes and values". Generally, through social studies, a fundamental process of increasing the wisdom of human beings, the adults of the future, their understanding and tolerance of others can be developed. Social studies in schools help individual learner to cope with the increasing complexity in social relationships.

2.2.2 Concept of Citizenship

The word or the concept of citizenship is defined as membership in a political community or a particular country, and carries with it rights to political participation. This means that the person having the citizenship in a particular country is called a citizen of that country. Thus, citizenship is derived from the word citizen which means a person who owes allegiance to, and in turn, receives protection from a nation. Citizenship therefore, is the dynamic relationship between a citizen and his nation.

Regarding the social studies curriculum, Aggarwal (2009) posits that it is that part of the general school curriculum which enables the learner to acquire an understanding and appreciation of human relationships, the environment, the society and a commitment to participate in the democratic process through which society is maintained and transformed. In other words, the social studies curriculum offers individuals holistic education that enables them to fit and function effectively in the society by contributing their quota towards the social, political and economic betterment of the society.

Citizenship education therefore represents the historically dominant justification for learning social studies. It includes the acquisition of knowledge, skills and values for active participation in the democratic life of society. As pointed out by Blege (2009), within the school setting, citizenship education is an instructional programme designed

to prepare the youth towards making them good and responsible citizens. This implies a systematic orientation of learners for readiness towards adult citizenship roles. Consequently, an important focus of citizenship education in a multicultural democratic society [like Nigeria] is to help students acquire the knowledge, skills, values and attitudes to make reflective decisions and take actions to make the society more democratic, humane, fair and just (Banks, 2011). This falls within the domain of social studies. Even though the social studies goals of knowledge, skills, values and attitudes are selected from the vast array of knowledge, skills, values and attitudes in the world, the criteria for selecting these are rooted in the degree to which they foster the primary objective of social studies in Nigeria, that is, the development of "good citizens" in a democracy.

Furthermore, one's conception of citizenship as it relates to the Nigerian society is of paramount consideration. Thus, social studies and citizenship education would be fundamentally different for a socialist country like Cuba from a democratically governed country like Nigeria. The point is that social studies and citizenship education are context specific. Citizenship education then should focus on two fundamental issues: (1) to provide students (in this case the Senior High School students) with the knowledge, skills, and values that they need to understand modern life and to participate in it effectively; and (2) to ensure the survival of the principles and values of Nigerian democracy through the development of enlightened citizens. The difficulty, however, arises regarding the simple question of what constitutes good citizenship or the good citizen in a democracy. First, there is disagreement among social studies educators about the definition of the "good citizens". Westheimer and Kalne (2006) for instance, identify three types of good citizens in a democracy namely, the personally responsible, participatory and justice-oriented citizens.

One of the major essential concepts of social studies curriculum according to Sunnal et al. (2005:15) is that "value consists of objects, behaviours, ideas and institutions deemed important". Social studies as a course of study in schools emphasize personal and societal development through its various curriculum contents. Social studies stress the need for affective performance in the learner in addition to cognitive attainment and social skills for effective societal life. Social studies categorize the more personal dimension of human growth, such as values, feelings, interest and appreciation. Affective behaviour as demanded by social studies curriculum ranges from compliance with rules or expectation for the development of personal and societal value system. Social studies is concerned with the molding of learner's behaviour, this is difficult but can be expressed outwardly. For this reason social studies education has emerged with some useful techniques for measuring learner's behaviour. These techniques are used for assessing learning outcomes and evaluating social studies lessons with specific reference to values. These techniques are rating or attitude scale, checklist, oral discussion, records of behaviour, dramatization, interview, observation, work samples or projects, tests, assignments, role play, simulation games, inquiry method, class excursion or field trips, value verification and clarification.

2.3 Theoretical Framework

In view of the subject matter involved, which is education, the research work is predicated on the framework of the functionalist perspectives. The functionalist theory of education as advanced by Ben-Yunusa, Guga, Pearsons, Davis and Moore, among others, is concerned with the function of education for the individual and the society as a whole. That is, the assessment of the contribution of education to the maintenance of value consensus and social solidarity. Also, it is concerned with the functional relationships between education and other parts of the social system. This has to do with

the examination of the relationship between education and socio-economic system and a consideration of how this relationship helps integrate the society as a whole. Since late 2000's several authors have proposed different ways of conceptualizing the ways in which 'systematic curriculum implementation should be conducted. Thus, curriculum implementers have a variety of implementation models to choose from when conducting their studies. The models include; centre periphery, research development and diffusion (RD&D) model of Havelock, Schon's proliferation of centres (P.C.) model, Schon's periphery centre or shifring centres model, overcoming resistance to change (ORC) model, leadership-obstacle Course model, power coercive model of Chin, normative re-education model of chin (Ben- Yunusa, 2008; Guga, 2009 & Yusuf, 2012). Some of these were examined and their attendant relevance to this study was considered. To carter for the assessment bit of the study, the CIPP model was considered amongst many other models of curriculum assessment due to its relevance to this study.

Centre Periphery (CP) model

In the centre periphery model the implementation is centrally controlled either by the government or an agency or even a commission as is the case of the National Commission for Colleges of Education (NCCE) based at the centre in Abuja. The experts that monitor the implementation, the resources required and training facilities are all centrally controlled by the agency charged with the responsibility for implementation. From this centre the overseeing curriculum implementation spreads or diffuses into the colleges of education in the case of this study. For this system to work effectively, Ben- Yunusa (2008), advocates for adequate communication network, effective supply of materials and constant monitoring of feedback from the periphery.

Both Guga (2009), and Yusuf (2012), note that in a large country like Nigeria, this model is bound to be too cumbersome on any group of people that are assigned to

handle it. Implementation will be faced by a large amount of complaints of injustice and lack of fair play. This model finds relevance in this study with the central production of curriculum content and supervision by the National Commission for Colleges of Education at Abuja. The model however, fails to explain the issue of products' assessments.

Research Development and Diffusion (RD&D) Model of Havelock

The RD & D model according to Yusuf (2012) is a rational sequence that usually begins with identification of problems and seeking ways of providing solutions to the problems and then diffuses the worked out solution to the target population. This model has the following advantages:

1. Efforts of experts, including teachers are harnessed for the benefit of all;
2. It ensures that national interests, as was the case of the 1969 curriculum conference that gave priority to national issues like making education relevant to the Nigerian child and the society, supersedes in implementation; and
3. Teachers are trained or retrained for their new task of implementing the curriculum successfully.

A few disadvantages of the RD&D model could be located in the fact that in most cases teachers who are the implementers are passive from the onset of initiating the curriculum. Secondly, some local peculiarities may not be included due to its high degree of centrality. This model is however relevant for this study with its emphasis on teachers' re-training to be conversant with requirements for effective implementation though not parties to the initiation of the curriculum. This model seeks to narrow the gap between curriculum developers and implementers. This shades light on the need for planners and implementers to work together else, there will be gaps evident in the implementation.

Leadership - Obstacle Course Model

In this model, the leadership is responsible for the following:

i. Providing participants with a clear understanding of the proposed innovation;
ii. Ensuring that participants have the capabilities and skills to carry out the implementation, teacher input is useful here;
iii. Providing the necessary materials and equipments, including funding;
iv. Organizing the school so that it is compatible with the curriculum implementation; and
v. Motivate participants to spend necessary time and effort.

The model however does not give insights to assess goals achievements as it does well in the process towards the goals (Guga, 2009).

2.3.1 Curriculum Assessment Models (AM)

A number of models exist to explain modalities for assessing curriculum implementation. One of them is here examined:

The CIPP model

The CIPP curriculum assessment model founded by Daniel Stufflebean and Egon Guba defines evaluation as the process of delineating, obtaining, reporting and applying descriptive and judgemental information about some objects' merit, worth, probity and significance in order to guide decision making, accountability, disseminate effective practices and increase understanding of the phenomena involved (Guga, 2009). The four types of evaluation in this model that concern this study are;

a. Context evaluation
b. Input evaluation
c. Process evaluation and
d. Product evaluation

Context evaluation

This type of evaluation aims at providing a "rationale for the determination of objectives. It is the most basic kind of evaluation that defines the relevant environment, describes the desired and actual conditions pertaining to that environment, identifies unmet needs and unused opportunities and diagnoses the problems that prevent needs from being met and opportunities from being used. The diagnosis of problem enables the evaluator to formulate objectives whose achievement will result in the programme improvement. This sheds light on the need to have a critical look at the colleges' environments.

Input evaluation

This type of evaluation provides information for determining how to utilize available resources to achieve the objectives of a programme. The resources required for any programme include both the human and material resources. Input evaluation involves determining the following:

a. The nature of available capabilities of the programme;
b. The potential strategies for achieving programme objectives identified through context evaluation; and
c. Design for implementing a selected strategy.

Popham in Guga (2009) asserted that input evaluators help decision – makers to select and design procedures considered suitable for promoting the achievement of programme objectives. The goals of social studies education in colleges of education can be attained using input evaluation methods since it seeks to promote, improve programme inputs, procedures in order to sustain programme.

Process evaluation

This type of evaluation is used to provide periodic feedback to the managers of programmes that have been designed, approved and are being used. It is similar to formative evaluation in both aims and processes. Process evaluation has three main purposes which include to:

a. detect or predicts defects in the procedural design or its implementation during the implementation stages;
b. provide information for programme decisions; and
c. maintain a record of the procedure as it occurs.

Process evaluators monitor the actual procedure in education in order to help educational decision makers anticipate and overcome procedure difficulties. This is similar to the functions of the accreditation visits from the National Commission for Colleges of Education (NCCE) which monitor colleges' operations. It points to the need for analysing and assess the manner in which the curriculum is being handled by the stakeholders -proprietors, teachers, parents and students.

Product evaluation

This form of evaluation seeks to measure and interpret attainment as often as necessary in the process of the programme and at the concluding stage. The implementation of social studies curriculum content in colleges of education, like any other educational level, requires regular assessment in order to ensure continuous effectiveness and relevance. Product evaluation utilizes many methods. According to Awotunde and Ugonduluwa in Guga (2009:29), the methods are;

a. Devising operational definitions of objectives
b. Meaningful criteria associated with objectives

c. Comparing the measurement with absolute or relative standards

d. Making rational interpretations of context and process evaluation

The CIPP model was considered appropriate because:

i. It is concerned with context. Context centres on planning, helps to define the relevant needs, environment and formulation of relevant objectives. This is relevant in assessment since the success of any curriculum implementation is tied to the environment created for its actualization;

ii. Input which is an important aspect of curriculum implementation in colleges of education is part of the model;

iii. Process evaluation -is necessary for any on-going programme so as to determine its level of effectiveness; and

iv. Product evaluation helps in examining the output of a programme, and the noticeable changes in the behaviour of beneficiaries.

The CIPP model provided a general framework for this study which sought to evaluate the environment in colleges of education (context), the resources - human and material (input), the actual conduct of teaching and learning (process), and the effects of the curriculum on the learners (product). Generally, the CIPP model emphasises that the evaluation's most important purpose is not to prove but to provide basic information that would guide improvement in the implementation of social studies curriculum in colleges of education in Nigeria.

The review of the models has shown that for a proper curriculum implementation, the following are necessary:

a. having in place qualified teachers that are adequate;

b. Adequate and appropriate environment with physical facilities and instructional materials;

c. Proper funding and monitoring;

d. Appropriate pedagogy;

e. Appropriate evaluation in respect of

f. Set standards

2.4 Models of Curriculum Implementation

The main purpose in this section is identifying some curriculum models and strategies that are relevant in the study for effective implementation of social studies for effective citizenship in primary school in Kaduna state curriculum. The most important part of any plan lies in the implementation, because a person may plan while another executes. If their ideas are not the same, the implementer may execute the plan in the way he understands best. Lending credence to this, Akan (2010) and Guga (2009:56), refers to implementation as the process of converting inputs (financial, institutional material, technical, human resources, etcetera) into outputs (goods and services). It also involves translating goals and objectives of a policy into concrete achievements through execution of various programmes.

Curriculum implementation according to Amadi and Obiefuna (2005) is the actual engagement of learners with planned learning opportunities. It is- described as the stage in the midst of learning activities where teachers are involved in negotiation aimed at promoting learning. Onyemerakaya (2003:5) refers to it as the actual use of the curriculum plan or document in the classroom. Pedagogically, it creatively weaves the instructional mater, methods and materials together to produce desirable learning activities which lead to the relevant learning experiences. It involves the actual engagement of the learners in learning opportunities which will eventually lead to change in their behaviours as desired.

From the definitions, it means that curriculum implementation signals the executing stage of a planned curriculum, which falls directly in the hands of the implementers, the classroom teachers. As there are many teachers from diverse training grounds, so will there be many implementation of the planned curriculum. Teachers who interpret well make the curriculum effective and useful; they adopt the appropriate teaching methods and materials to guide the students' learning. On the other hand, teachers who interpret wrongly will not only mar the curriculum but will destroy lives entrusted into their care.

Curriculum implementation as postulated by Offorma (2005) "Is the translation of the planned curriculum of the curriculum document". Curriculum implementation is putting into action the planned curriculum. It is the actual classroom teaching which includes the use of infrastructure, personnel, materials methods and techniques. There are several models of curriculum implementation; some of the as reported by Ben-Yunusa (2008: 97) includes the following:

a. Research, development and diffusion (RD&D)
b. Social interaction (SI)
c. Problems solving (PS)
d. Centre periphery (CP)
e. Proliferation of centre models and
f. Shifting centre models

Research development and diffusion: The RD&D models deals with empirical investigation into needs for a change in the aims, objectives and reasons for change. This assume an orderly translation of knowledge from research to development, to diffusion and finally to adoption. It involves getting the curriculum products right and then marketing them to user such as the school. Thus Bercher et al. (1978) supported by

Ben -Yunusa (2008) saw RD&D models as delivering the complete package product to school for whom it is intended. An instance of this in Nigeria educational system is the National Policy on Education (NPE) which is in support of Bercher's opinion in Ben - Yunusa (2008) that:

> "The target group which consists of teachers and students are passive receivers of the finished product from the central agencies. The developer, with this models; the teachers and not actively involved in the process of initiation of curriculum innovation (p. 97).

Thus, the RD&D models depict the process of change in an orderly sequence 'of identification of a problem, activities in producing solution to a target group. The initiative in these activities is taken by the researchers, the developers, and the disseminators, the receivers remain essentially passive (Havelock, 1971 in Ben-Yunusa, 2008: 91).

Social Interaction (SI): This is the second models. It is similar to the first where the need and problem of the target population (Teacher and his students) is identified by the initiator. The initiator is not the one who will implement the curriculum change but it is he that defines and determines the receivers needs (Ben-Yunusa, 2008). That the change, which consists of solution to the identified problems, will get to the point of implementation in the relationship. Formal and informal information are passed from sender to the receiver of the curriculum. The adoption of the curriculum can be said to be through the models 'social interaction' (SI) among members of the adoption group.

The Problem Solving (PS) models: The receivers, according to Ben-Yunusa (2008: 92) (teacher and his students) are actively involved in the initiation and development of curriculum innovation; through interaction between teachers, learners and learning materials at local level. The receivers could be an individual or a group which identifies an area of concern. After identifying the problem area, the receiver seeks to effect a change through his effort or assistance of others from outside the system. The same

people that are actively involved, in curriculum implementation are the ones that initiate and develop the curriculum innovation materials. This reflects the actual needs of the people using the curriculum not the perceived need as propose by curriculum experts and researchers at the NERDC, WAEC, Ministry of Education and Institute of Education.

Center Periphery Models: This model depends on either government or agency. All facilities are centrally controlled by the agency vested with the responsibility for implementation. Its effectiveness depends on communication network, adequate supply of human and material resources and the periphery.

Proliferation of Center Models: Kadiri (2004) called his second model the proliferation of centres model. This model is designed as though to extend the units and overcome the sources of failure inherent in the simple model. This system retains the basic centres periphery structure but differentiates primary and secondary centres. Secondary centres engage in the diffusion of innovation while primary centers support and manage secondary centres. The effect is to multiply many fold, the reach and efficiency of the diffusion system. Kadiri (2004) opines that the sources of failure of the proliferation of centres model are similar to those in the first model. The demands on central management, particularly the central doctrine, may not meet the needs of secondary centres. Leaders look for support and flexibility to counter local resistance, and such centres may become detached from the primary centre. When that happens according to Garba in Kadiri, (2004), the diffusion system fragments and becomes unable to revive itself and expand.

The Shifting Center Model: This involves the implementation of curriculum innovation in a particular place at a time. After which another locality embraces the innovation and implement it in its own. This is said to be the reflection of the Universal

Primary Education (UPE) scheme in Nigeria which started in the west in 1954. As it was fading away, the east took it up in 1959 and finally was embraced by the federal government of Nigeria in 1973. It is worthy to note that the east and west operated independently before it becomes a Nationwide programme (Ben-Yunusa, 2008).

From the above process the external change agents in RD&D is concerned with mainly preparing and disseminating package solution. In social interaction (SI) models the concentrate is on identifying and strengthening communication network and promoting the exchange of ideas, while in the problem solving (PS) model it acts as a source consultant working in a non directive relationship with his client. Specifically, what the new input will be in problem solving PS is determined by the receiver himself, whether or not this same input could also satisfy the needs of other receivers (that is mass diffusion) is non generally considered.

From this study problem solving (PS) model for curriculum innovation will be used. This is because the receiver (that is the study) tries to appreciate the Social Studies curriculum implementation by identifying the problem and is actively involved in finding solution to the problem. However in Nigeria, the curricular is highly limited to certain area. The Research Development and Diffusion (RD&D) model is most often used in curriculum implementation due to the centralized system of Nigeria educational system. Teachers are not involved in the curriculum decision making process, they just accept new ideas, practices and material (if provided) from the top and implement (Omolewa & Sarumi, 2002).

Kazi (2010) argued that shifting centres are characteristic of contemporary social movements which operate to fill in the gap within any established organization. The model also may provide a useful guide to the understanding of the change process. Kazi

(2010) defined it's characteristics as a system of innovation diffusion which can be summarized as follows:

(a) It has no clearly established centre: centres appear to reach a peak and disappear to be replaced by new centres within quite short periods of time.

(b) There is no stable, actually established message. The message shifts and evolves producing fairly related messages.

(c) The system of the movement cannot be described as centre periphery, centres rise and fall, messages change. But the movement is a diffusion learning system in which both primary and secondary messages evolve rapidly along with the organization of diffusion itself.

2.5 Meaning and Nature of Social Studies

One of the controversies in the field of social studies is the lack of consensus of its meaning or conceptualization. Thus, people have defined it differently. To take a few of the available definitions, in the view of Ogundare (2010), "Social studies is the study of problems of survival in an environment and how to find solutions to them. It is a multidisciplinary study of topic, a problem, an issue, a concern or an aspiration".

In Nigeria, social studies are thought as subject in primary and junior secondary school with a mission to equip learners with qualitative knowledge that will enable him or her to think rationally and act wisely. Social studies has been taught as citizenship transmission and social science particularly in the United State of America (USA). In Nigeria and many other parts of Africa elements of these traditions are also evident in their social studies programmes.

According to Okonkwo (2011), Social studies is "the study of man and his physical environments and how man interacts with others".

From the definition so far given, it is clear Social studies is organized as a school subject to serve two closely related purposes;

1. To guide pupils towards understanding people at various distances from them; the conditions in which people find themselves and the methods they employ to cope with problems.
2. To guide pupils in ways of reacting to and interacting with people, conditions and actions to ensure, the survival and growth of themselves as individual in their society and of the total society of man.

The type of Social studies needed in our schools today may be conceptualized as "The study of man in his totality, this draws from a wide variety of sources to relate the individual to his social environment that is where the lives, his activities in the past and present, his culture, his frame of mind and how relates. It focuses on developing the right values, attitudes and abilities which will help the child to get on well with others as he grows up to become a responsible citizens. Above all, it has its central interest the child awakening to his civic and national duties.

In view of the aforementioned definitions, the focus of social studies therefore is essentially man, the society and its ultimate aim is to equip individuals with knowledge, values or attitudes and skills for effective relationship and living. Going by these definitions above, it is no gain saying that social studies offers individuals learner a richer preparation for life.

Furthermore, Social studies is an inter-disciplinary study in nature and content. Its focus is usually on humans, their problems of survival, how they influence their environment and how the environment in turn influences them. It examines issues and from a holistic point of view. In focusing on problems, it takes into cognizance all conceivable factors of facts of a problem. Unlike the vertical concentration that is

noticeable in most school subjects, social studies adapts a horizontal spiral approach in the analysis of its problems.

As it relates to content, social studies is compact and draw mush from social sciences discipline. But inspite of the relationship between the social sciences and social studies in terms of content, their realms of operation and its focus differ markedly. Thus, social studies places strong emphasis on relevance and up- to–datedness of facts and information. The Social studies are under obligation to be accurate and reliable.

The scope of social studies is quite extensive, it covers areas of knowledge, skills and attitudes, values, with the ultimate aim of producing people who are socio-civically competent. It is important to note that the scope of social studies is not a static or fixed thing. It is ever changing with regard of the variable of space, time and human development. One of the greatest characteristics of social studies is its ability to cope with and accommodate new development and challenges.

This is the characteristic of the subject and its major components. The subject social studies consist of facts, concepts and generalizations from social science discipline. Social studies is made up of integrated concepts, problem-solving strategies, citizenship education and decision making process. Social studies is of prime relevance in the inculcation of citizenship and societal values. Sunal and Haas, (2002:10) in Onipe (2011) posited that "the defining characteristics of social studies is that it is multi-disciplinary in nature, encompassing and integrating knowledge and processes from many disciplines".

Sunal et al. (2008) in Onipe (2011) also maintained that within the school programme, social studies provides coordinated systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, religion and sociology, as well as appropriate content from the humanities,

mathematics and natural sciences. Ololobou (2008) in Onipe (2011) stated that, the nature of social studies can be summarized thus: Social studies by nature seek to promote:

a. **Cognition**: That is, knowledge, comprehension or understanding, application, analysis, synthesis and evaluation as relevant to physical and socio-cultural environmental constituents which include earth materials, relief features, atmospheric processes, water bodies, the vegetal cover, the lower animals and man's materials and non-material cultures respectively.
b. **Functional Skills**: The acquisition of which make the client more productive and effective in managing the self and relating with the physical, social, economic and political environments. We may recognize communication, intellectual manipulative, study and group-work skills, among others.
c. **Desirable Attitudes and Actions**: such attitudes and actions are supportive of the development process. They include patriotism, honesty, probity, truthfulness, production, punctuality, peaceful co-existence, creativity, functional interdependence, wise use of scarce resources, etc.

Social studies thus seek to make the individual or client a well- rounded, efficient and effective citizen.

2.5.1 Objectives of Social Studies

Just as there is no Consensus as per a generally acceptable definition of social studies, so also there is no consensus as to the goals of social studies, there is however the motion that social studies has some influence on the belief, values or attitudes and skills of the learners and that social studies strives to produce good citizens and it is a problem – solving instrument. It solves the personal problems of learner and the societal problem at large. Consequently, social studies objectives in Nigeria have been tailored

to meet the needs of the Nigeria society. Nigeria as a nation is beset with myriad problems. Foremost among these problems is that of dishonesty, greed, selfishness, self centeredness, covetousness and dehumanization. There are other problems like insecurity, including social and economic and physical ignorance, lack of unity, statism, ethnicity and so on. Social studies can be a very useful vehicle for correcting several ills of the Nigerian society.

According to Osakwe and Philip (1992), the Social studies education objectives in Nigeria may be condensed into three (3) broad areas.

(a) Informational

(b) Skills Learning; and

(c) Attitudes and Values Learning.

(a) Informative Learning: This concerns the past, present and future conditions of man and it objectives includes:-

i. The creation of awareness and an understanding of our ever changing social and physical environment, for example, the physical, social and political metamorphosis of the Nigerian environment from 1960 to date.

ii. The need for educated citizens of the basic social functions that characterize all societies such as producing, transporting, distributing and consuming goods and services, providing for education, recreation and government.

iii. It also involves the study of the nation, its growth, history and development.

iv. The study of the neighbourhood, community, local government, state, how people live and work, how they meet their basic needs of life and how they interact and depend on each other.

v. An examination of the world of work and an orientation of various career's and basic human institutions.

(b) Attitude and Values Learning:

i. Knowing the common values of our societies as oriented in the constitution of the Federal Republic of Nigeria and National Policy on Education.

ii. Ability to make decisions that involves between competing values.

iii. Developing of reasonable loyalty to the country by respecting the National Anthem and National Pledge.

iv. Knowing the basic human right guaranteed by the National and International Laws.

v. Developing a sense of respect for the ideals, the heritages and institutions in Nigeria.

vi. Developing of feeling of Kinship towards every human being no matted his race, colour or breed.

vii. Developing a sympathetic appreciation of the diversity and interdependence of all members of the Local Community and of the wider National and International Community.

(c) Abilities and Skills Learning:- Under the sub-category; the following objectives fall within the ambit of social studies.

i Social Skills:- The ability to live and work together, that is the feeling of comradeship. It also involves discipline in public places, for example, taking turns and learning to be courteous, learning self-control, sharing ideas and experiences with others and inculcating the spirit of self confidence.

ii. Study skills and work Habits: The ability to locate and gather information from book, the library and from a variety of sources, the ability to write sound academic reports, ability to read materials and detect bias, ability to use maps and other pictorial representation.

iii. Group work Skills:- Developing the capacity to learn and acquire skills, including not only the rudimentary skill of listening, speaking, reading and writing and of calculation, but also the skills of observation, analysis and reference which are involved in scientific problems solving

It can be interred from the foregoing discussion that the major objectives of social studies are to develop in the learners the ability to make meaningful reflective decisions geared towards solving individual and societal problems in the light of the goals and objectives of social studies. The researcher view social studies as a discipline that if appropriately applied in Nigerian schools will help to build learners to become good citizens and ambassadors of their society and who are capable of contributing their quota to the development of the society.

2.6 Social Studies in Nigeria

The development of social studies in Nigeria is a new trend. Social studies as a defined area of study did not develop with the establishment of schooling, in Nigeria. But the founding fathers of education were concerned with the development of a whole man through education.

According to Onipe (2011) defines social studies as a subject which teaches self-awareness in pupils and inculcates self-discipline, self-reliance, self-services which in turn develops a sound mind in a sound body capable of dealing with the stresses and strains of life. Social studies is a body of knowledge that looks at the whole of education enterprise from social perspectives. The subject is concerned with the study of man and his complex relationship with his environment (Ogundare, 2010). In the opinion of Ndan (2000) in Ololobou (2008) “social studies education has developed variety of strategies and techniques to bring about positive development of attitudes and values in citizens”. Social studies as perceived by Sunal et’al, (2002:10) “is the integrated study

of the social studies sciences and humanities to promote civic competence". Social studies education helps an individual to critically examine and re-examine ones views and stand in the various unresolved societal issues.

As education became popular and merchantile houses were making demands on the products of schools, emphasis shifted from pure religion to the development of skills in Language and simple business, calculation. Social dimensions were gradually introduced through the formal teaching of good behaviours, manners and morals as school subject. The content of this manner – morals curriculum was largely determined by well mannered, morally "good" persons. The desired outcome was a gentle God – fearing individual who could hold up his head in public.

Discussion on Social Studies thought in the United States of America and Britain without Africa as a continent may be seen as an incomplete exercise because, Social Studies growth and development has been a universal phenomenal (Lawal & Oyeleye, 2003). A close look at the development of historical thought of Social Studies in the U.S and Britain will reveal that, it has had a great influence on Social Studies thought in Africa (Lawal, 2003). Social Studies in Africa is a fairly recent curriculum innovation coming after 1960 in the wake of independence. During this period, most African countries were European colonies. They faced a problem of educating their citizens in European values, which had already been included in the curricula of African schools. The educational policies of the colonial government were formulated to serve the needs of the colonial masters. Teaching was geared towards training Africans who would be able to serve the interest of the colonial government. Africa indigenous values, attitudes and skills were neglected.

However colonial education had some aspects of Social Studies. These were in form of general knowledge, religion, and moral instruction. These were taught as Civics

and Government. History, Geography and Government were considered paramount teaching school subjects during the colonial period to achieve the goals and objectives. Good children upbringing was emphasized by colonial masters as a tool making them submissive to colonial rule.

At the attainment of independence by some African countries in 1960, colonial education came under very severe attack by the same colonially educated Africans. The British system of education was described as one geared towards separating the Nigerian child from his/her cultural values, instead of developing positive values in him/her. The most important areas which were of greater concern to both the leaders and the generality of Africans were the educational systems and curriculum development.

The development of Social Studies in Nigeria however came earlier than those of other countries in Africa. This was because as early as 1958, the Ohio state University in the United States of America had sponsored some Nigerians for training programmes in Social Studies. The arrival of the recipients of such training programmes greatly influenced their thoughts about Social Studies. For instance, they perceived the social ills that accompanied Nigeria's transition from colonial era to independence. They discovered the high rate of acculturation among Nigerians and the rate at which the nation's cultural traditions were breaking down. They therefore, felt that the only way to salvage the country was to train the young ones in a manner that would provide them with opportunities to catch up with the new problem of change (Lawal, 2003).

This pattern of Social Studies thoughts was also complemented with an earlier effort at introducing the subject on an experimental basis in the Northern Nigeria teacher training institutions as a formal school subject. However, between 1964 and 1965, Social Studies had been introduced into Nigeria through the Northern Education

Project and the Ayetoro Comprehensive High School Project of Western Nigeria. During this same period, the then Western Nigeria Ministry of Education began preparation for the propagation of the subject by convening a conference and agreeing to an outline of the Social Studies syllabus for secondary schools classes I and II. This was later assigned to the Department of Social Studies in Ayetoro Comprehensive High School with the assistance of the Ford Foundation Aid and the Comparative Education Study and Adaptation Centre (CESAC).

The post colonial period has clearly been more eventful regarding the growth and development of social studies in Nigeria. In 1963, social studies re-surfaced at the comprehensive high school, Aiyetoro, Egbado. This school which was the product of educational co-operation between defunct western region and the United States Agency for International Development (USAID) produced a textbook on social studies in 1965. The book was later refined by CESAC, University of Lagos. Meanwhile, in 1964, the northern Nigeria Teacher Education project was started. This project encouraged social studies education and also produced a methods textbook for its teachers.

According to Ololobou (2008), the Social studies Association of Nigeria (SOSAN) was formed in January 1969 at a social studies seminar held at Eleyele, Ibadan. In September, 1969, the Nigeria National Curriculum conference was organized at the National Hall, Lagos. This conference made recommendations that were favourable to social studies education in the country.

Similarly, Aina (1982) observed that on 1969, two important events which affected the development of Social studies took place. Firstly, in January, 1969, The Social studies Association of Nigeria (SOSAN) was Launched at Co-operative College, Ibadan. Its objectives, among others were:

1. To promote the development of new curricular in Social studies;

2. To act as a clearing house for ideas on Social studies;

3. To encourage the teaching of Social studies in Nigeria Schools.

Secondly, in mid 1969, a special conference on curriculum Development was held at the National Assembly, Lagos to examine the issue of ideology, purpose, objectives and so forth of Nigerian education. This conference gave birth to the Nigerian Educational Research Council (NERC) which has since been functioning as an arm of the Federal Ministry of Education immediately after its formation. NERC went into action on the development of new curricular for Nigerian schools. Along these objectives, it organized a series of workshop.

1. The Nigeria primary school curriculum workshop 1971.

2. The Nigerian Teacher Education Curriculum Workshop, 1972.

3. The Nigerian Secondary Education Curriculum Workshop, 1973.

As a result of the series of workshops, new curricular in Social studies for Primary, Secondary and Teacher Education Programmes were developed. Now all primary schools, all lower secondary schools, many polytechnics and technical colleges, and all teachers colleges in the country offer the subject. One hopes that Social studies will soon become a full – fledged senior secondary school subject.

2.6.1 Social Studies Objectives for Primary Schools

Education in Nigerian has become a great concern to government. The federal government has established a national policy on education which sets out national objectives for all levels of education in Nigeria. These objectives, in turn, serve as a foundation for curriculum development for social studies and other subjects. Great faith is expressed by government in the ability of education to transform the Nigerian society. The federal government believes that education is the greatest investment that a nation can make for the quick development of its economic, political, sociological and human

resources. It is government's desire that Nigeria should be a just, free and democratic society. It is to be a society with full opportunities for all its citizens. It is to be a society which is strong, united and self-reliant. It is thought that education is the greatest force that can be used to bring about these goals of unity in Nigeria. The objectives of social studies are inline with national objectives. These objectives as stated in the National Policy on Education are as follows:

a. A free and democratic society

b. A just and egalitarian society

c. A united, strong and self-reliant nation.

d. A great and dynamic economy.

e. A land full of bright opportunities for all citizens (NPE, 2004:1).

2.6.2 The Current Social Studies Curriculum for Primary Schools

The former curriculum did not relate to the goal of Social; Studies as a way of life. The objectives of socializing and humanizing the child were not seriously addressed by the content of the syllabus, because it stressed fact knowledge. The current one produced in 1982 which was in use by 1985 was developed on the conceptual framework of identifying the common problems which children live with. Rather than list facts to be memorized, skills to be practiced and values to be imitated in isolation the current syllabus stresses how man can be mobilized and helped to solve the problems he is bound to encounter as he interacts with his dynamic environment.

These problems were identified and categorized in to four, namely:

a. Civic/political

b. Social/cultural

c. Economic

d. Scientific/technological

Examples of specific problems under each category were then itemized to constitute the curriculum content. Possible solutions to these problems are expected to be explored by both the teacher and the pupils through finding answers to the questions. 'How', 'What' and 'Why' to form the basis of the learning experiences.

Exploration and enquiry are needed to answer the 'What' questions and this would result in the acquisition of relevant facts, concepts, and generalizations. Critical examination and scrutiny of facts are needed to answer the 'Why' questions because they are speculative in nature. Answers to 'Why' questions are to be found in the attempt to explain facts, to define causes, give reasons and substantiate facts. They supply actions and the themes of the cut across social.

The 'How' questions are prescriptive, ingredients for behaviour, curriculum sciences and subjects like home – economics, health education and technology. About 30 concepts such as family, leadership, illness, transportation, natural resources, own planning, and so were selected and used to write about 130 units or themes (Olawepo, 2007). These themes were distributed according to classes as follows:

Primary 1 – 15 themes (such as family, culture, storage and water supply, houses, sanitation and toilet facilities).

Primary 2 – 17 themes (such as family, culture, storage and water supply).

Primary 3 – 23 themes (such as extended family, culture, leadership and savings).

Primary 4 – 24 themes (such as family, culture, government, transportation and communication

Primary 5 – 25 themes (such as marriage customs, cultural diversity, leadership, and national water supply).

Primary 6 25 themes (such as intermarriages, national identity, national supply and international exchange).

The curriculum content was so selected that there are fewer units in the lower classes than in the upper ones. The units were arranged in a special form according to

the advocacy of Bruner (1972) which makes it possible for several concepts to re-occur in intensity and difficulty through the primary school years.

The concept of family is returned to at all levels. It is a higher order concept which incorporates lower order concepts like marriage ex, divorce and intermarriage. Several other concepts are similarly located. All the 130 themes are written in the form of “Problems of “ The format of the themes include the objectives, content, suggested teaching methods and activities, suggested teaching materials and suggested evaluation tasks. The primary school Social Studies curriculum emphasizes concept, reflective thinking and problem solving. The curriculum could be described as an example of the child world curriculum as advocated by Social Studies practitioners because each unit is oriented towards human problem that impinge on the child.

2.7 Social Studies Curriculum

According to Henson, (2001) says curriculum is a Latin word that originally meant 'race course'. That traditionally, the term meant a list of courses. Over the years it has come to be restricted to the planned learning experiences offered to learners under the auspices of the school. Simply put, it refers to the subjects on the school timetable. This view according to Davids (2006), is shared by Krug (1960), Smith, Stanley and Shores (1957), and Giles (1942). Although the curriculum embraces components of societal experiences, as observed Guga (2009), it is not just a matter of race experience. It includes other dimensions like evaluation, which has not been taken care of by this perception. This, as he sees it, is narrow. To Esu (2009:21), the term curriculum is nothing but "a selection from culture which embraces the way of life, certain kinds of knowledge, certain attitudes and values regarded as important that their transmission to the next generation is not left to chance."

Social studies curriculum is concerned with what is planned, programmed, selected, proved and guided by the culture, experiences, aspiration and knowledge of the society, for the individual learners in the nation's school. It has been observed that people places in the world are different, and so are their interest, values, needs and norms or traditions, wants, desires, demands and aspiration. In a nutshell, social studies curriculum is an educational programme which embraces knowledge, method, resources, evaluation and societal experiences offered to learners in an effort to promote positive attitudes or values and acquisition of useful skills. Guga (2009), notes that while some of the conception of curriculum are very narrow and limited in scope, (curriculum as a set of subjects, set of materials, content) others he rightly sees are broad and ambiguous (everything that is planned by the school personnel, that which an individual learner experiences as a result of schooling) this, funny enough, includes even accidents experienced in the process of schooling. Nkom (2001) opines that a curriculum in the restricted and academic sense is seen as composed of objectives, content, methods, learning experiences and evaluation.

Authorities like Alaezi, Obioma, and Akpan, Ughamadu and Nkom (2001), have offered a third and most recent perception of the concept of curriculum that is more encompassing. They see it as made of the academic (list of subjects), processes or programme of activities (like excursion, games, recreation, clubs) and programme of guidance (like vocational, educational, personal and social guidance). Nkom (2001), in Guga (2009), sees the curriculum in this context as a diet which a student is fed to promote his growth intellectually, morally, psychologically and physically. The more balanced the diet, the more healthy the growth. In this context, for them, a curriculum is everything that occurs in the school, which is part of the effort to promote the mental, physical and emotional growth of the learner. This researcher is comfortable with the

definition by Yusuf (2012:12), as "the totality of all planned and unplanned, guided and unguided learning experiences learners are exposed to in a school setting for the purpose of attaining its educational goals".

Thus the purpose of the curriculum is not just to develop the learners intellectually but it is also meant to develop them physically, morally and psychologically. Seen from this perspective then, when the outcome of schooling is not reflecting its intension as spelt out in the national goals and for Colleges of Education, then there is need for a check-up as is in the case of this study.

To evaluate the curriculum, the planner also determines how to assess the appropriateness of both the content and the learning experiences in relation to the objectives of the programme. This may be done in stages and at the terminal point of the programme. Social studies as a school subject has the inculcation of positive attitude or values and skills as part of the contents of its curriculum, hence the need to evaluate their success or otherwise.

The scope of curriculum programme in social studies is geared at under scoring the inter-relatedness of knowledge, continuity and the repetitive quality of the thoughts, which affect and are related to modern curriculum arranged. The “raison d’etre” of social studies derives it utilization of methods not only to sustain the basis for its existence as an important subject area but also to achieve the desired goals usually associated with programme design. The major premise of curriculum trends in social studies should not be for learners to become acquainted with certain bodies of content but that they should use these great treasure houses of our culture to find what speaks to them and help them to grow in their innermost selves. And this is actually the main concern of social studies curriculum.

It is therefore imperative to give a brief analysis of some social studies curriculum components here. These components include:

1. Societal needs and problems
2. Objectives
3. Contents
4. Methods
5. Resources
6. Evaluation

Danladi (2006), in what he terms as operational curriculum design represented the above listed components in a circle form. All of these components revolving round the societal culture and values.

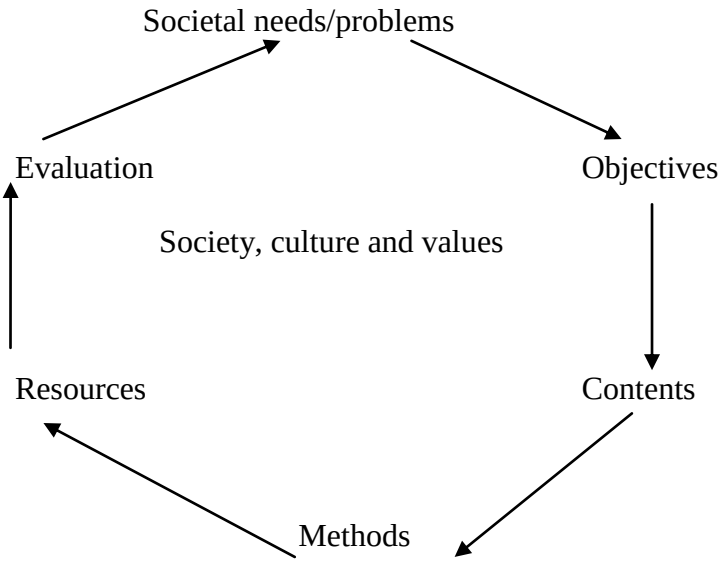


Fig. 1: Operational Social Studies Curriculum Components
Source: Danladi (2006) Introduction to curriculum and instruction.

First and foremost, the needs and the aspirations of any society form the basis for its curriculum planning and development and these are drawn from the culture and values system of such a society. Furthermore, conscious effort must be made in order to narrow down these needs and aspirations into achievable objectives. In the process of

teaching and learning, activities must be directed towards learners abilities, interest, needs and the goals of the society in general and those of the individual in relation to the nature of his or her society.

Content is another component, it entails what is to be taught and learnt. The content must be broken down into simpler bits in order to ease assimilation and comprehension of learners. Conscious efforts must be taken to consult an existing syllabus for proper harmonization of subject matter to be taught.

Very paramount also in the list of social studies curriculum components is the methodology. Danladi (2006), opined that methods are various ways or approaches employed by the teachers and the learners to achieve lesson objectives. It entails employing strategies/techniques that will help to make the lesson interesting and keep learners busy conducting useful experiences. He further emphasized that teaching and learning best takes place in an instructional setting where instructions are concretized. This means that instructional resources which include; human, material and physical objects, if appropriately used help the teacher and the learner to support teaching and learning experiences. Hence the use of instructional resources is highly encouraged.

Finally in considering these components of social studies curriculum, evaluation signifies a process of ascertaining whether or not the stated objectives of a programme have been achieved. The assessment process and processes must be in line with the stated objectives of the programmes of the instruction. Also evaluation has to do with the determination of changes in the behaviour of learners and appraising them against the values represented in the objectives of education or instruction.

2.7.1 Content of Social Studies

The content of social studies is a synthesis and composite of important generalizations about human relation, problems and institutions drawn from the social

science. It should however be noted that the sources of content for social studies cannot be limited to the social science alone. This is because of the multi-dimensional nature of the programme. In other words, social studies content is derived from concepts generalization and theories of physical and biological sciences, the humanities and social sciences (Bozimo & Ikwemelu, 2007).

In discussing the content of social studies, it will be incomplete to neglect the scope of the subject. This is because the scope directly influences the content. Where the scope is wide, the content is also bound to be wide, and where the scope is narrow, the content would also be narrow. In view of this therefore, any attempt to determine the content of the subject, the first thing that must be done is to determine the scope. Once this is done, then appropriate subject matter, ideas, concepts and generalization could be drawn from various subject areas that come within the scope.

Mathias (1973) suggested the following as factors to be considered when determining the scope and content of social studies. They include:

> The kind of school for which the course is meant and the level; the type of teacher and children; the kind of curricula needs that should be provided and the overall objectives. Other factors that should be considered according to him are, the skills to be acquired by the pupils, the attitudes the course should try to inculcate, the concepts to be developed and the information, content, or the factual knowledge which should be acquired (p. 20).

It is worth emphasizing that in Nigeria, the coverage and quality of content in Social studies vary, depending on the level one wants to consider it. However, the general pattern of content organization and arrangement seems to follow spiral horizon formula. Man is put at the center or focal point and all environments, attitudes, skills and knowledge are arranged around him proceeding from known to unknown. This tends to be general form at the primary and post primary school levels. At the tertiary level, Social studies is in form of a programmes.

2.7.2 Planning Social Studies Curriculum

The planning of social studies curriculum follows the conventional process that is generally adopted by curriculum planners. Although there are variations in the process, some basic elements are common to all. Mezieobi (1993) in Ololobo et al (2000) "stated that eight components should feature in any Social studies curriculum". The first is the aims, goals and objectives of Social studies. These are derived from the educational goals which in turn are developed from the national goals of the country. Content selection and organization is the second step after aims and objectives. In Social studies, facts, concepts and generalizations are selected from social science to form its content and are logically or sequentially organized in order to achieve the stated objectives.

Other components of the curriculum of Social studies include: methods and techniques which are the vehicle through which teachers transmit the content to the students. Next to methods then come the resources which could be places, persons or materials. They are used to promote the teaching of concepts for learners to learn meaningfully. The last component is evaluation, which is the activity designed to prove the worth of value of a course (Lawton, 2005).

2.7.3 Determinants of Curriculum

It is important to examine determinants of curriculum as significant factor in effective curriculum development. But before explaining what factors are relatively important in formulating curriculum, it is necessary to mention that nowadays, curriculum is a problem in advanced, relatively free societies where considerable opportunities for schooling are available. It is a problem because choice must be made among a great variety of different possibilities modern civilization the cultural inheritance is no longer circumscribed standard, and relatively stable body content. It

become enormous in size and profound complete. It continually undergoes revision and receivers accessions at an accelerating rate. It is not possible now, as it once, was, for even an exceptionally able person to obtain a reasonable mastery of all the major filed of learning for each individual. A choice therefore must be made from the virtually unlimited store of materials to be learned. Even where the society is organized and choice is possible, and where schooling is provided, the problem of curriculum is to make the wisest decision about which few things among the many valuables subjects should be studied (Atoyebi, 2007). As to the determinants of curriculum, either factors are very important by extension; they are significant in evolving effective curriculum development.

(i) Personnel: Before any effective curriculum development can be put in place, trained personnel curriculum writers, teachers' professional organization must be available to ensure the users of the possible.

(ii) Money for, purchasing materials, employing formulators, testing materials, organizing induction courses, and so on, must surely be available. Without money, little or nothing can be achieved in formulating a curriculum.

(iii) In developing, testing, publishing and distributing new curriculum materials, considerable time is needed and the time needed for each of these should be such that can guarantee a successful formulation of required curriculum.

(iv) When curriculum tests are being conducted, equipment and facilities are vital to such tests. Without equipment and facilities it cannot be easy to formulate any type of standardized curriculum.

(v) Most often curriculum development is centered entirely on research findings, such research work always revealed feasible and valid content. Also, upon such research work, objectives and even content of future curriculum can be formulated.

(vi) Every government of every nation always functions with regard to the priorities of the nation. Political, economical, social and educational needs are taken into consideration before formulating national ideologies. Inclusive in such ideologies are the educational goals which the government wants the nation to achieve. Such goals determine the type of curriculum expedient for any nation.

(vii) No curriculum can be termed as useful and effective if it does not reflect the needs of the individual and the society using it. Individual and societal needs considerably determine formulation of a curriculum.

(viii) Environment also determines the type of curriculum suitable for any group of people. In formulating a curriculum, cognizance is taken to climate, weather, problems relating to health etc, of the people.

2.8 Curriculum Implementation

Curriculum as the offering of socially valued knowledge, skills and attitudes, made available to students through a variety of arrangements during the time they are at school. It includes the structure, organization, balance, and presentation of the content in the classroom (National Research Council, 2006). As defined here, curriculum is a set of materials that includes both content and instructional guidelines. The set of materials may be from one publisher or development or may have been selected from a variety of materials organized by the school or distinct. Putting new curricula into practice in the classroom can serve as a powerful professional development opportunity for teachers. Through using a particular curriculum with their students, reporting on what happens, and reflecting with others on different ideas and activities, teachers learn about their own teaching and their students' learning. This strategy relies on teachers having access to high quality curriculum materials, developed by people with expertise in content and pedagogy, as well as sufficient resources and time to design, test and

refine the materials use in classrooms with diverse students. Teachers and professional developers need to work together to decide how the curriculum will be used with students and the milestones that will be met at different points in the implementation process. Over time, teachers need to be given different kinds of support, tailored to their changing needs. Teachers share insights with one another as they implement the new curriculum. They also coach on another, conducting classroom visits to support the learning of both teachers and students.

Curriculum policies are important and when important and when develop with the involvement of all colleagues can have a significant impact on overall school improvement. To bring about change in the classroom, however, requires teachers with insight knowledge of children, the locality, the school culture and the environment, with this information, and by working together in terms, teachers can translate the demands of the official curriculum in such a way to meet the needs of the children in their school. Although the curriculum content can be defined, the process of learning and effectiveness of the teaching which supports it are influenced by several factors, like motivation evaluation etc. Which are summarized and that need to be taken into classroom. By working with colleagues to find ways of addressing the questions raised by such factors, curriculum leaders can move towards coordinating the curriculum in a meaningful manner. Coordinating the curriculum must not be a paper exercise; curriculum leaders in consultation with their head teachers must find ways of increasing their influence on enhancing classroom practice. It is not easy to find the time or to make appropriate arrangements for cover, but it can be done.

The key is to ensure that the arrangement has clear purpose and it planned, monitored and evaluated. The activity might involve work with individual colleagues to address particular concerns they have in one area of the curriculum, or it might result in

opportunities to disseminate good practice through the exchange and discussion of ideas on how to approach a particular topic. Over a period of time consideration might be given to different aspect of teaching, such as the; reasons for and the appropriateness of particular forms of class organization (whole class, group or individual) which might be extended to consider, for example, quality of the group work that takes place, suitability of particular activities to achieve the stated aims of the lesson or sequence of lesson, type of pupil teacher interaction that are taking place, especially the nature and quality of the questions being asked by both teacher and children, diversity of ways in which children present the outcomes of their activities so that they are given opportunities to demonstrate a wide range of communication skills and matters relating to differentiation, progression and continuity.

Day-today pressures often prevent discussions about such issues but there are opportunities, which arise out of other tasks that can be used to raise some of these fundamental matters. For example, the moderation of children in order to be as fair as possible to them. And to ensure that standards are being applied appropriately. It is also an opportunity to ask questions which have a bearing on the teaching process. Is there any evidence that children are interpreting particular activities in a way that was not foreseen? What responses have children made to questions that have been surprising? Looking at questions such as these across the whole school helps to provide a basis for discussions which focused on the teaching and its effectiveness.

Each school has to find its own mechanism for dealing with the many issues that influence the enhancement of the teaching and learning that takes place. South worth (1996) distinguished three groups of activities for teachers aiming to bring about improvements in the quality of teaching and learning in their school: activities addressing issues at year group or school level (for example; joint planning, writing

policies, leading staff workshops, mentoring students and new teachers, paring subject leaders, curriculum reviews and joint work: visits, concerts, parental events, school assemblies, activities drawing attention to the teaching process and classroom interactions (for example; classroom action research, visiting and observing classrooms, team teaching to colleagues, teacher appraisal, touring the school and 'showing' assemblies), activities focusing on pupil's achievement (for example; Analysis of pupil outcome data, review of pupils' reports, shadowing pupils, monitoring pupils' work, assessment of trailing agreements and staff conferences on individual pupils).

2.8.1 The Role of Teachers in Curriculum Implementation

As Bello (2007) observed, the roles of teachers in education necessarily underscores the significance of the quality of teacher - training. She quotes Agbo as describing them as the prime movers of educational system. That from nursery to the university level, the effectiveness of the education system is dependent to a large extent on the quality of its teachers, their training and the positive ways by which they perform their sacred duties in informing and training youths under their charge in the classrooms. It is interesting to note that the attainment of any laudable goals as the inculcation of worthy values depends on the quality of teachers' inputs which in turn depends on the nature and extent of teacher training. An updated research by Lovat (2009), lends evidence for the assertion above when he discovered to the dismay of some who are pessimistic on the role of the teacher to make a difference in making students learn regardless of their background deficiencies through quality teaching. At the end of his research work which was counter-proved by others revealed that the power of the teacher to effect change was limited only by the extent to which he did not fully utilize all the capacity he had, or perhaps to the extent that his training had been deficient.

Rowe (2004) had earlier compared the outcomes in the behaviours of a disadvantaged group facilitated by quality teaching and an advantaged group under an ineffective teaching; quality teaching had the power to overturn the disadvantage. That led to the conclusion that quality of students learning outcomes is directly dependent on the quality of the teacher, and it is the quality of pedagogy that most directly and most powerfully affects the quality of learning.

That is why the National Policy on Education (2009:5), rightly opines that "no education system may rise above the quality of its teachers", the issue of teacher education remains a serious concern to well meaning individuals. Thus when all is not well with teacher education, the whole educational structure and society must have problems-especially in value manifestations cum individual and societal wellbeing.

The goals of teacher education as stated in the National Policy on Education (2009:39) are to:

a. Provide highly motivated, conscientious and efficient classroom teacher for all levels of education;
b. Encourage the spirit of enquiring and creativity in teachers;
c. Help teachers to fit into social life and enhance their commitment to national goals;
d. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situation, and
e. Enhance teacher commitment to teaching profession.

As Bello (2007) opines, the goals of whatever type of education determines the content. Apparently, the above cited objectives of teacher education in Nigeria are silent or not explicit about helping teachers to be effective societal values transmitters. While it is possible for this goal to be implied from other goals stated by the policy, it is indisputable that the magnitude of values inculcation role of teachers demand that such

a goal be made apparent in any teacher education-related policy statements. Lassa in Bello (2004), says more implicitly that the fundamental-standard for teacher education should include studies in value and values transmission.

Olaofe (2005) observes that teacher-education curriculum across all the levels in Nigeria have largely ignored many attributes including methods of techniques and strategies of teaching code of ethics and moral values.

Bello (2007), confesses that as a teacher trained through four levels of teacher education programmes (NCE, B. A. Ed, M.Ed and Ph.D Ed.), her personal experience reveals that at no level was she exposed to deliberate training for values teaching. If there was, it was accidental. She is not surprise that a good or effective teacher in Nigeria is viewed in term of his/her effectiveness or training in some academic subjects and related teaching methodology. This view of Nigerian teacher could be seen even in the definition of a teacher by Nigerian teachers and teacher educators themselves. For example, Agbo (2008) refers to the teacher as "anyone who required sufficient knowledge in an academic field and has been trained in the methodology of teaching". Likewise Ango (1991) sees a teacher as the director and guide of learning and also has sufficient know ledge of the subject matter as well as professional knowledge and skills in teaching methods.

Although the relevant government of Nigeria believes that no education system can rise above the quality of its teachers, Yusuf and Enesi (2011:9), observe that quality is rarely an issue either in the recruitment of teacher candidates or in their training. They observe that it is the relatively academically weak students that enrol for teacher education without even any reference to moral standing. The products of such teacher education programs are bound to be of low quality as the three major factors that determine quality, which to Yusuf and Enesi, are; the process of selecting teacher

education candidates, the programme of study during the training of student teachers, and the institutional factors 'which include staffing, physical facilities and funding which do not work in favour of academic excellence in most Nigerian teacher education institutions.

The experience of Bello noted above is further supported by that of Aluade (2009:42), when he says,

> "I hear that there exists a code of ethical standards' for teachers in Nigeria, But as a former classroom teacher in "and as teacher educator in a faculty of education in a Nigerian university for about twelve and half years, I have never laid my hands on this document. It is also very likely that majority of my colleagues have never seen a copy of the bye-laws/constitution of the National Union of Teachers or even the ethical standards for teacher in Nigeria."

2.8.2 Role of Students in Curriculum Implementation

On the role of students in curriculum implementation, emphasis is placed on individual student's development. Their needs and interest are considered in the implementation of the curriculum. In this guise, the organization of the curriculum for a group of learners depends on the perceived needs, problems and interest of the learners. The sequence of which depends upon where the learners are and how far they can overcome the problems and situation that may arise from the implementation.

A notable feature of curriculum activities is the interest in students' growth through visible active experience. These are structured with the learners' interest at heat (Tyler, 2008:49). The curriculum calls for very extensive planning by the teacher if it must be successfully implemented (Onwuka, 2004). It is hoped that the research study would alert classroom teachers on the need to make preparation towards the successful implementation of the curriculum. The curriculum also calls for flexibility in advance, bearing in mind that the learners interest, needs and modes of learning determine how learning takes place and that teaching should transcend from simple to complex or from

known to unknown (Urevbu, 2010). A students' proficiency in a language depends largely on mastery and ability to fit them together into intelligible patterns. In the light of these considerations, the role of the students in curriculum implementation is very important. These include how actively the students are exposed to the necessary range of words that could enable them talk and write effectively in response to the world around them.

2.8.3 The Role of the Teacher in Planning and Organization of Pupil's progression

The role of the teacher in planning and organizing for pupil's progression has changed considerably over the past twenty years. While the teacher once had much more control and decision regarding both curriculum and how that curriculum was implemented, national standards now guide both local authorities (LEAs) and individual teachers in their planning and organization (Bage, Grosvernor & Williams, 2007).

This has produced both benefits and drawbacks. Many teachers plan more thoroughly and a standardization has occurred from school to school and class to class through the national guidelines. The, National Curriculum is divided into teachable segments, with teachers responsible for planning and teaching each segment in a way best suited to their students and teaching style (DIES, 2005). However, government and educational authorities often advocate teachers produce linear, formulaic lesson plans and student progress plans, in which pre-ordained objectives for children's learning are dominant (Bage, Grosvernor & Williams, 2007:50).

Teacher need to aloe foe flexibility in their planning, so they can respond to the children's interest and any unpredicted learning needs presenting during the lesson. How an individual teacher plans and responds to pupils during a lesson, therefore, is and should be variable. Bage, Grosvernor, and Williams 2007, in their study of primary

teacher's planning and the National Curriculum, found teacher planning remains a complex, variable and necessarily individualized activity (2007:49).

2.9 Methods of Teaching Social Studies

On the methods used, the professional body, NTI notes that the teaching of social studies rely on conventional methods like the lecture, dictation and note taking as opposed to the interactive. These methods, it says, are inadequate to facilitate optimal learning in pupils and modify their behaviour positively. The body regrets that teachers have been blamed for this seemingly poor outing of social studies as a school subject. This is partly due to their use of inappropriate pedagogical approaches for the development and sustenance of desirable social skills, attitudes and values.

On the methods and techniques for teaching the values enshrined in social studies in colleges of education, Fageyinbo (2008) identifies among others the following:

i. Lecture is said to dominate the classroom scene due to large classes and high enrolment of students. He notes that the main disadvantage of this method lies in its emphases on cognitive development at the expense of equally important affective and psychomotor development; and
ii. Field-trips/excursions are undertaken to teach topics like man and his physical environment.

With regards to how learning outcomes are evaluated in the subject, Olugbuyi in Fageyinbo (2008) observes that "there is the shortage of qualified and competent evaluators to handle even the available evaluation instruments". That most of the teachers involved with direct evaluation of students are not trained as evidenced by the often scanty information provided on report cards where skills in the affective and psychomotor domains are still usually neglected.

An integral part of learning social studies is the development of affective skills in learners. These, to Dike (2008), involve affective skills such as cooperation, interest, citizenship orientation, social relation, respect for constituted authority, sincerity etcetera. Such expected learning outcomes are measured by the following techniques: observation, interview, socio-metric scale; rating scales, questionnaires, checklists, case studies, inventories and self-reports. As to whether social studies teachers do justice to these modes of evaluation is one of the tasks of this research work.

A study by Mezeobi (2003), recorded that over ninety (90%) percent of all the social studies teachers largely use the expository/presentation teaching method in their classroom interactive process in which teachers are sheer dispensers of knowledge, not learning guide, to the students clientele who listen in passivity. To him social studies teaching methods that are activity/interactional, problems - solving and innovative that are activity adjusted to elicit the intended and best learning outcome in the learners are relegated.

There is a wide range of methods used in teaching of Social studies but all are considered under two types; transmission of content method and problem solving method. Transmission of content method lays emphasis on giving information to the learner, thereby making him or her a passive consumer of that information. An example is the lecture method. On the other hand, problem solving method gives the learner the opportunity to participate actively in the learning process. Examples of this type of method are dramatization and inquiry. It should be noted that Social studies encourages the use of problem solving methods of teaching particularly at the primary and secondary levels of education. However, the transmission of content is not completely useless because they can be used to achieve some specific objectives. Some of the methods are explained below.

a. Problem Solving Methods: This method, according to Abdulkareem, et al. (2011) involves more than simply knowing where to go get needed information. It requires an attitude of curiosity, the ability to analyze a problem, the ability to make and test hypotheses and the ability to use information in validating conclusion. In other words, problem solving method involves the process of discovering a problem, thinking, and collecting information, analyzing the information and finding solution to the problem.

b. Discussion Methods: This is a verbal interaction and exchange of ideas among learners. It can take the form of group discussion, brain storming, round table discussion and devils advocates. The method is organized on the principle that knowledge and ideas of several people have greater merit than those of a single person. A small group discussion according to Mezeobi (2003), "it is one of the most effective method of teaching and learning social studies". It enables participants to share, contribute, examine, simplify, formulate, clarify, argue, suggest, accept and reject ideas and opinions of others. It is therefore a learning process which requires team work.

c. Dramatization Method: This is a situation where pupils act and demonstrate the role of others. According to Adeyemi (2012), miming, play let, role-play, simulation, monologue/dialogue and puppetry are techniques that can be used in dramatization method.

d. Simulation Method: Simulation is to act the exact way as it happened. The method is a dynamic and lively way of presenting thought-provoking ideas and problems in our social life. There are three types, namely simulation activities, simulation games and historical simulation. All are relevant and important to the teaching of Social studies.

e. Questioning Method: This is one of the most frequently used teaching methods in schools, as well as for testing. They can be described as the heart of good teaching and learning not only in Social studies but also in other subject areas. Questions are very

important in developing critical thinking abilities in pupils, as such are fundamental tools in teaching. Question according to Bozimo and Ikwemelu (2007) can take any of the following forms; focusing, probing, summarizing and reviewing questions.

f. The Inquiry Method: Dike (2008), referred to it as a teaching method; in which the learner finds answers to questions, problems or riddles. In this process, the learners gather and process information in order to find solutions and draw conclusions. The teacher passes problems or gives series of teaching questions which they work at. The learners search for possible solutions using the available resources. This method is also referred to as problem solving/ discovery method.

Bozimo and Ikwemelu (2007), Lending Credence to Aina's view, described the inquiry method as child centred and activity based method quoting the chief advocate of the method, Dewey, Bozimo argued that "education is not only the transmission of accumulated knowledge but also a process of assisting the development of national tendencies as is to be inquired in this method. By inquiring:-

(a) The learner thinks

(b) The learner seeks

(c) The learner probes

(d) The learner process information from his environment and transfers the learning to real life situation.

Through this process, the dangers of not memorization and verbalization are avoided. The teacher does not instruct but guides. It must be pointed out that the process of method demands adequate supply of instructional materials such as textbooks, audio-visual aids and other basic necessities of learning.

g. Field Trip Method: This is usually done outside the classroom. It is a trip to an educative place such as market, dam, ministry and traditional rulers' palace, among

others, under the guidance of a teacher. This is an important method of teaching Social studies because it provides experience to the learner which cannot be brought into the classroom.

h. Concept Mapping

NPEC (2006) view mapping as a useful way of representing concepts in a topic and their inter-relationships in a two-dimensional structure. Both the teacher and the learner can use the map to show how they think about a group of concepts and their relationships. Mostly suitable at the senior primary school levels. Concept mapping can be used to facilitate meaningful learning. As a learning device the teacher uses the concept map to enable the learners learn the meaning of the concepts and the alter connections.

Giving the pupils concept map before an assigned reading enables them to organize their reading. It has been found to reduce anxiety in learning situations. It can be used to guide class discussion. For the teacher, concept map makes logical selection of instructional method and materials a lot easier.

On the other hand, concept map takes time to construct and forces whoever is constructing it, the teacher or the learners to review the concepts clearly. Some relationships among some concepts are not often clearly defined. Concept map is a device and cannot stand alone as a strategy for teaching. So, it must be combined with other strategies such as brain storming, discussion and so forth (Ezewu, 2012).

i. Games: Teaching and learning of Social studies through games has been recommended in the classroom. This is because children like to play games, both in and outside the school environments (Ogunsanya, 2007). Games are social activities that are played by two or more people in a competitive spirit in order to exhibit some positive knowledge, attitudes, values and skills that can lead to a winner (Otite, 2005). Games

are developed and used is Social studies classrooms in order to achieve some educational objectives, especially that of developing good social relationships and practical skills.

Games stimulate and sustain pupils interest in the study. It makes learning process more natural and realistic. It also make learning more permanent and recall is easier.

Games have some limitations. It facilities are not adequate and pupils have to take their turns, the method could be time consuming. The main focus of the lesson could be lost in the excitement that follows the game, if the young pupils are not controlled. Also it could cause unhealthy rivalry among class members.

j. Story Telling: Story – telling is an illustrative account of an event related to human experience and learning. It could be true story (non-fiction) or a fictional story (Folktales). Learning is made easy and the recall is easy through using story telling method. According to Odedokun (1995) story telling is method of developing attitudes, decision making and communications skills. This method of teaching is very appropriate for passing across cherished and acceptable cultural values to young ones. It is not effectively used at the lower primary classes. Story telling is presenting words of wisdom from history or the culture of a people with a view to molding the behaviours of young ones. If well presented, the story telling method arrests the interests and attention of pupils and guides their behaviours in an acceptable way.

k. Role Play Method: Role-play is rather a specialized form of acting (Ezewu, 2012). It is when an individual takes the part of another character especially as related to the aspects of human functioning or daily living (Behaviour). It is a popular tool for portraying a social institution, and usually a spontaneous unrehearsed play. In this method, there is usually no prepared script to be memorized, it does not involve elaborate preparation and there may be no rehearsals. Participants share in the

performance by being emotionally involved with the limits of their past experience. This method is ideal for attitude development, mastering decision making and improving communication skills.

l. Lecture Method: Lecture method involves a straight forward discussion, a preplanned structured scheme delivered on a topic. The main value is to present a suitable subject or topic to large audience of a target group. It is a common method of providing scientific and social information (Adewuyi & Fabusuyi, 1998). This method has been over used to the extent that it is mistakenly considered as an effective way of impacting knowledge to the participants. However, its effect and success depends on the dramatic qualities, personality and on the performance of the teacher (Ezewu, 2012). Furthermore, the copious use of visual aids enhances it use. This method is ideal for developing knowledge and decision making skills.

m. Demonstration Method: Demonstration is a method whereby the application approximates as nearly as possible to reality NPEC (2006). It is a real life activity. It is a technique in which a sequence of steps is carried out to illustrate a problem, show a procedure or provide a basis for drawing conclusions. This method usually involves a target group in a primary school premises, village square or any conducive place. It allows for the special senses of hearing, sight, touch, feeling and taste to be involved in effective learning. This method is ideal for developing the participants' manual skills and communication skills.

In conclusion, the suitability of any method of teaching in achieving what it intends to achieve depends to a large extent on the teacher and his ability to identify the nature of his target audience. However, the nature of our client would determine which method would meet their peculiar needs and circumstances.

According to Odedokun (1995) there is the need for the teacher to acquire various basic ways of imparting knowledge and skills as no one method is the best. Some learn best through the eyes, some through the ears, some through practical work and some through a combination of these methods. However, the best learning method is through participatory teaching/learning.

2.9.1 Teaching Resources in Social Studies

The peculiar nature of Social studies makes it possible for great variety of resources to be employed in its teaching and learning. These resources can be categorized into three, namely: resource persons, materials and places. Resources person in Social studies is any individual who has exact knowledge or first-hand information on the subject of interest and is used in the class. The resource person could be immense help because of his participation in an event, academic attainment, professional training or by virtue of membership of certain association, religious sect, club or society. Example of resource person includes: lawyers, bankers, traditional rulers, senate members, doctors, craft men, black smith, police officers, pilots, traders and farmers.

The list of resource materials that could be used by teachers in Social studies is endless. This is because virtually every material around us is useful in the teaching and learning process except if not appropriately matched or selected for the learning. Thus, this is what is obtainable today. The materials are categorized into the following:-

a. Realia are real objects and are capable of making the lesson more interesting and permanent. Examples are: craft, weapons, seeds, utensils, food items and so on.

b. Printed material includes such things as textbook, magazine, pamphlet, newspaper, novel and encyclopaedia.

c. Printed material includes such things as textbook, magazine, pamphlet, newspaper, novel and encyclopaedia.

d. Audio visual materials provide the learners the opportunity to see and hear from them. Examples are; television, films and computer.

e. Audio materials provide the learners the opportunity to hear from them. Examples are tape recorder, radio tapes and so on.

Resources places are places of importance that learners visit in order to learn something of interest from them. It is important in learning because it makes abstract or imaginative experience real. In addition, it motivates learners and encourages them to explore further both their work of work and the future vocational aspiration. Like resource materials, the list of resource places used in the teaching and learning of Social studies is endless. They include market, educational institutions, banks, dams, libraries, motor parks and so on. According to Danladi (2006), the following are guidelines for selecting and using these resources: they must be suitable to the maturity of the learner; relate to the lessons objectives; current and relevant; cheap and affordable; bold, attractive and in good condition; harmless to both teacher and learners and tested before taken to class.

2.9.2 Social Studies and the Teachers' Motivation in School

Teacher motivation refers to the stimulation of teachers by both intrinsic and extrinsic factors to greater effort, excellence performance or higher attainment in the pursuance of institutional and group goals (Bichi, 2007). Highly motivated teachers have the will to perform, are actively engage in teaching, are open to new ideas and approaches, throw themselves zealously into job, produce more positive results, deliver quality instructions, and are committed to learners and change over the lifetime of their teaching careers (of Holy & Miskel, 1996).

Thus, motivated teachers have a high sense of professionalism and are enthusiastic and totally committed to teaching subject, ultimately contributing to school effectiveness and quality social education. The teacher motivation process, therefore includes aspects such as needs, values, attitudes and expectations, behaviour and goals (Deveci, 2008:8; Hugo, 2010). In classroom learning situations, pupils may be motivated to attend lessons regularly and work hard on their assignments, test and examinations if teachers are friendly because he has the desire to score high grades and get promoted (Akintunde, 2007). His goals for promotion make him work harder whether or not the teacher commends him. The same way pupils are motivated is also the position of teachers as emphasized by (Dady, 2000) theory of the importance of needs.

According to Dady, (2000) a need is described as a construction (hypothetical force which stands for force in the brain of a region). A force which organizes percept on intellect and action as to transform in a certain direction an existing unsatisfying situation. It was reported that one of the keys to good teaching is knowing each learner (Akintunde, 2007). Understanding the pupils to workabilities, learning problems, behaviours, attitudes and feelings is a prerequisite to motivational planning. Teacher will be abreast to learn about each learner and his unique interests, ideas, abilities, needs, feelings, and value if motivated materially or immaterially to work (Akintunde, 2007). Some psychologists like Ausubel, Navak and Ismaila (2009) have disputed the indispensability of motivation to learning, it remains crucial in learning because there is positive correlation between learning and motivation, (Mallum & Haggi, 2000). Egeen and Kizlik (2012) have suggested pupil's factor, classroom factor and instructional factor of motivating teachers to work in classrooms.

The importance of motivation or motivational factors in any endeavour is a necessity. Organizational factors like teacher job satisfaction, teacher commitment and organization effectiveness are all possible only when effective motivational factors to teach are put in place. However, the factors of motivation are related to the concept of job satisfaction.

According to Ajayi (1995), job satisfaction refers to a pleasurable and positive emotional state resulting from the appraisal of one's job experience. The relationship between motivation and job satisfaction has been stressed by Lovat, (2009) when he states that "the more the needs of the workers are satisfied within the organization, the more they are motivated to work and thus satisfy the needs of the organization". Teacher job satisfaction in motivation is an important element especially in relation to pupil achievement which is primary objective of education. A well satisfied teacher always put his best in his duty of teaching which brings about high academic performance by pupils. Alternatively, teachers that are dissatisfied or ill-motivated in the job tends to exhibit unhealthy behaviour in the implementation of school curriculum for productive academic success. The motivation could either be intrinsic or extrinsic factor depending on the teacher but one leads to the other, as such they are stimulant to effective teaching and learning (Kwasau, 2007).

2.10 Evaluation Process in Social Studies

According to Mezeiobi (2003), evaluation is determining the extent to which objectives have been achieved. After exposing the pupils to some activities, the determination of whether they have gained or not as specified in the objective, is what is called evaluation. Kissock (1981) stated that evaluation present learners, teachers and curriculum developers with feedback on the success, in achieving programme objectives and forms the basis for making sound decision on how to modify and improve the

programme. In view of this definition therefore, evaluation is multi-dimensional in nature, focusing on programme, pupils, teachers and society. There are different types of evaluation in Social studies they are:

a. Diagnostic evaluation entails finding out where the learners are. A favourable device of finding out what the learner knows about a topic is the pre-test. The purpose of diagnostic evaluation is to assist the teacher with information on the preparedness of learners before the commencement of a learning experience, so that the teacher will successfully organize his lesson.

b. Formative evaluation occurs at frequent intervals, especially whenever a new material has been completed within a given teaching unit. The purpose is to help a teacher in the assessment of the extent to which the desired objectives have been achieved.

c. Summative evaluation takes place at the end of unit of instruction. It helps determine the level of knowledge acquired by learners and to what extent the desired objectives have been achieved.

There are two types of evaluation techniques used in Social studies and they are test and non test techniques. Test techniques, in turn is also of three types: essay test, objective test and oral test. Essay test requires the testee to read a question, formulate his response and write the response. It takes different forms, short answer, extended or restricted. The objective test tends to reduce the opportunity for subjective interpretation by the person taking it. Items in this type of test are constructed in such a way to allow a limited choice of answer. Objective test is broken down into true or false, alternative item test, matching item, multiple choice item and complete item test. Oral test is time-honoured test where the examiner presents the question using the spoken words and the examinee responds in the same manner.

In the case of non-test techniques, the following are tools of evaluation used in Social studies. Observation as a test technique involves noting and comparing pupils, attitudes, feeling, interest and relationships with peers within and outside the classroom. Anecdotal records are description of specific incidents or situations regarding the behaviour of individual learners. This technique involves a highly organized record keeping which makes it systematic in nature.

Checklist is also a recording device for evaluation based on observation in which specific attitudinal traits are identified in the checklist and through observation it is checked whether or not the trait are present. Socio-metric technique is used in Social studies in the determination of social structure of a particular group. Other non-techniques used include interview, experience, summaries, logs and diaries.

According to Bozimo and Ikwumele (2007) for an evaluation technique to be effective, it has to involve the teacher, learner, parents and education officials; be based on clearly stated objectives; be continuous and cumulative; have the ability of evaluating a wide range of objectives; recognize individual differences; be reliable or consistent; be employable in terms of time and energy needed. Evaluation has the potentials of performing the following function: determines the achievement of objectives; improves instruction, used for certification, assesses the pupils progress, used for quality control; used for promotion of pupils from a particular class to the next, serve as a means of communication between the school and the community; serves as a means of keeping record or pupils performance, to diagnose pupils to determine learning readiness, motivates learners to learn especially when they are given feedback; validates assumption (hypotheses) upon which Social studies is based; provides information on the adequacy or not of method and material used by Social studies

teacher and provide information on the weakness and strength in the achievement of Social studies Learners.

2.10.1 Problems of Social Studies in Nigeria

In spite of the advantages of using Social studies as a medium of instruction for moulding effective citizens, its teaching and learning is no doubt faced with many problems, some of which are new, while others are as old as its introduction. Some of these constraints are discussed below.

a. One of the greatest problems of Social studies education is the threat and harassment it suffers in the hands of social science specialists, such as historians, geographers and economist among others. They often gang up against Social studies because of its popularity and acceptance among people.

b. Another problem is the inadequate qualified teachers that are used to teach the subject. Thus, the resort is to use teachers who specialize in history, geography, economics and government to teach the subject, knowing fully well that they lack Social studies orientation. Moreover, Okam (2006) expressed fear that teaching attributes and qualities of the good citizen clearly raise ethical, moral, and philosophical questions which fall well outside the scope of strict social science and their specialists.

c. Lack of suitable and adequate textbooks is another problem bedeviling Social studies. Learners mostly rely on History, Government and other social science textbooks to study Social studies. This is dangerous because the authors of those textbooks lack Social studies orientation and so the content of those books cannot be said to be appropriate for the subject.

d. Other problems include: inadequate and in appropriate teaching aids that are used in teaching the subject, inappropriate use of teaching methods, lack of

enough time allocation on the timetable and lack of continuity of the subject from Primary School through Junior Secondary School, and senior secondary to higher institution.

The following are some recommendation on how to solve the problems discussed above:

a. Adequate enlightenment campaign programme should be mounted to ensure that subject specialist of other social science that Social studies mean no harm to them.

b. Massive training, recruitment of Social studies teacher will go long way in solving the problem of inadequate professional teachers teaching the subject. This needs to be done with vigour in view of the number of learners offering the subject in our schools (Social studies being one of the core subjects under the Universal Basic Education Programme).

c. Other recommendation are: Professional Social studies teachers should endeavour to write textbooks on the subject. They should also produce other teaching aids through improvisation in the face of scarcity. Adequate time on the school time-table should be provided for the subject and appropriate teaching methods should be employed by the teachers to ensure effective teaching and learning.

2.11 Effective Citizenship

A citizen is someone who lives in particular town, country or state and has rights and responsibilities there. Someone who belongs to a particular country whether he or she is living there or not, is a citizen of that country. Citizenship is membership in a particular community (originally a city but now usually a state), and carries with it right to political participation; a person having such right is a citizen. Citizenship also often

implies working towards the betterment of the community one lives in through participation, volunteer work and effort to improve life for all citizens.

Okan (2002) stated that an effective citizen is usually expected to exhibit certain tenets or characteristics which include the following:

> "An appreciation of the nature and law of social life; a display of intelligent and genuine loyalty to high human ideals; a possession of a sense of responsibility of the individual as a member of social group; display of loyalty and a sense of obligation to ones city, state, nation and to the human race; and a possession of intelligence and the will to participate effectively in the promotion of social well-being" (p. 22)

2.11.1 Social Studies and Effective Citizenship

Important development associated with the Nigerian National Policy on Education (1981) is the pride of place it has accorded Social studies in the school curricular. The policy regard it as a compulsory core subject area which all pupils in the primary and junior secondary schools (UBE) must study in order to, among other things; build up patriotic and self reliant citizens. More importantly, according to Okam (2006) the policy endorsed that the teaching of the subject in school must be seen as one of those avenues of establishing strong bases for the production of effective citizens and of forgoing a cohesive society that will support nation-building.

The production of effective citizens which is the prime concern of Social studies education is packaged in the subject in Nigeria so that it inculcates in the pupils citizenship ideas, norms and values that are essential for national development. At the end of the day, Social studies should produce effective citizens who, Bolarin (1997: pp 17-18) described as among others:

> "Sensitive to their environment; active participants in the polity; democratic-oriented minded; willingness to assume and perform civic responsibilities; obedient to the law of the land; dogged in defence of his rights; positive relation with the political class; positive habits essential for effective social living; harmoniously co-exist with other members of the society; possess nationalistic and patriotic spirit geared towards societal improvement."

The above description of effective citizens produced by Social studies education influenced Okobiah (1985) to perceive Social studies curriculum not only in terms of understanding of human relationship but also of its aim at producing citizens with skills, competencies, moral values and reasoned judgment to effectively live, interact, interrelate and contribute positively to the economic, social, political and overall development of Nigeria society. Similarly, Okam (2006) stated that Social studies is committed to transmitting and forming the value of citizen. Its philosophy is essentially to the maintenance and extension of the fundamental values of a democratic society.

Looking at the objectives of Social studies, one will be convinced that it is in concrete agreement with good citizenship. Though the subject may not make every one that passes through it a good citizen, it strongly agreed that the subject will have some positive impacts on the behaviour of the citizens as he addresses himself to social and political affairs of the society. Thus, through Social studies, the learner is expected to develop perspectives, insights, understanding values, and skills necessary for his conduct of affairs in the society.

In view of this therefore, Okam (2006) pointed out certain aspects of educational environment to which the attention of Social studies should focus on in an effort to provide an optimum instruction setting for attaining goals associated with the norms of citizenship and, they are as follows:

a. The content area of Social studies needs, to be drawn from Social Science subjects, arts and humanities so as to form the curriculum bedrock of the subject area in dealing with central issue of citizenship education.

b. The curriculum goal behind the teaching of Social studies in schools should be for the purpose of establishing strong foundation for the acquisition of citizenship among the learners.

c. The methodology employed in instructional setting should be relevant and in some cases be a combination of such techniques as inquiry, role playing, problem-solving, group discussion and others, so as to achieve learning and behavioural objectives design as being relevant to an acquisition of citizenship norms.

d. The evaluation procedure in Social studies must adopt an adequate comprehensive and systematic scheme for collecting evidence of a child's progress and growth, particularly in the affective and psychomotor domains because those are the areas related to citizenship education.

e. With respect to the use of instructional materials and resources, Social studies must explore the productive use of instructional materials, resources, facilities and textbooks with particular reference to interests and needs of the learners in relation to those of the society in order to help achieve the objectives of citizenship education.

2.12 Empirical Studies

This chapter will not close without a review of related studies conducted in the areas of this research, as this will throw more light on the phenomenon under study. Atu (1998) studied the perception of Teacher Trainees on the adequacy of NCCE social studies programme for citizenship transmission "using the evaluation research design". The study revealed that NCCE social studies programme was adequate and capable of achieving its citizenship objectives. The objectives, content area, methodology, instructional materials as well as the evaluation procedure of the programme were according to the respondents, adequate to prepare them to function as citizenship trainees.

The above study underscores the use of social studies education as an effective vehicle for effective citizenship. The study is also important and relevant to this research because it was on the evaluation of the teacher trainees of social studies, who were pursuing their Nigeria Certificate in Education. These teachers constitute the bulk of the target population of this research.

Onipe (2011), carried out a study on the assessment of social studies curriculum on value clarification, competence and utilization; among junior secondary schools students in Kano Metropolis. The researcher adopted a descriptive survey, the study sample comprised of twenty teachers, one hundred and twenty students, and twenty parents. Random sampling technique was used in the selection of sample. The two main instrument used were questionnaire and documentary sources. The primary source of documentary used was official curriculum materials and relevant textbooks formed the secondary source. Onipe adopted two approaches to data analysis. The intrinsic analysis of the JSS social curriculum materials and statistical analysis of data collected. The JSS social curriculum materials were subjected to critical examination in order to analyses the component parts. The finding showed that the students' level of value clarification competence was inadequate. And that teachers place mush emphasis on teacher-centred method than activity-based or student oriented method. The study discovered that social studies objectives and curriculum contents are value-oriented and that social studies can help to reduce the problems of indiscipline among students. The following were recommended.

a. Social studies should be extended and made compulsory at the junior secondary level.

b. Emphasis should be placed on the acquisition of knowledge that has to do with values and attitudes and

c. Teaching methods and materials to include value clarification strategy.

Gotan, (2008) conducted a research on the evaluation of teaching of social studies in some selected post primary institutions in Zaria Education Zone of Kaduna State. In the research, he attempted to define social studies in various ways and finally accepted Dubey's (1980) definition which says; social studies as a school subject is study of how man lives, what he does and how his life is affected by the things people and habitant around him. It takes a close look into the human problems and how to solve them. It makes them intelligent, responsible and national citizens of their country. It prepares them to be able to solve them as they come their ways in their own lives. Gotan (2008) equally traced the history of the introduction of social studies in Nigeria. He equally used the close ended questionnaire as a means of collecting his data and twelve schools within Zaria and its environs were sampled. The study adopted the survey design.

In his findings, they saw that different textbooks are used in the teaching of the subject (Social studies) in the schools sampled and that the syllabus is also not unified. He also discovered that most of the teachers handling the discipline were not specialists in the subject and in most cases not qualified. It is equally noted that the inquiry approach was not sufficiently used by the teachers in the schools sampled as sonly 42% of the teachers indicated that they often used the method. The researcher have done good job but he failed to define the term evaluation to indicate the method he used to obtain students view on their attitude toward social studies.

Jimoh (2011), conducted a study on analysis of the Values of Educational Component of the secondary social studies programme. He said that moral and social values and attitude should therefore form the bottom line of our schools curriculum content, especially, the secondary school curriculum which incidentally falls within the

crucial adolescent stage of development of the Nigerian youth. This is because the future of the Nigerian Society depends on the quality of leadership, followership, honesty, discipline and other values inculcated into these youth. To him, there is a problem of how to integrate the array of values into a coherent learning structure for the younger generation to develop a stronger sense of responsibility and effective citizenship. The methodology adopted by the researcher was analysis of elements of the curriculum.

The result of the research showed that over 50 percent of the stated instructional objectives in the secondary schools social studies curriculum were basically cognitive objectives. The implication of this is that the focus of teachers' evaluation effort is the regurgitation of the knowledge provided rather than measuring attitudes and values developed which is the philosophical basis of the social studies. He asserted that if teaching of knowledge is due to the exclusion of attitudinal objectives, it may actually jeopardize improvement in the thinking and decision making process being preached by the social studies education. He concluded by recommending that the stated instructional objectives in the secondary school social studies curriculum be revised to include more affective (attitudinal) objectives with particular focus on values and citizenship inculcation, that more values attitudinal concepts be included in the content and sub topics of the social studies curriculum. And lastly, attention should be paid to inculcation of values and acceptable attitudes for the purpose of fostering effective citizenship for the development of the society.

Ndunda, (2012) carried out a study to establish the adequacy of: teachers' competency on curriculum implementation; physical facilities on curriculum implementation and resources in curriculum implementation. The study adopted a descriptive survey research which involved selecting a sample from the population and

on that basis inferences were made about the population from which it was drawn. The population was 800 units and the sample size was 80 participants, the study used a questionnaire for data collection. The specific descriptive statistics used included mean scores and percentages frequencies. Results indicated that teachers' competency affects curriculum implementation. The correlation between teachers' competency and curriculum implementation was also found to be positive. Results indicated that poor physical facilities lead to low curriculum implementation. Findings show that correlation between curriculum implementation and physical facilities is positive significant. Results indicated that lack of resources especially from the government leads to slow curriculum implementation.

It was concluded that teachers' competency in various aspects was found to be inadequate. Physical facility was found to significantly influence curriculum implementation. Resources were found to be one of the basic factors that affect curriculum implementation. He then recommended education financing needs to be given priority as the access to better school facilities may improve the working and learning environment for both teachers and students. In as much as his study pinches on many aspect of this study, it did not include method of teaching and evaluation.

Adeyemi (2012) examined the use of storytelling in the effective teaching of traditional values at a junior secondary school in Botswana. The national values of Botswana were briefly presented and specially linked with an aspect of hard work in producing the effective citizen. The story of a lazy student was used to elicit questions and answers from a form one social studies class. An analysis of the students' qualitative responses indicated progressive low to high order responses. This is interpreted to mean that storytelling is a powerful tool in the teaching-learning process. A number of conclusions were made which included: the enhancement of learning through story

telling; the use of storytelling to elicit high order thinking; and the use of small groups for the acquisition of knowledge and decision making. Based on the findings and conclusions, it was recommended that teachers should adapt their methods of teaching to specific teaching / learning situation; that storytelling should be emphasized as a technique of teaching in the syllabuses or the curriculum. This study has clearly unveiled one specific strategy that teachers could use to effect the acquisition of a societal value - hard work. This serves as the eye opener to the analysis at hand in this study. It however did not beam it's search lights on other indices of implementation.

Deveci and Dal (2008) had a study with the principal aim to determine primary school teachers opinion on the efficacy of social studies program in values gain. Conducted through survey model, the study involved semi- structured interviews with 25 primary school teachers working with 4^{th} and 5^{th} graders. Data analyzed through descriptive analysis techniques, teachers held the opinion that students could not convert values they learn at school into behaviours. Participants mainly state that social studies programme is efficient in terms of values gain. Furthermore, teachers believe that support from families and the environment was of crucial importance for the teach ability of values within the social studies programme. He found out that teachers mostly utilized various activities such as stories, drama and case studies in order to gain values to students. Participants complaint that values taught at school could not be maintained in the long run due to lack of reinforcement at home.

Restricting the problem of the efficacy of social studies programme in values gain to lack of reinforcement at home is inadequate. It did not explore the aspect of whether teachers themselves live what they teach and evaluate students' changes using the other forms of evaluation like observation and anecdotal records. The study is however related to the present study in that it dares to find out reasons why values

taught are not seen in the lives of the taught. It has located a reason outside the confines of the school while this study is to locate those within the school.

Bello (2011) carried out a study to investigate secondary school students' acceptance of some socio-centric values like honesty, cooperativeness and justice, and egocentric values like dishonesty, uncooperativeness and injustice and conflicts between the two groups of values. A study population of 171 (88 males and 83 females) students were randomly selected from four (4) senior secondary schools in Zaria metropolis as the sample for the study of socio-centric and ego-centric values (dishonesty, uncooperativeness and injustice) and conflicts between the two groups of values. 171 (made up of 88 males and 83 females) students were randomly selected from four senior secondary schools in Zaria metropolis as the sample for the study. Socio-centric and ego-centric values scale (SEVS) designed by the researcher was used for the data collection. Three research questions were raised and answered using descriptive statistics (percentages). Results revealed that the respondents had a higher percentage of acceptances of the socio-centric values than the ego-centric values. However, a comparison of the male's and female's responses showed that the male respondents had higher percentages of acceptance of both the socio-centric and egocentric values and also had higher conflicts in the measured values than the females respondents. Based on these findings, more studies on value conflicts among adolescent and youth especially experimental studies with techniques of healthy values development was recommended.

Her study is similar to the present study since it goes to show the degree of acceptance of societal values that are taught to learners. It however, differed in the sense that it was concerned with only students' acceptance of values. No attention was paid to

the various causes for the ways students choose to behave the way they do. Causes like peer group influence, poor role models and the like were not examined.

Mayanchi (2011) carried out a study on the causes of moral decadence and its effects on the behaviour of adolescent students in senior secondary schools in Zamfara state. Three research hypotheses were formulated to establish the causes of moral decadence. Literatures that were relevant to the study were properly reviewed. The research design used was the descriptive survey type. The population of the study was made up of adolescent students in senior secondary schools in Zamfara state, teachers and parents of the students. Random sampling techniques were used to select the schools where respondents were drawn from. The sample consisted of 379 respondents. The research instrument used was adopted from ldowu (2002). The instrument was administered and the results showed that there was no significant difference in the mean opinions of the respondents for the entire hypothesis formulated through the use of t-test for hypotheses 1 and 2, and ANOVA for hypotheses 3. The findings revealed that most of the respondents agreed that unfriendly home environment, lack of concern by parents among other things form part of the causes of moral decadence among adolescent students of senior secondary schools in Sokoto and Zamfara states. Based on these findings, it was recommended that parents should be good disciplinarians, the government should supply adequate facilities to create room for effective teaching and learning process and students should be encouraged to join youth clubs/societies meant for character training.

This study is similar to the present study since it looked at the opinion of stakeholders in the education industry to locate the causers) for the unattainability of the objectives of social studies in the lives of youths. This study is equally on a search for factors responsible for the unattainability of objectives in respects of social studies

education through the opinion of student-teachers and teachers. However, there is a little difference because Mayanchi's search-light reveals causes from the home-front while this study focuses on the school front.

Kadiri (2008) studied the effects of interactive Teaching Techniques and strategies on Junior Secondary School Students achievement in social studies. The study focused on 240 JSS III students sampled from four selected education zones of Kano state. Using pre-test post-test group research design, the study found that irrespective of gender, location, school type, interactive teaching techniques could raise the level of student's performance in social studies. The study is related to the present study in that it considered one very important aspect of curriculum implementation that this study was concerned with; the teaching methods. It has proved the fact that the methods teachers used, affected/influenced the level of students understanding. It however, differed from this study in that it did not look at other variables of curriculum implementation such as resources, time, and teachers. It also did not examine what was operational in the school, which was what this study was basically concerned with.

2.13 Summary

The study examined the implementation of social studies curriculum for effective citizenship among the primary school pupils in Kaduna State. The researcher reviewed different perspective to social studies and curriculum definitions. The theoretical framework in view of the subject matter involved which is education, the research work is predicated on the frame work of the functionalist perspectives; curriculum assessment models (AM); models of curriculum implementation; the role of teachers in curriculum implementation; role of students in curriculum implementation; this was narrowed to selection of objectives, content, instructional materials, methodology and evaluation of the subject for effective citizenship.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology through which the study was carried out. It describes the research design, population, sample and sampling techniques, instrumentation, validity of the instrument, pilot study and reliability of the instruments, procedure for data collection and procedure for data analysis respectively.

3.2 Research Design

The study adopted survey research method to gather information on the evaluation of the implementation of Social studies curriculum for effective citizenship among primary school pupils in Kaduna State. A survey type of research is an attempt to collect data from a sample or members of the population in order to determine the correct status of that population with respect to one or more variable.

3.3 Population

The target population for this study covers all Social Studies teachers in public primary schools of Kaduna State totalling five thousand, five hundred and fifty two (5,552) spread across the twenty-three (23) Local Government Areas of the State. This is depicted in table 1.

Table 1: Population of Primary School Social Studies Teachers in Kaduna State

S/N	Kaduna State L G E A	Male Population of Teachers	Female Population of Teachers	Total Population
1	Birni Gwari	198	83	281
2	Chikun	99	292	391
3	Giwa	65	79	144
4	Igabi	144	155	299
5	Ikara	107	21	128
6	Jaba	64	113	177
7	Jema'a	47	122	169
8	Kachia	189	90	279
9	Kaduna North	124	468	592
10	Kaduna South	74	494	568
11	Kagarko	45	56	101
12	Kajuru	72	86	158
13	Kaura	68	110	178
14	Kauru	102	111	213
15	Kubau	221	116	337
16	Kudan	67	35	102
17	Lere	261	154	418
18	Markarfi	179	37	216
19	Sabon Gari	122	237	359
20	Sanga	89	98	187
21	Soba	69	54	123
22	Zango Kataf	102	227	329
23	Zaria	92	177	269
	Total	**2,322**	**3,230**	**5,552**

Source: Planning, Research and Statistics Department SUBEB, Kaduna State (2006).

3.4 Sample and Sampling Technique

The sample size for this study consisted of two hundred and sixty-three (263) teachers and one hundred and seventy (170) pupils from the twenty three (23) local government areas of the State. This sample size comprised of one hundred and forty (140) male teachers and one hundred and twenty-three (123) female primary school teachers with ninety (90) male primary school pupils and eighty (80) female primary school pupils. To arrive at this, the stratified random sampling technique of balloting was used in order to give male and female teachers and pupils equal chance of being selected into the sample to be studied. Therefore, a sample size of four hundred and

thirty-three (433) primary school pupils and social studies teachers were selected bearing in mind, Krejcie and Morgan table for determining sample size from a given population.

Table: 2: Sample Distribution.

S/N	Local Government Areas	Sampled Male Teachers	Sampled Female Teachers	Sampled Male Students	Sampled Female Students	Total
1	Birni Gwari	4	5	3	2	14
2	Chikun	5	3	2	4	14
3	Giwa	4	3	5	3	15
4	Igabi	6	5	3	4	18
5	Ikara	6	4	2	5	17
6	Jaba	5	8	5	3	21
7	Jema'a	4	6	6	6	22
8	Kachia	5	4	4	3	16
9	Kaduna North	10	8	6	5	29
10	Kaduna South	9	6	6	6	27
11	Kagarko	8	5	4	3	20
12	Kajuru	7	6	4	3	20
13	Kaura	5	6	3	3	17
14	Kauru	5	4	5	3	17
15	Kubau	6	8	2	4	20
16	Kudan	8	6	3	3	20
17	Lere	5	5	4	3	17
18	Markarfi	6	6	3	2	17
19	Sabon Gari	8	5	4	2	19
20	Sanga	5	4	3	2	14
21	Soba	5	5	4	4	18
22	Zango Kataf	4	5	3	3	15
23	Zaria	10	6	6	4	26
	Total	**140**	**123**	**90**	**80**	**433**

3.5 Instrumentation

This research employed the use of questionnaire and interview. The instruments are structured into two parts; the first section (A) solicited for personal information of the respondents, while section two (B) was divided into six parts which comprised of items on the achievement of the objectives of social studies curriculum. This instrument covers the objectives of Social Studies, qualification of Social Studies teachers, Social Studies resources, method of teaching Social Studies and evaluation process of the subject. Responses to the items on the questionnaire was based on the modified four (4)

point Likert scale of Strongly Agree (SA), (4) Agree (A), 3 Disagree (D), (2) Strongly Disagree (SD) (1). The respondents are expected to tick (ˇ) the options of their choice.

3.5.1 Validity of the Instrument

After constructing the questionnaire and interview schedule, it was subjected to series of scrutiny to ensure that the instrument measures what it is supposed to measure. For instance, the items were scrutinized by the supervisors and experts in the field of Social Studies, evaluation and measurement as well as Curriculum and Instruction. The item was therefore taken to the supervisors who make useful suggestions for its adjustment. It was also taken to a Statistician for vetting before a final draft was made. The decision by the researcher to employ experts in the draft of the instruments is because it is an effective method of content validation of research instruments.

3.5.2 Pilot Study

The research instrument was subjected to a pilot test. Two (2) public primary schools each were selected from Kaduna North and Kaduna South Local Government Education Authority respectively and twenty (20) Social Studies teachers from the schools were selected for this purpose. The schools and teachers selected were excluded from the main study. The result of the pilot test was analysed using Cronbach's alpha technique.

3.5.3 Reliability of the Instrument

A pilot study was conducted by administering twenty (20) questionnaires to social studies teachers in Kaduna Metropolis. The data collected was analyzed using Cronbach's reliability technique to determine the reliability of the research instrument. This method was chosen in order to determine if items are internally consistent and reliable. As a result, the reliability coefficient of .846 was obtained. This reliability coefficient was considered adequate for the internal consistencies of the instruments.

This was a confirmation of test of reliability which according to Spiegel, (1992) and Stevens, (1996); an instrument is considered reliable if it's reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability coefficient is to 1, the more reliable is the instrument. This therefore confirmed that the instrument is highly reliable.

3.6 Procedure for Data Collection

The administration of the questionnaire and interview schedule was carried out through the personal effort of the researcher and through the help of research assistant of the Local Government Education Authority headquarters of each Local Government Area under the State Universal Basic Education Board, Kaduna State. The researcher visited each of the 23 Local Government Area slated for the study to administer the questionnaire and interview schedule to the Social Studies teachers. After the completion, the questionnaires collected from each of the 23 Local Government Areas were analysed.

3.7 Procedure for Data Analysis

The data gathered through the research instrument were subjected to statistical analysis for interpretation and discussion. The biographical information of the respondents were analysed using frequencies and percentages while the research questions were answered using mean and standard deviation. Also the independent chi-square was used to test all the five null hypotheses. The null hypotheses was rejected or retained at 0.05 alpha level of significance. The reason for using Chi-square is that, it is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

The results of the data collected for this study were analysed and presented as follows. Research questions were answered using means and standard deviations, while the hypotheses were tested using Chi-square (χ^2) at 0.05 level of significance. The analysis of the data was presented according to each specific research question and hypotheses. Data for the study was obtained from two hundred and sixty-three (263) teachers and one hundred and seventy (170) pupils from the twenty three (23) local government areas of the State. This sample size comprised of one hundred and forty (140) male teachers and one hundred and twenty-three (123) female primary school teachers with ninety (90) male primary school pupils and eighty (80) female primary school pupils on the assessment of teachers' implementation of social studies curriculum for effective citizenship in primary schools in Kaduna State, Nigeria. The analysis of the data collected was done in the following order.

4.2 Description of Study Variables

Table following tables presents the frequency and percentage of the respondents based on their biographical information.

Table 3: Classification of the respondents by Status

	Frequency	Percentage
Teacher	263	60.7
Pupils	170	39.3
Total	**433**	**100**

Table 3 revealed the classification of the respondents by status where 263 (60.7%) of the respondents are teachers while 170 (39.3%) are pupils of primary school.

Table 4: Gender classification of the respondents

	Frequency	Percentage
Male	230	53.1
Female	203	64.9
Total	**433**	**100**

Table 4 shows that total of four hundred and thirty-three respondents responded to the study, with the total of 230 or 53.1% male and 203 or 64.9% female. This shows that the population distribution was fairly distributed across the gender population.

Table 5: Teaching Qualification of the respondents

	Frequency	Percentage
Grade II	52	20.2
NCE	148	56.3
Degree	42	15.9
Masters	12	4.6
Others	9	3.4
Total	**263**	**100**

Table 5 shows that, 52 or 20.2% of the respondents are Grade II holders, while 148 or 56.3% of the respondents are NCE holders with 42 or 15.9% as holders of Degree. Likewise, 12 or 4.6% have qualifications in Masters and 9 or 3.4% are holders of other qualifications.

Table 6: Teaching Experience of the respondents

	Frequency	Percentage
1–10yrs	86	32.6
11–20yrs	103	39.2
21–30yrs	42	15.9
31 and above	32	12.6
Total	**263**	**100**

Table 6 revealed that 86 (32.6%) of the respondents have between 1−10 years of experience, while 103 (39.2%) of the respondents have between 11−29years of experience and 42 (15.9%) of the respondents have between 21−30years of teaching experience. Likewise, 32 (12.6%) of the respondents have 31years and above teaching experience in primary schools.

4.3 Response to Research Questions

Responses to various research questions raised for this study were presented under this section.

Research Question One: To what extent are the objectives of social studies curriculum geared towards inculcating effective citizenship in primary school pupils in Kaduna Sate?

In order to answer this research question, the opinions of teachers and pupils of primary schools in Kaduna State were collected and analysed using descriptive statistics of mean and standard deviation.

Table 7: Opinions of teachers and primary school pupils on the extent the objectives of social studies curriculum are geared towards inculcating effective citizenship in primary school pupils in Kaduna State

Respondents	N	Mean	SD
Teachers	263	2.63854	1.1472
Pupils	170	2.5	0.9362
Total	433	2.6	1.0417
Average Mean	2.5		

The descriptive analysis on table 7 shows the opinions of teachers and pupils of primary school on a number of item statements as contained in the questionnaire. This table show that the total mean of 2.6 was higher than the average mean of 2.5. By this result, the objectives of social studies curriculum are geared towards inculcating effective citizenship in primary school pupils in Kaduna State.

Research Question Two: How effective are the methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship in Kaduna State?

The opinions of teachers and pupils of primary schools in Kaduna State were collected and analysed in respect of research question two.

Table 8: Opinions of teachers and primary school pupils on the effective methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship in Kaduna State

Respondents	N	Mean	SD
Teachers	263	2.159	1.1369
Pupils	170	1.74	1.0644
Total	433	1.95	1.1007
Average Mean	2.5		

Table 8 revealed the opinions of teachers and pupils of primary school on a number of item statements as contained in the questionnaire. This table revealed that the total mean of 1.95 was lower in value compare to the average mean of 2.5. This result means that the methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship are not effective.

Research Question Three: How appropriate are the instructional materials used in implementing the social studies curriculum in enhancing effective citizenship in primary schools in Kaduna State?

In order to answer this research question, the opinions of teachers and pupils of primary schools in Kaduna State were collected and analysed using descriptive statistics of mean and standard deviation.

Table 9: Opinions of teachers and primary school pupils on the appropriate instructional materials used in implementing the social studies curriculum in enhancing effective citizenship in primary schools in Kaduna State

Respondents	N	Mean	SD
Teachers	263	2.154	1.4847
Pupils	170	2.957	2.8744
Total	433	2.5	2.17955
Average Mean	2.5		

Table 9 presents the mean and standard deviation of the opinions of teachers and pupils of primary school on a number of item statements as contained in the questionnaire. This result means that the instructional materials used in implementing the social studies curriculum does not enhanced effective citizenship in primary schools in Kaduna State. This is because the analysis on this table revealed the total mean of 2.5 which is the same with the average mean of 2.5.

Research Question Four: What is the quality of the teachers available in primary schools for the implementation of social studies curriculum for effective citizenship in Kaduna Sate?

The opinions of teachers and pupils of primary schools in Kaduna State were collected and analysed in respect of research question four.

Table 10: Opinions of teachers and primary school pupils on the quality of the teachers available in primary schools for the implementation of social studies curriculum for effective citizenship in Kaduna Sate

Respondents	N	Mean	SD
Teachers	263	2.7396	1.0955
Pupils	170	2.68	1.1679
Total	433	2.71	1.1317
Average Mean	2.5		

Table 10 revealed the opinions of teachers and pupils of primary school on the quality of the teachers available in primary schools for the implementation of social studies curriculum for effective citizenship. This table show that the total mean of 2.71 was higher than the average mean of 2.5. This result shows that relationship exist between the quality of the teachers available in primary schools for the implementation of social studies curriculum for effective citizenship in Kaduna State.

Research Question Five: How adequate is the social studies curriculum contents in the production of good citizens in primary schools in Kaduna State?

In order to answer this research question, the opinions of teachers and pupils of primary schools in Kaduna State were collected and analysed using descriptive statistics of mean and standard deviation.

Table 11: Opinions of teachers and primary school pupils on the adequacy of the social studies curriculum contents in the production of good citizens in primary schools in Kaduna State

Respondents	N	Mean	SD
Teachers	263	2.9116	.88008
Pupils	170	2.9311	1.0994
Total	433	2.9	0.98974
Average Mean	2.5		

Table 11 show the opinions of teachers and pupils of primary school on a number of item statements as contained in the questionnaire. The table revealed that the total mean of 2.9 was higher than the average mean of 2.5. This result confirms the fact that social studies curriculum content is adequate in the production of good citizens in primary schools in Kaduna State.

4.4 Hypotheses Testing

All the hypotheses formulated in the study were tested using chi-square statistics at 0.05 level of significance.

Hypothesis One: There is no significant relationship between social studies curriculum objectives and teachers' inculcation of effective citizenship in primary school pupils in Kaduna State.

The summary of the opinions of teachers and pupils of primary school on the relationship between social studies curriculum objectives and teachers' inculcation of effective citizenship in primary school pupils is presented as follows:

Table 12: Summary of the Chi-square statistics on the relationship between social studies curriculum objectives and teachers' inculcation of effective citizenship in primary school pupils in Kaduna Sate

Respondents	N	X	SD	χ^2Cal.	α	df	χ^2Crit.	Remark
Teachers	263	2.63854	1.1472					
Pupils	170	2.5	0.9362	31.13	0.05	8	12.08	Rejected
Total	433	2.6	1.0417					

Results of chi-square statistics on table 12 shows that P< 0.05 because the χ^2 obtained (31.13) is greater than χ^2critical (12.08), this means that there is a significant relationship between social studies curriculum objectives and teachers' inculcation of effective citizenship in primary school pupils in Kaduna State. Therefore, the null hypothesis of no significant difference is rejected.

Hypothesis Two: There is no significant difference between methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship in Kaduna State.

The opinions of teachers and pupils of primary schools were sought on the difference between methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship and presented below:

Table 13: Summary of the Chi-square statistics on the relationship between social studies curriculum objectives and teachers' inculcation of effective citizenship in primary school pupils in Kaduna State

Respondents	N	X	SD	χ^2Cal.	α	df	χ^2Crit.	Remark
Teachers	263	2.159	1.1369					
Pupils	170	1.74	1.0644	8.71	0.05	8	19.11	Retained
Total	433	1.95	1.1007					

The result on table 13 revealed that χ^2 calculated of 8.71 was less than the χ^2critical of 19.11 under the df of 8, under 0.05 alpha level of significance. Since the χ^2calculated was less than the χ^2critical, the decision was to accept the hypothesis. Consequently, the null hypothesis which states that there is no significant difference between methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship in Kaduna State is thus accepted.

Hypothesis Three: There is no significant relationship between the appropriateness of instructional materials used in implementing the social studies curriculum in enhancing effective citizenship in primary schools in Kaduna State.

Data were gathered and analyzed in respect of null hypothesis three in order to determine the relationship between the appropriateness of instruction and the implementation of social studies curriculum in enhancing effective citizenship in primary schools in Kaduna State.

Table 14: Summary of the Chi-square statistics on the appropriateness of instructional materials used in implementing the social studies curriculum in enhancing effective citizenship in primary schools in Kaduna State

Respondents	N	X	SD	χ^2Cal.	α	df	χ^2Crit.	Remark
Teachers	263	2.154	1.4847					
Pupils	170	2.957	2.8744	6.24	0.05	8	14.81	Retained
Total	433	2.5	2.17955					

The result on table 14 revealed that χ^2calculated of 6.24 was less than the χ^2critical of 14.81 under the df of 8, under 0.05 alpha level of significance. Since the χ^2calculated was less than the χ^2critical, the decision was to accept the hypothesis. Hence, the null hypothesis which states that there is no significant relationship between the appropriateness of instructional materials used in implementing the social studies curriculum in enhancing effective citizenship in primary schools in Kaduna State is accepted.

Hypothesis Four: There is no significant relationship between the qualification of social studies teachers and the implementation of social studies curriculum for effective citizenship in primary schools in Kaduna State.

Data were gathered and analyzed in respect of null hypothesis four in order to determine the relationship between the qualification of social studies teachers and the implementation of social studies curriculum for effective citizenship in primary schools in Kaduna State.

Table 15: Summary of the Chi-square statistics on the qualification of social studies teachers in the implementation of social studies curriculum for effective citizenship in primary schools in Kaduna State

Respondents	N	X	SD	χ^2Cal.	α	df	χ^2Crit.	Remark
Teachers	263	2.7396	1.0955					
Pupils	170	2.68	1.1679	44.01	0.05	8	20.89	Rejected
Total	433	2.71	1.1317					

The analysis on table 15 revealed that χ^2calculated (44.01) was greater than the χ^2critical (20.89) under the degree of freedom (8), under 0.05 alpha level of significance. Since the χ^2calculated was greater than the χ^2critical, the decision was to reject the hypothesis because there is a significant relationship between the qualification

of social studies teachers and the implementation of social studies curriculum for effective citizenship in primary schools in Kaduna State.

Hypothesis Five: There is no significant relationship in the adequacy of social studies curriculum content and the production of good citizens in Kaduna State.

The opinions of teachers and pupils of primary schools were sought on the adequacy of social studies curriculum content and the production of good citizens and presented below:

Table 16: Summary of the Chi-square statistics on the adequacy of social studies curriculum content and the production of good citizens in Kaduna State

Respondents	N	X	SD	χ^2Cal.	α	df	χ^2Crit.	Remark
Teachers	263	2.9116	.88008					
Pupils	170	2.9311	1.0994	13.97	0.05	8	7.22	Rejected
Total	433	2.9	0.98974					

The analysis on table 16 show that χ^2calculated of 13.97 was greater than the χ^2critical (7.22) under 8 degree of freedom and 0.05 alpha level of significance. This result show that the χ^2calculated was greater than the χ^2critical, the decision was to reject the null hypothesis because there is a significant relationship in the adequacy of social studies curriculum content and the production of good citizens in Kaduna State.

4.5 Summary of Findings

The following are the major findings of the study:

1. significant relationship existed between social studies curriculum objectives and teachers' inculcation of effective citizenship in primary school pupils in Kaduna State.

2. there was no significant difference between methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship in Kaduna State;
3. there was no significant relationship between the appropriateness of instructional materials used in implementing the social studies curriculum in enhancing effective citizenship in primary schools in Kaduna State;
4. there was significant relationship between the qualification of social studies teachers and the implementation of social studies curriculum for effective citizenship in primary schools in Kaduna State;
5. there was significant relationship in the adequacy of social studies curriculum content and the production of good citizens in Kaduna State.

4.6 Discussion of Findings

In respect to the results of the null hypotheses tested for this study, the following are the discussions of the study: Finding of the chi-square statistics on hypothesis one showed that P< 0.05 because the χ^2obtained (31.13) is greater than χ^2critical (12.08), this means that there is a significant relationship between social studies curriculum objectives and teachers' inculcation of effective citizenship in primary school pupils in Kaduna State. Therefore, the null hypothesis of no significant difference was rejected. Similarly, the descriptive analysis on table 12 shows the opinions of teachers and pupils of primary school on a number of item statements as contained in the questionnaire. This table show that the total mean of 2.6 was higher than the average mean of 2.5. By this result, the objectives of social studies curriculum are geared towards inculcating effective citizenship in primary school pupils in Kaduna State. This study correlate with the findings of Ndunda (2012) as he recommended the inculcation and teaching of

values and acceptable attitudes for the purpose of fostering effective citizenship for the development of the society.

The result on table 13 revealed that χ^2calculated of 8.71 was less than the χ^2critical of 19.11 under the df of 8, under 0.05 alpha level of significance. Since the χ^2calculated was less than the χ^2critical, the decision was to accept the hypothesis. Consequently, the null hypothesis which states that there is no significant difference between methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship in Kaduna State was accepted. Table 8 revealed the opinions of teachers and pupils of primary school on a number of item statements as contained in the questionnaire. This table revealed that the total mean of 1.95 was lower in value compare to the average mean of 2.5. This result means that the methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship are not effective. This result agreed with the findings of Deveci and Dal (2008) but against the finding of Kadiri (2008) that the methods teachers used affect/influenced the level of students understanding.

Table 14 revealed that χ^2calculated of 6.24 was less than the χ^2critical of 14.81 under the df of 8, under 0.05 alpha level of significance. Since the χ^2calculated was less than the χ^2critical, the decision was to accept the hypothesis. Hence, the null hypothesis which states that there is no significant relationship between the appropriateness of instructional materials used in implementing the social studies curriculum in enhancing effective citizenship in primary schools in Kaduna State was accepted. Also, table 9 presents the mean and standard deviation of the opinions of teachers and pupils of primary school on a number of item statements as contained in the questionnaire. This result means that the instructional materials used in implementing the social studies curriculum does not enhanced effective citizenship in primary schools in Kaduna State.

This is because the analysis on this table revealed the total mean of 2.5 which is the same with the average mean of 2.5. The finding of Bello (2011) has direct relationship with this finding.

The analysis on table 15 revealed that χ^2calculated (44.01) was greater than the χ^2critical (20.89) under the degree of freedom (8), under 0.05 alpha level of significance. Since the χ^2calculated was greater than the χ^2critical, the decision was to reject the hypothesis because there is a significant relationship between the qualification of social studies teachers and the implementation of social studies curriculum for effective citizenship in primary schools in Kaduna State. The opinions of teachers and pupils of primary school on the quality of the teachers available in primary schools for the implementation of social studies curriculum for effective citizenship on table 10 show that the total mean of 2.71 was higher than the average mean of 2.5. This result shows that relationship exist between the quality of the teachers available in primary schools for the implementation of social studies curriculum for effective citizenship in Kaduna State.

The analysis on table 16 show that χ^2calculated of 13.97 was greater than the χ^2critical (7.22) under 8 degree of freedom and 0.05 alpha level of significance. This result show that the χ^2calculated was greater than the χ^2critical, the decision was to reject the null hypothesis because there is a significant relationship in the adequacy of social studies curriculum content and the production of good citizens in Kaduna State. Table 11 show the opinions of teachers and pupils of primary school on a number of item statements as contained in the questionnaire. The table revealed that the total mean of 2.9 was higher than the average mean of 2.5. This result confirms the fact that social studies curriculum content is adequate in the production of good citizens in primary schools in Kaduna State. This finding has direct relationship with the research finding

of Onipe (2011) as is revealed that social studies objectives and curriculum contents are value-oriented and that social studies can help to reduce the problems of indiscipline among students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study evaluates the implementation of Social studies curriculum for effective citizenship among primary school pupils in Kaduna State. The study was conducted with the objectives to; assess the extent to which the objectives of social studies curriculum are geared towards inculcating effective citizenship in primary school pupils in Kaduna State; examine the adequacy of the methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship in Kaduna State; evaluate the appropriateness of instructional materials used in implementing the social studies curriculum in enhancing effective citizenship in primary schools in Kaduna State; assess the quality of teachers available in primary schools for the implementation of social studies curriculum for effective citizenship in Kaduna State; and evaluate the adequacy of the social studies curriculum contents in the production of good citizens in primary schools in Kaduna State. Also, five research questions were answered while five null hypotheses were tested in the study. Data for the study was obtained from two hundred and sixty-three (263) teachers and one hundred and seventy (170) pupils from the twenty three (23) local government areas of Kaduna State. Survey design was adopted for the study and data was collected using a researcher designed questionnaire. The data gathered were analysed using chi-square statistics and hypotheses were tested at 0.05% level of significance. Findings among others revealed significant relationship existed between social studies curriculum objectives and teachers' inculcation of effective citizenship in primary school pupils in Kaduna State. There was no significant difference between methods and techniques used by teachers

in the implementation of social studies curriculum for effective citizenship in Kaduna State.

5.2 Conclusion

In view of the findings from the hypotheses tested in the study, it can be concluded that; objectives of social studies curriculum are geared towards inculcating effective citizenship in primary school pupils in Kaduna State and that the use of proper teaching methods and techniques by teachers in the implementation of social studies curriculum can bring about the effective citizenship. Likewise, the availability of qualitative teachers with appropriate use of instructional materials in implementing the social studies curriculum can enhance effective citizenship in primary schools in Kaduna State.

5.3 Recommendations

As a result of the findings from this study, recommendations were made that:

1. More affective (attitudinal) objectives with particular focus on values and citizenship be included in the content and sub-topics of the social studies curriculum.
2. There is a need for training and retraining of social studies teachers on the proper use of teaching methods and techniques in the implementation of social studies curriculum for effective citizenship.
3. There is need for continued emphasis on the use of community materials in implementing the social studies curriculum as this would enhance effective citizenship.
4. There should be constant supervision of social studies teachers by trained supervisors and inspectors, who could be able to give constructive advice to teachers on how best the subject should be handled for effective citizenship in Kaduna State.

5. Social studies curriculum contents should be made adequate so as make leaners become a good citizen capable and willing to contribute to the development of the society.

5.4 Contribution to Knowledge

The study contributed to knowledge in the following areas:

1. The study exposed teachers to a variety of instructional methods and techniques that could be employed in implementing the social studies content.
2. Learners would be aware of some useful and fundamental values necessary for the development of the society.
3. The study will go a long way in reminding school administrators and government about the urgent need for relevant and up to date educational materials needed for effective curriculum implementation in schools.
4. The study would help parents to live exemplary lives and portray positive values that are worthy of emulations.

5.5 Suggestions for further Study

The researcher hereby suggests that similar studies be carried out on other subjects and in other political zones of the country so that ideas can be compared and holistic action be taken by the government in other to realize full and proper implementation of Social studies curriculum for effective citizenship among primary school pupils in Kaduna State and in Nigeria in general. The following are other areas the researcher suggests research should be carried out:

1. Research could be directed to the social studies teachers' perception of social studies curriculum for developing social skills and moral values in learners.
2. Research centered on the overall appraisal of social studies curriculum components should be constantly encouraged so as to know the viability of this

component as they enhance positive change in man and in the system as a whole.

3. Research could be carried out on the development of social studies curriculum to be used in the Almajiri system of education in view of its importance in the development of effective citizens.
4. The conduct research on a larger geographical area to confirm the findings of the study.
5. Research could be carried on the evaluation of teaching method in social studies curriculum for developing positive skills and moral values in the learners.

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APPENDIX A
QUESTIONNAIRE
AHMADU BELLO UNIVERSITY, ZARIA
POSTGRADUATE SCHOOL

Sir/Madam,

This questionnaire is about a study being undertaken by the researcher on the ***Assessment of the Implementation of Social Studies Curriculum for Effective Citizenship among Pupils in Primary Schools in Kaduna State, Nigeria.*** For this reason sir, you are kindly requested to respond to questions raised in this questionnaire by choosing from the alternative answers. You are assured that your response will be treated with all confidentialities.

Use the key below as your guide:

SA = Strongly Agreed

A = Agreed

D = Disagreed

SD = Strongly Disagreed

PART 'A' PERSONAL DATA

Instruction: Kindly fill/tick as appropriate

1. Name of school:_____
2. Gender: Male [ ] Female [ ]
3. Location of school: Urban [ ] Rural [ ]
4. Age: (A) under 20 years [ ] (B) 21 – 30 years [ ] (C) 31 – 40years [ ] (D) 41 and above years [ ]
5. Teaching Qualification: (A) Grade II [ ] (B) NCE [ ] (C) B. ED [ ] (D) BA.ED [ ] (E)B.A/B.SC [ ] (F) M.ED [ ] (G) M.A/M.SC [ ] (H) Other(Please Specify……..…)
6. Teaching Experience: (A) 1 – 3 years [ ] (B) 4 – 7 years [ ] (C) 8 – 12 years [ ] (D) 13 – 17 years [ ] (E) 17 years and above

SECTION 'B'

(A)	**Teachers views on the achievement of the objectives of Social Studies Curriculum**	**SA**	**A**	**D**	**SD**
10	To help pupils develop the ability to adapt to his/her changing environment				
11	To influence pupils attitudes positively to social, cultural, economic and political value and the total environment				
12	To enable individuals to acquire skills for solving societal and environmental problems				
13	To inculcate the right types of values and attitudes				
14	To inculcate national consciousness and national unity				
15	To become a good citizen capable of and willing to contribute to the development of the society				
(B)	**Views on the government's roles in the social studies curriculum implementation**	**SA**	**A**	**D**	**SD**
16	Government provides all the facilities for the implementation of social studies curriculum in schools				
17	Government does not provides enough resources for the implementation of social studies curriculum in my school				
18	Government endures regular training and retraining of teachers in my school				
19	Government does not ensures regular payment of salaries to the teaches in my local government				
20	Government does not ensures the payment of other remunerations to the teachers				
21	Promotions are given to teachers as a sign of motivation for proper implementation of the curriculum in my school				
22	Teachers in my school are not fully supervised for proper implementation of the curriculum in my school				
23	Teachers developed good skills in teaching – learning process only if they are regularly supervised				
24	Hardly is supervision conducted twice a term in my school				
25	It is a good thing to find teachers preparing for supervision exercise when notified				
26	The school environment is not conducive for the effective implementation and learning of social studies curriculum in my school.				
27	The head teacher does not conduct supervision in my school				
28	It is very rare to see a specialist in the field of social studies coming for supervision in my school				
(C)	**Views on the qualification of teachers**	**SA**	**A**	**D**	**SD**
29	Well qualified teachers are normally recruited to teach social				

	studies in my school				
30	Most of the teachers in social studies are not qualified to implement the curriculum in my school				
31	Teachers of social studies who are opportune to attend training workshops performed better in class teaching in my school				
32	Teachers cannot improvise instructional materials due to lack of professional competence in social studies				
(D)	**Views on instructional materials**	**SA**	**A**	**D**	**SD**
33	Instructional materials such as a radio, television, tape recorders, maps, charts are made available by my school for the implementation of social studies curriculum				
34	Lack of suitable textbooks and adequate supply is a problem bedeviling effective implementation of the curriculum in my school				
35	Instructions in social studies can be properly given/communicated without the use of teaching aids and learners learn more effectively in my school				
36	Teachers of social studies usually employed the use of audio-visual materials in their teaching and learning process in my school				
37	Power failures does not guarantee the use of some of these resources in teaching of social studies in my school				
(E)	**Responses on the teaching methods**	**SA**	**A**	**D**	**SD**
38	All the following teaching strategies are employed by teachers to transmit knowledge, concepts, skills, values and attitudes to effective citizenship education. All the following are suitable at primary schools levels in teaching – learning process in social studies curriculum in my school: Simulation method Inquiry Method Problem solving method Creative activities				
(F)	**Views on the evaluation strategies**	**SA**	**A**	**D**	**SD**
39	Teachers do not determine their methods of evaluation at the same time with established objectives and teaching procedures of social studies in my school				
40	Social studies suffers from lack of appropriate use of evaluation procedures by teachers in my school				
41	Constant evaluation is carried out to ensure that teachers make necessary adjustment to the goals of teaching – learning procedures in my school				

(G)	Views on effective citizenship	SA	A	D	SD
42	The primary aim of social studies is the production of effective citizenship				
43	Social studies does not inculcate discipline in the pupils through the development of positive attitudes and values that serves as sources of good discipline and characters formation in the society				
44	Social studies curriculum is for effective acquisition of skills and competencies for effective citizenship of the pupils in the society at large				
45	Social studies pupils have the capacity to learn and to acquire basic skills such as those of listening, reading, speaking, writing and calculation, analysis and inference which are essential to the foundation of sound judgment and effective citizenship in my school.				

APPENDIX B
INTERVIEW SCHEDULE
POSTGRADUATE SCHOOL,
AHMADU BELLO UNIVERSITY, ZARIA

Sir/Ma,

I am a postgraduate student of the above named school carrying out a research on the ***Assessment of Teachers' Implementation of Social Studies Curriculum for Effective Citizenship among Pupils in Primary Schools in Kaduna State, Nigeria.*** For this reason you are kindly requested to respond to questions below. You are assured that your response will be treated with all confidentialities.

1. To what extent are the objectives of social studies curriculum geared towards inculcating effective citizenship in primary school pupils?
2. How effective are the methods and techniques used by teachers in the implementation of social studies curriculum for effective citizenship?
3. How appropriate are the instructional materials used in implementing the social studies curriculum in enhancing effective citizenship in primary schools?
4. What is the quality of the teachers available in primary schools for the implementation of social studies curriculum for effective citizenship?
5. How adequate is the social studies curriculum contents in the production of good citizens in primary schools?
6. How effective are the techniques used by teachers in the implementation of social studies curriculum for effective citizenship in primary schools?