AN INVESTIGATION INTO SOCIAL STUDIES METHODS AND EVALUATION IN SELECTED TEACHER TRAINING COLLEGES IN ANAMBRA STATE

BY

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AN INDEPENDENT STUDY

Submitted in partial fulfillment of the requirements for the Degree of Master of Education.

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1983

APPROVAL SHEET

The undersigned certify that they have read and recommended to the Faculty Board of Education for acceptance, a project entitled "An Investigation into Social Studies Methods and Evaluation in selected Teacher Training Colleges in Anambra State", submitted by Caroline Ngozi Ndubisi in partial fulfilment of the requirements for the degree of Master of Education (Curriculum and Instruction).

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ACKNOWLEDGEMENT

In the production of this project, the researcher received assistance from various individuals and institutions too numerous to mention here. But this work will be incomplete without an expression of gratitude to certain individuals whose contributions were central to its success.

My initial gratitude goes to the lectureres in the Faculty of Education whose lectures helped me generally to prepare the background necessary for this educational research work. My special thanks go to Dr. K. Legesse, my project supervisor, whose enduring understanding, patience, devotedness, thoroughness and accessibility contributed immensely to the success of my research work.

I am also indebted to the principals , heads of departments of Social Studies and Social Studies' teachers in eleven Teacher Training Colleges in Anambra State from whom I collected my data for this project.

I am also grateful to Dr. Shuaibu, the Head of Department of Curriculum, Mrs. Dubey, the Head of the Department of Social Studies and Dr. D. L. Dubey, for their assistance in writing this project.

I must express many thanks, too, to State Education Commission, Nsukka, for granting me leave of absence during which I undertook this study. My humble gratitude goes especially to Mrs. P. Ezilo who quickly processed my application form for leave of absence.

Lastly, to my husband, Dr. Acha Felix Ndubisi, I cannot accurately express in words my love, deep appreciation and gratitude for his encouragement, financial and moral support needed for completing this work and achieving my objective.

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ABSTRACT

This roseqrch was designed to find out the methods of teaching used in social studies, the evaluation techniques used in assessing social studies outcomes, and the attitude of teachers toward social studies.

The study attempted to answer six research questions. These are:

1. What methods of teaching do teachers use in social studies?
2. What techniques are used in assessing the outcomes of social studies learning?
3. Do teachers evaluate both the cognitive and affective outcomes of social studies?
4. Do social studies[1] teachers specialise in the subject?
5. Do social studies teachers have long periods of teaching experience?
6. What attitudes do the present teachers have toward social studies?

A total of forty-eight social studies teachers were involved in the study. The main instrument used in collecting relevant data was written questionnaire.

The data collected was analysed by converting responses into percentages. The findings of the study showed that expository and lecture methods were mostly used in teaching social studies. Teachers evaluated only the cognitive outcomes and neglected the affective outcomes of learning.

Most of the teachers who taught social studies specialised in Geography, History and Sociology.

A majority of the teachers had taught social studies for three years. Almost all the teachers supported the introduction of social studies in the school curriculum.

Having considered the results of this study, the researcher recommends that all the Colleges of Education in Anambra State should introduce the teaching of social studies as a minor or major subject in the College Curriculum.

Any University in the state which has a Department of Education should establish study programmes in social studies leading to higher degrees.

Workshops, seminars, refresher courses and conferences on social studies should be constantly organized.

Social studies should be taught not only by expository and lecture methods but also by role-playing, project, inquiry, simulation, induction and deduction methods.

While the practice of evaluating social studies through paper and pencil test is appropriate, there is need to lay more emphasis on the evaluation of the affective objectives. It is therefore necessary that the following evaluation devices should be constantly used by teachers of social studies. These are Observation, Rating scale, Check lists, Records and Questionnaire.

CHAPTER ONE

INTRODUCTION

1.1 General Introduction

Social Studies as an area of study is relatively new in Nigeria. Its inception on a national basis dates back to the last ten years. Social studies was first introduced at the 1969 National Curriculum conference. The deliberations from this conference led to the Federal Republic of Nigeria's National Policy on Education (Lagos 1977) which provides the basic philosophy of Nigerian education. Social Studies was in the big plan to make education relevant to the needs of the country.

In spite of the national booster given to social studies, its introduction in Anambra State is of recent development. Social Studies is taught in the primary and teacher training colleges, and yet to be introduced in the secondary schools.

Social Studies as a new subject has yet a long way to go. There are not sufficient teachers in the area to plan, implement and evaluate the learning outcomes in social studies. For the successful achievement of any subject area, the method of teaching and the validity and reliability of the evaluation devices used in that subject area are of utmost importance. This is because evaluation techniques affect the teaching. The type of evaluation given to students will determine what they learn and the method of teaching.

For example, the expository method of teaching will likely be followed by the testing of factual knowledge. The rationale behind this research is that the way the subject is evaluated will determine what students learn and what teachers teach. Teaching to tests and examinations and learning to pass tests and examinations are common phenomena in Nigerian education. It is therefore necessary to find out how social studies is taught and evaluated in Teacher Training Colleges in Anambra State.

1.2 Statement of Problem

For a successful achievement of the objectives of social studies, a great deal depends on its teaching. Some people argue that the methodology of social studies is more important than the content itself in order to achieve the objectives of social studies. It becomes necessary that some research into the teaching and evaluation of social studies in this State is undertaken. The problem, therefore, is to identify the attitude of teachers toward social studies, the methods used in teaching social studies, and the evaluation techniques used in evaluating the objectives of social studies in Anambra State.

More specifically, this study attempted to answer the following research questions:

1. What methods of teaching do teachers use in social studies?
2. What techniques are used in assessing the outcomes of Social Studies learning?

3. Do teachers evaluate both the cognitive and affective outcomes of social studies?
4. Do social studies teachers specialise in the subject?
5. Do social studies teachers have long periods of teaching experience?
6. What attitudes do the present teachers have towards social studies?

1.3 Significance of Study

Many people are worried about the teaching of social studies. Conferences, workshops and seminars have been conducted by Nigeria Educational Research Council (NERC), Institutes of Education, Teachers' Resource Centres in Nigeria, to mention but a few, to discuss the issues on teaching and other problems connected with social studies. Researches have shown that some teachers of subjects such as History, Geography, Civics, opposed the integrated nature of social studies. Their egos have already been anchored in their subject areas. It is therefore, significant to reveal what attitudes the present teachers have toward social studies, what methods are used in teaching social studies, and what techniques are used by the present teachers in evaluating social studies. The findings of these methods, attitudes and techniques can help in the overall achievement of the objectives of social studies.

This study will help the future planners in planning for in-service education. It will be useful to educators in Colleges of Education and Universities in planning for student-teachers.

To teachers themselves, this study will help them to find out their strengths and weaknesses especially in the teaching and evaluation of social studies. Finally, it will help to promote the new venture in social studies.

1.4 Delimitation of Study

The study was delimited to Teacher Training Colleges in Anambra State. The study was also delimited to social studies teachers in these colleges selected, because of constraints of time and financial resources involved in carrying out this project in all the states of the Federation. The generalization of the study will also be limited to Anambra State, but it is hoped that other researchers in other states can undertake similar studies for comparison.

1.5 Definition of Terms

The following terms are defined as used in this study.

Social Studies — refers to aspects of learning which deals with how to get on with one's environment, physical as well as human, and how to develop those skills, knowledge, attitude and values that characterise a responsive and a responsible citizen in free society.

Attitude — is a predisposition to react negatively or positively in some degree towards a class of objects, subjects, ideas, people etc.

By predisposition is meant the state of readiness to respond in some preferential manner toward a specific object, event, idea or situation.

Evaluation refers to the process of finding out how far the learning experiences as developed and organised are actually producing the desired results.

Method The general way of organising teaching.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical Studies

In this Chapter, an attempt is made to review the related literature in Nigeria and elsewhere. Ary et al (1979) emphasized that the study of related literature places a researcher in a better position to interprete the significance of his own result. The first phase of the chapter attempts to review the theoretical studies which include meaning, nature and scope of social studies and the historical development of social studies in Nigeria. The last part of the chapter undertakes the review of empirical studies which involve review of literature in method, evaluation and attitude.

2.1A Meaning, Nature and Scope of Social Studies

There are as many definitions as there are authorities in social studies. According to Alexander Pope, the proper study of man is man. Thus when we seek to understand why man behaves the way he does, it becomes appropriate to look at his interaction with other people and things in his environment. "The social studies are understood to be those whose subject matter relates directly to the organization and development of human society, and to man as a member of social groups" .

Kissock (1981) p.10 defines social studies as a programme of study which a society uses to instil in students the knowledge, skills, attitudes and actions it considers important

concerning the relationships human beings have with each other, their world and themselves. By this definition, social studies gives the students the opportunity to examine and understand their physical and human environments in order to behave as responsible citizens.

Onyabe (1980) sees social studies as a field of study that deals with the integration of knowledge, experience and effective use of resources for the purpose of citizenship education.

Dubey et al (1980) regard social studies as the investigation of human activity since it studies man at home, at work, at workshop, in politics, at play, in the village, in the nation and so on and so forth. Social studies can be defined as a subject which is concerned with the study and development of human relationship and the functioning of a society.

The nature of social studies is that it focuses on the importance of man and his environments. For instance, in some parts of our country, there are people who are fishermen, some are farmers, or businessmen, while some are cattle rearers because of their different environments. Therefore, man is the focus of study and his activities are studies in relation to his various environments.

The scope of social studies covers the study of man and all environmental attributes, and also some aspects of the interaction between Nigerian society and the society of the world community.

Bank (1977:10) has this to say, "the social studies should

assume the major responsibility for helping children become adept at making important decisions that affect their relationships with other human beings and the governing of their local communities and the nation". The social studies programme include knowledge, concepts, attitudes and values drawn from History, Geography, Sociology, Economics, Religion and other humanities and social sciences. For a social studies programme to be effective, Onyabe (1979. p.1) stated that it must be directed to four objectives: knowledge, the basic skills, values and beliefs and social participation.

The importance of social studies as a subject of school curriculum cannot be over-emphasized. Through social studies, a student learns how to be useful to himself and to his society. He identifies his needs, his strengths and weaknesses. The study of social studies gives him the opportunity to learn how to appreciate his rights, and how to relate with other people in the society for his own benefit and that of others. Social studies teaches the interdependence of local communities and the wider nations. In emphasising the importance of social studies Dubey et al (1980:2) stressed that "It is the hope of social studies that the knowledge, attitudes and skills obtained in the process of study will have transfer value to the lives of children so that the decisions they make as mature citizens will be useful to them and to Nigerian society".

2.1B Historical Development of Social Studies in Nigeria.

Social studies as the content of History, Geography and other social sciences has been with us, but social studies as

an integrated subject, was, according to Dubey and Barth, introduced in Nigeria in the early 1960s. The main methodology of the new social studies is active inquiry learning. The National Curriculum conference of 1969 has been regarded as a landmark in the development of social studies in Nigeria. It was on the basis of the deliberations of this conference that social studies was given a national recognition. The deliberations from this conference led to the Federal Republic of Nigeria's National Policy on Education (Lagos 1977) which provides the basic philosophy of Nigerian education. Social Studies was in the big plan to make education relevant to the needs of the country.

However, before the National Curriculum Conference of 1969, efforts had been made at the regional level to develop social studies programme. For example, social studies programme began in Ayetoro Comprehensive High School in the Western Region in 1963. Also in 1965 an effort was made by the Northern Nigerian Teacher Education Project (NNTEP) to introduce social studies into some selected pilot Teachers' Colleges at Bauchi, Bida, Ilorin, Katsina, Maiduguri and Sokoto.

Social Studies was introduced in Nigeria according to Ndubisi (1973.63) to perform special tasks. They include healing the social and political wounds of the past decades, nurturing the most recent hopes in good ethnic group relationship and nationalism, and engendering constructive reforms to make the nation a just and progressive society.

It has to deal with the questions of values and attitudes, and of course, with knowledges, skills and understandings. Dubey and Barth (1980) are also of the opinion that the main idea behind the introduction of social studies is the need to use education for national integration as an attempt to heal the wounds of the civil war.

Since 1969, conferences and workshops had been and are still being held in order to get social studes firmly established. The first National Workshop on social studies was organized by the Institute of Education, Ahmadu Bello University (A.B.U), Zaria, in 1971. However, the Nigeria Educational Research Council (N.E.R.C) has been the major body responsible for sponsoring programme for actualization of social studies as a definite subject in the school curriculum. For instance, in 1978, the N.E.R.C. convened and coordinated a seminar on the clarification of meanings, ideas and concepts of social studies, the proceedings of which were published under the title, 'Social Studies: Teaching Issues and Problems'.

The introduction of social studies in Anambra State dates back to early 1970s. It was first introduced at the primary school level and later at the Teacher Training College level. It was only last year (1982) that social studies was introduced at the secondary level. The introduction of social studies at the secondary level was as a result of the new system of education - the 6-3-3-4 system - which has social studies as one of the core subjects in the junior secondary school.

There are some Colleges of Education in Nigeria which run B.Ed. degree programmes in Social Studies while some Universities like Ahmadu Bello University, Zaria, offer courses in Social Studies up to the postgraduate level. However, despite this remarkable development, there are still shortages of teachers and adequate books in social studies.
Dubey and Barth (1980:3) rightly pointed out that, "Social Studies has come far, but it has much further to go. Teachers have yet to be trained in sufficient numbers and books with a Nigerian orientation have yet to be written". This points out the urgent need for training more teachers to handle social studies; and that materials and books for social studies must reflect Nigerian wants and needs as well as being consistent with Nigeria's national development priorities and National Policy on Education. Social studies has come to stay in our educational scene and, therefore, every hand should be on deck to see that the subject enjoys the status accorded to other disciplines in the school curriculum.

2.2 Empirical Studies

2.2A. Review of Literature in Evaluation

Meaning of Evaluation:

Various definitions of evaluation abound in literature. Some of them are too narrow, while others are too broad to be useful. For the most part, its meaning is taken for granted. Suchman (1967) has this to say, "The result is wide disagreement with many other terms such as "assessment", "appraisal" and "judgement", often being used interchangeably with evaluation". Alkin (1969) stated that evaluation is

"the process of ascertaining the decision area of concern, selecting appropriate information in order to report summary data useful to decision-making in selecting alternatives". Alkin is of the opinion that it is necessary to conduct evaluation studies of an on-going or completed programmes or course of study, use being made of the evaluation process to arrive at results or findings. Decision-makers then study the report in detail and on the basis of their study decide how to improve the situation.

Lewy (1977:30) gave a similar definition as Alkin. Evaluation essentially is the provision of information for the sake of facilitating decision making at various stages of curriculum development... "Evaluation also implies the selection of criteria, the collection of data and data analysis". According to this definition, a diagnosis of the curriculum or learning is made in order to take a decision to further improve the entire curriculum or learning or some aspect of them.

Stufflebeam in his own way described evaluation as "the process of delineating, obtaining and providing useful information for judging decision alternatives" (Bhola 1979: 2). On the other hand, Tyler defines evaluation as "a process for finding out how far the learning experiences as developed and organised are actually producing the desired results". Further, Bank (1977: 490) defines evaluation as,

> a technical aspect of instruction. Its purpose is to develop as much precise and objective information about the instruction process as possible in order to assess the effectiveness of instruction, determine the accomplishment of instructional goals, provide feedback to the

> teacher about the instructional processes and provide information on which important decisions about student's progress, curriculum changes and instructional goals can be made.

Therefore, curriculum evaluation involves evaluation of teaching methods, instructional materials, effectiveness of teachers, students' performances and the achievement of the objectives of a school programme.

Purpose of Evaluation

Scriven (1963) differentiated between goals and roles of evaluation, and this distinction is useful in looking at different definitions of evaluation. Goals of evaluation involve asking such questions as, How well? Is it better? Is the use worth the cost? The role of evaluation is various. It may form part of teachers' training activity. It may be a process of curriculum development, it may be part of an investigation before decision is made on purchasing new materials or it may be data gathering activity to support tax increases.

Berg (1965:380) suggested the purpose of evaluation. He stated,

> The purpose of evaluation is for calling attention to inadequacies on the part of students for which instruction in the course may compensate. A second purpose of evaluation is to supply the student with some guidance in the learning process, and some practice in ways of thinking that are important in the given course.

The primary purpose of evaluation is to motivate,to direct and to improve teaching and learning. Other specialised functions include diagnosis of learning difficulties and prediction of future performance. Ahman (1958: 11) described evaluation as

"the process that attempts to obtain a quantified representation of the degree to which a trait is possessed by a pupil".

Another purpose of educational evaluation focuses on its predictive value. Dressel (1965) observes that educational evaluation is essentially the means of finding out or determining the degree of the desired change that has taken place in student's behaviour. It is the process of determining the effectiveness or otherwise of a program of instruction in bringing about effective learning experiences. From the above, it is apparent that evaluation plays an important role in determining educational objectives. The role of evaluation in teaching and learning should not be over-looked. Failure to pay attention to this aspect of teaching-learning process will diminish both the quality and quantity of learning. The inter-relationships between evaluation and other factors in teaching-learning process must not only be taken into account in order to maximize learning, but must also be examined.

Our System of Evaluation

Currently, there were criticisms levelled against the inadequacies of the examinations conducted in our schools by the West African Examination Council (WAEC). These criticisms came from educators, teachers, parents and guardians. It was felt that WAEC was virtually debasing education to the narrow scope of intellectual ability. In his view, Ukeje (1966:79) emphasized that,

> The system was plagued by a rigid system of examinations. All pupils are subjected at the end of the school year to a competitive national examination. Their success or failure largely determined their future. The areas tested are

> the three R's, but the results always affected the school's reputation, the grant-in-aid and the grading. Our education is highly academic and theoretical. The schools are virtually isolated from the culture and the society of which they are a part.

This author was blaming the educational system which we inherited from our colonial masters.

Fafunwa (1974:193) regarding the WAEC wrote, "it is an educational truism that examinations control the curriculum and whoever controls a country's examination system controls its education. Regretably, the success of a secondary school is judged strictly by the performance of its students in the West African School Certificate Examination set by the Council". The fears implicit in these apt comments apparently point to the fact that teaching cannot be tailored toward the realization of the other values of education. All efforts of our schools are examination oriented to satisfy the aspirations of parents, guardians, learners and even teachers whose image are usually affected either favourably or adversely depending on other students' overall percentage of passes or failures. The real objective of education was, therefore, relegated to the background. The other values which were not catered for were the ones that could ensure the unity of our country. It was in the quest to realize these other factors that the Federal Military Government decided to fashion a new policy on education. Success in this direction was achieved in 1977 when the Government came out with a new National Policy on Education.

Evaluation techniques as tools for assessing Social Studies will make the huge amount that the Government spends

on education more meaningful when the learners, who can engage in critical thinking, reasoned and dependable opinions, active and voluntary participation in solving social, economic and political problems are produced.

Forms of Evaluation

There are three major forms of evaluation namely, diagnostic, formative and summative evaluation. Formative and summative evaluation are indispensible in any teaching-learning situation. Gronlund (1971:3) states, "some form of evaluation is inevitable in classroom teaching as it is in all fields of activity when judgements need to be made however simple or complex". It must not be assumed that evaluation can work without a clear relationship between objectives and evaluative instruments. It is essential that the teacher settles before hand what objective he wants to attain in a lesson or unit, and what instructional material he will use. Then he devices the evaluation instruments and techniques he will use as the lesson progresses and at the end of the lesson. This view is supported by the Social Studies Teachers' Association of Nigeria (1980:80). According to this view,

> Predetermined evaluation in the form of convenient objective and written tests cannot be the basis of establishing goals neither can they become the determinants of teaching methods and stragegies. Teachers must not adapt their procedures to what can not most easily be evaluated. Evaluation is an out-growth of social studies objectives and teaching strategies.

Wang (1973) P.104 found out that there is a great deal of variability of teacher's informal observation for evaluating and diagnosing students' learning needs. This points out the need for both formal and informal tests in order to evaluate students learning.

Adesanmi (1978) p.48 carried out a study on designing measurement and evaluation for the Grade Two Teachers' Social Studies programme, and found out that 61.67 percent of the teachers were highly positive towards the lack of validity of teacher-made social studies tests. Further, he found out that when teachers were asked about their desirability of supplementing the traditional paper and pencil examination with other forms of evaluation, there was a low positive response. This shows that teachers did not know how to use other evaluative techniques. Alonge (1979) p.54 did a study on the evaluation of W.A.S.C. English Examination and found out that the system of evaluation still used in school was paper and pencil test. Therefore, there is need to investigate the type of evaluative techniques used in social studies.

2.2B Review of Literature in Method

There have been drastic changes in the various ways in which the knowledge being taught in the schools are passed to the learners. In the past, the most important elements of education have been the society, the subject matter taught and the learner in that order. But nowadays, it is the reverse. From the society-centred and subject-centred, we are moving to student-centred or learner-centred education. In Britain, according to Lawton, many of the teaching methods - techniques associated with the new social studies have demonstrated the usefulness of approach /pupil-centred/ and of the pedagogical spectrum, and resources for such are drawn from sociology, anthropology, history, geography, literature and many others.

Ways of teaching and learning could be in form of lectures, group discussion, problem investigation by inquiry techniques and individual and group assignments.

Mangga (1976) in his work on the teaching of social studies in selected secondary schools in the then North Eastern State found that none of the teachers had attended social studies methodology course, and inter-disciplinary approach was not employed in the teaching of social studies. Mangga (1976:48) further expressed that "the major problem inhibiting the effectiveness of social studies teaching is the failure of social studies teachers to attend in-service courses arranged for them..." However, refusal to attend a course cannot be the sole factor for the unsuccessful or ineffective teaching of social studies in any situation. On the other hand, a teacher may be helped to have access to materials and in-service education, but only the classroom teacher can make a decision as to which methods to employ in teaching his students.

Lolo (1977) carried out a research in Kaduna Capital territory to identify the major problems in the teaching and learning of social studies. He came out with the findings that only forty-eight teachers had once attended a course in social studies. It was also discovered by the researcher that the problem-solving method (inquiry approach) was hardly utilized by any of the teachers observed during the research.

In their research, Zaky et al (1980) surveyed the major problems of teaching social studies in selected post primary institutions in Zaria town and came out with the revelation that only one teacher was professionally qualified to teach

social studies. The remaining 13 teachers had not had a course, training or attended any workshop on social studies teaching. Zaky et al (1980) also discovered that the lecture method and questioning technique were the main means or strategies employed by the teachers in social studies teaching, while the inquiry, dramatization and simulation methods were seldom utilized.

The approach which is highly recommended for teaching social studies is an integrated approach. The child should be encouraged to learn about his own environment through integrated approach according to Thompson et al (1977). This attitude to learning should continue throughout school period. Social Studies, being new, has little or no teachers especially trained ones to teach it in its proper perspective. Dubey and Barth (1980) stated, "some big problems have accompanied these curriculum innovations, however, with the new course, comes a lack of clarity and definition. Persons teaching the traditional courses are caught unawares regarding the philosophy of the new courses".

With regard to the methodology in teaching social studies in the post primary institutions in Anambra State, no single study has so far been made on the method of teaching social studies.

There are many new methods and modern inventions that could be used in teaching social studies such as the project method, the study unit, the film shows, radio, and so on. Children and teachers need to be equipped to fit in, to adapt to changes, to participate and be able to help give direction to changes in the society.

They have to be intellectually capable, and practical in the skills of decision-making. Dubey and Barth (1980) expressed that social studies should be geared towards this direction so that the pupils are not only tied down to their seats but are allowed to participate actively together with the teacher in whatever activity they are involved. They should be allowed to involve themselves in practical situations so that they should have the skills of decision-making.

Emphasis on education should be on training effective citizens. Teachers are expected to be creative inquiry methodologists who will encourage scientific and reflective thinking in the classroom. It is therefore necessary that the social studies teachers should not just adopt any method they like in teaching the subject. They must plan and make good use of appropriate methods in order to achieve the above objectives. Richard Livingstone (1977:31) stated,

> Education should give some guidance to a student in the problem of living. That every child lives in time, in space, and in society, and the task of education is to help him to make the right adjustment to them. He then can be helped to do this through observation, thinking and activity.

Livingstone showed that the child lives in three different environments and the task of education is to help him to make the right adjustment to them. Hence, the study of history, of Geography and of society itself are all necessary to teach the child the interrelation between the past, the present and his own place in his society. He should know what his society had inherited from its past, what changes and adaptations are going on in the present and how it is reaching out toward the future.

It is, therefore, necessary that he should be helped to see human experience as a whole and not in sections.

Busia (1977) further explained that the teacher is not there to dominate the class or to claim to know everything but to give inspiration and leadership in a joint explanation with his pupils to seek knowledge of the things around them, and of the achievement of mankind which they have inherited. It is clearly seen that when children find social studies dull and boring, it is simply because of the poor approach to the teaching of the subject, which results in an uninteresting and very low motivating teaching by the teachers. Even when the teacher knows his subject very well and is interested in it, he may be unable to communicate his knowledge and interest. The teacher should be able to choose the best methods to enable him give sound and proper education to his pupils.

2.2C Review of Literature in Attitude

The word attitude has been variously defined by many authors. According to Nunnally (1964:334), attitudes are predisposition to react negatively or positively in some degree toward a class of objects, ideas, institutions or people. By predisposition is meant the state of readiness to respond in some preferential manner toward a specific object, event or idea. Thus if students hold positive attitudes toward social studies, for instance, it is relatively easy to lead them toward desirable objectives of social studies. In contrast, if their attitudes are negative, it is very difficult, if not impossible, to achieve the objectives.

The major determinants of attitude formation, as expressed by Krech (1962), are the individual wants, information and

group affiliation and personality. Another concept of attitudes was given by Tyler (1949). He describes attitudes as a tendency to react even though the reaction does not actually take place. He further asserts that the importance of attitudes arises from the fact that they are strong influences upon behaviour and also strongly influence the kinds of satisfactions and values the individual chooses.

Attitudes, by their nature, are said to be difficult to identify and measure. Maclver (1969) argues that it is difficult, if not impossible, to measure in any mathematical sense, degrees of favour and disfavour, or liking and disliking. Thus, the measurement of attitude is a complex matter and cannot be observed directly but can be inferred from the way individual student reacts to a particular stimulus or situation. But it has been argued at the same time that the value an individual puts on an event or object and the subsequent use of it, depends to some extent on his attitude to it since, as earlier indicated, attitude is a sum total of inclinations and feelings about an object or event which could be favourable or unfavourable.

We can, therefore, assert that one's attitude affects his or her overt behaviour in a particular situation and/or toward a given phenomenon. Ndubisi (1981:78) expressed that,

> The learner develops certain attitudes towards things, individuals, groups or institutions which he knows about. He may develop a negative attitude to certain things in the school for various reasons. One of the reasons may be that such things run contrary to his aspirations. Another may emanate from the way his teacher handles his lessons.

This section of the study may be concluded by sharing the view of Chase (1978) who said that we learn not only bookish content in school but we also acquire a set of attitudes towards all kinds of people, organizations and social endeavours.

CHAPTER THREE

PROCEDURE AND METHODOLOGY

3.1 Discussion on Procedure Used

There are various methods that can be used in gathering data. However, using a particular method depends on the situations such as time factor and finance. Using a method like interview, requires a lot of time for both the interviewer and the respondents. Using this method also requires a lot of money for travelling to different areas to gather data.

Moser and Kalton (1979) listed a number of methods of collecting information or data in social investigation. These are questionnaire, interview, case study, scaling method, observation and documentary sources. Using any of these methods depends on the investigator and the situation. Therefore, the method used in this study was questionnaire and documentary sources. The documnetary sources involved the study of past tests and examination questions in social Studies.

Lawson et al (1975) stated that the first step in the construction of a questionnaire consists of the investigator sitting down and assembling, either from writings of others or from his own imagination, a series of statements to which people agree or disagree. Also Moser and Kalton (1979: 304) gave their own advice on questionnaire by saying that, "In designing either a questionnaire, more particularly, a recording schedule, the convenience of the office staff as well as that of interviewer and respondent should be considered.

Layout and printing should be such that editing and coding can proceed smoothly". In the construction of the questionnaire, therefore, many ideas from various authors and my own imagination were used.

The questionnaire consisted of opinion questions, open questions and pre-coded questions. Four-point structured question was also used, and the respondents were asked to react to each statement in terms of four degrees of agreement or disagreement.

There were 17 items on the questionnaire: teachers' personal data, qualification and teaching experience were collected. Another section was devoted to methodology, another on teachers attitude toward social studies and the last section was centred on evaluation procedures. Past questions used in social studies both for class work and for examinations were collected and analyzed. The reason for this was to validate them with the responses got from the questionnaire.

3.2 The Size of Sample and Method of Selection

For the purpose of this research, eleven Teacher Training Colleges were randomly selected. This represented almost one half of the twenty three Teacher Training Colleges in Anambra State. These colleges selected included male, female and co-educational Teacher Training Colleges.

The subjects used in this research were social studies teachers. In the eleven colleges selected, there were forty-eight social studies teachers, and all these teachers participated in the study. See Table I.

Table 1

Number of Social Studies Teacher per School.

Institution	No. of Teachers
1. T.T.C. Okpatu	2
2. St. Mark's Nibo Nise	3
3. St. Peters Awka	4
4. St. Cyprian's Nsukka	7
5. T.T.C. Ihamufu	2
6. H.R.C. Enugu	7
7. W.T.C. Enugu	6
8. W.T.C. Adazi	5
9. St. Charle's Onitsha	6
10. St. Joseph's Iwollo	4
11. T.T.C. Obollo-Eke	2
Total	48

The schools used for this research were randomly selected, and the technique of random sampling used was 'hat-draw' method. The name of each Teacher Training College in Anambra State was written on a piece of paper, folded, and put in a container. Then, the pieces of paper were shuffled properly, and then drawn one by one until the number of schools required for the research was got. Each school was given an equal chance of being selected by making sure that there were forty-eight pieces of paper at each draw.

3.3 Administration of the Questionnaire

The questionnaire was administered with the cooperation of the principals and heads of departments of social studies

in all the Teacher Training Colleges chosen for the study. The questionnaire was both structured and unstructured, that is, the teachers had to choose from alternatives, rank some items, but as well in some items, give reasons for the opinion expressed. The number of copies of questionnaire analysed in the study were forty-eight. See Table 2.

Table 2

Number of copies of Questionnaire Distributed and Analysed.

Questionnaire Distributed	Questionnaire Returned		Questionnaire Analysed	
	No	%	No	%
48	48	100	48	100

3.4 Data Processing

The data collected by the investigator were mannually computed since the number of the subjects involved was a manageable one.

3.5 Statistical Method Used

In the analysis of data, percentages were employed. The responses were rated and computed in percentages. The main purpose of percentages according to Kerlinger (1973), is to reduce different sets of numbers to comparable sets of numbers to a common base. It is argued further that any set of frequencies can be transformed to percentage in order to facilitate statistical manipulation and interpretation. Moser and Kalton (1979: 441) made a list of statistical tools. They stated, "These are the most elementary tools of statistical description, and a glance through a selection of

survey reports will show that analysis often does not go much beyond distributions, percentages, averages and measure of dispersion, supplemented by suitable diagrams. So percentage statistic was used in analysing the data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introductior

The main purpose of this study, as pointed out earlier on, was to investigate the social studies methods and evaluation as a school subject. Therefore, in this chapter, an attempt has been made to analyse the method used in teaching social studies, the attitude of teachers toward social studies and the evaluation techniques used in social studies.

This chapter deals with data organization in order to reduce the data to intelligible and interpretable form. The other aspect of the chapter is devoted to the analysis and interpretation of the findings of the research.

Analysis in this chapter means the categorizing, manipulating and summarizing of the data collected to obtain answers to the project questions. The statistics employed in categorizing, ordering and summarizing the data is percentages.

4.2 Research Question One:

What methods of teaching do teachers use in social studies?

Responses to questions 11 to 14 in the questionnaire helped to answer this research question. The result in tables 3, 4 and 5 below show the responses to different questions on teaching method.

Table 3

Method of Teaching - Question 11.

Methods of Teaching used in Teaching the topics mentioned in Question 9.	Number	Percentage
Story telling	12	25%
Lecture	20	42%
Discussion	8	17%
Giving Note on the board	3	6%
Dramatization	5	10%
	48	100%

Table 4

Method of Teaching - Question 12.

Teaching Methods	First Rank Number	Percentage
Expository	27	56%
Note copying	0	0%
Inquiry	12	25%
Lecture	9	19%
	48	100%

From the above table 3, it is revealed that 20 teachers representing 42% used Lecture Method in teaching their lessons. This method, as seen from the table was commonly used by the teachers.

In table 4, out of forty-eight respondents, 27 which represent 56% rated Expository method as their first choice in teaching social studies. Twelve respondents were in support of inquiry method, while nine respondents preferred lecture method.

Each of the three groups of respondents stated their reasons for their choice.

The possible explanation of the above result may be based on certain factors. Most of the teachers did not specialise in social studies. The result on area of specialization showed that out of forty-eight respondents, only five specialised in social studies. Most of the teachers were drawn from History, Geography and other subject areas. These subjects were taught separately. The methods which were mainly used in teaching them were expository or telling method of instruction. This method consists of lecturing by the teacher, note-copying from the chalk-board by the students, assigned readings and question-answer periods, conducted at the recall level of learning. This is, in fact, how teachers who use this method have been taught themselves. Akinlaye (NEPC, 1980) argued that majority of social studies teachers were never trained in social studies. Expository and lecture methods are passive ways of learning. They are not conducive to study in depth, but rather tend to make pupils gullible receivers of knowledge. Adeniyi (1982:66) stated, "But regurgitation of facts undermines the philosophy of social studies which stresses active inquiry learning". It was asserted by Dubey and Barth (1980) that the facilities for the effective teaching and learning of social studies are inadequate.

To achieve the objectives of social studies, the methods employed in teaching it should be more than a transmission of content. It should involve a situation whereby the students can be exposed to analyse, think and solve problems. This situation can be found in inquiry method.

This is probably why, when social studies was introduced, an inquiry method was highly recommended for teaching it. According to the National Policy on Education (1977:8), "Government will ensure that the teaching methods employed in the primary school de-emphasize the memorization and regurgitation of facts, encourage practical, exploratory and experimental method..."

Dubey (1980) explicitly endorsed the inquiry tradition as the most appropriate tradition to be followed for modern social studies curriculum and instruction. He argued that, inquiry is the most convenient method of socialization rather than feeding students with the structures of the discipline. Further, Strasser (1971: 147) has this to say,

> Inquiry, a method of instruction it is asserted, is antithetical to the expository or telling method of instruction which stops only at the level of mere recall of 'taught facts'. It is further argued, since change in the values, attitudes and character of students is the central concern of the social studies, inquiry as an objective as well as a process of learning and teaching would make students go beyond the mere recall of 'taught facts' to higher processes of learning to form valid concepts and generalizations as tools of inference into social realities independently.

Social studies is a subject that is taught through inquiry method, which allows the learners have a critical examination of facts, critical thinking, balanced argument, research, discussion, reflective thinking, and the end result is likely to be nothing but functional education.

4.3 Research Question Two.

What techniques are used in assessing the outcomes of social studies?

Responses to question 15 in the questionnaire helped to

answer the above research question. The result in Table 5 below shows the responses to different questions on evaluation of social studies.

Table 5

Techniques of Evaluation.

	V. often		Often		Occasionally		Never		Total	
	No.	%	No.	%	No	%	No	%	No	%
Observation	16	34	5	11	18	35	9	20	48	100
Essay Tests	28	58	6	13	14	29	-	-	48	100
Interview	-	-	10	21	11	23	27	56	48	100
Records	12	26	3	6	13	26	20	43	48	100
Questionnaire	-	-	10	21	10	21	28	58	48	100
Check list	-	-	6	13	8	17	34	70	48	100
Objective test	30	63	11	23	7	14	-	-	48	100

For better organization of the responses on techniques of evaluation, two more tables 6 and 7 are drawn. The first, table 6, shows the commonly used evaluation techniques, while the second, table 7 shows the rarely used ones.

Table 6

Commonly Used Evaluation Techniques.

	V. often/often		Occasionally/Never		Total	
	No.	%	No.	%	No.	%
Essay Tests	34	71	14	29	48	100
Objective Tests	41	86	7	14	48	100
Observation	21	45	27	55	48	100

Table 7

Rarely Used Evaluation Techniques

	V. Often/often		Occasionally/Never		Total	
	No.	%	No.	%	No.	%
Interview	10	21	38	79	48	100
Records	15	31	33	69	48	100
Questionnaire	10	21	38	79	48	100
Check list	6	13	42	87	48	100

The findings as represented in the above tables 6 and 7 show that out of seven major evaluative techniques, only two were used very often. These are Essay and Objective tests. Observation, though was included in the commonly used evaluation techniques, it was scored poorly by the respondents. However, it was comparatively scored higher than the other four techniques. While the Essay tests and Objective tests scored 71% and 86% respectively, observation scored 45%. The other techniques which are rarely used are: interview, records, questionnaire and check list.

The reasons for the common use of Essay and Objective tests may be because these teachers are not aware of other evaluative techniques or how to use them. Since most of the teachers were drawn from History and Geography and since they were taught in the traditional method of assessing learning outcomes, the tendency for them is to do as they were taught. Also, the focus of these traditional subjects is to acquire knowledge. The implication of this is that evaluation will be directed toward testing for knowledge.

Ndubisi (1981:141) has this to say,

> The type of evaluation devices or instruments used to measure and judge the learning that has taken place affects immensely the type of teaching and learning to be engaged in by teachers and pupils. If the evaluation device or instrument demands originality and creativity, the teacher will teach for originality, and the student will learn to make original contributions. If it calls for regurgitation and remembering of facts, principles, theories, generalizations and solutions already given, cramming and memorization are likely to be the learning styles to be employed by the students.

Research has shown that many teachers of History and Geography rather than join in the effort to establish social studies, covertly oppose the integrated concept. This is mainly because their egos have already been anchored in their subject areas. They are either unable or unwilling to broaden themselves and continue to learn new tricks. It is therefore, not surprising why only essay tests and objective tests are often used.

Nicholls (1972) asserted that there is close relationship between various elements of the curriculum, and changes in any aspect may affect all of the others. Evaluation, for instance, affects method, so does method affect evaluation. In planning our teaching and learning, we should, therefore, review the evaluation devices which have been designed to make sure that they are valid, reliable and practical. Cronback (1962 p.34) warned,

> What the learner tries depends on his goals. The goals of learning are supposed to be established during planning, but actually the learner's goals depend on what evaluation he anticipates. Goals not reflected in evaluation procedures will be neglected. Progress toward some objectives affects marks; the pupil pays only lip service to other objectives not represented in the evaluation.

Finally, the teachers may not be aware of the objectives of social studies. There is still a gap in our communication

system, in terms of emiting information. It is possible that many of the teachers have never seen the Federal Government National Policy on Education 1977. Such documents are supposed to be sent to schools by the Ministry or State Education Commission, but it is possible that none of the schools in Anambra State has such documents.

4.4 Research Question Three.

Do teachers evaluate both the cognitive and affective outcomes of social studies?

Responses to questions 16 and 17 in the questionnaire helped to answer the above research question. Also the past tests and examination questions collected from some Teacher Training Colleges were helpful in answering the above research question.

The result in table 8 shows the responses to different questions on affective domain.

Table 8

Evaluation of Affective Domain

	Yes		No		Total	
	No.	%	No.	%	No.	%
Effort	27	56	21	44	48	100
Commitment	36	75	12	25	48	100
Voluntary Service	10	21	38	79	48	100
Interest	30	63	18	27	48	100

The findings as seen in the above table revealed that 56 percent of the teachers accepted that they evaluated effort, 75 percent admitted that they assessed commitment. Furthermore 63 percent stated that they evaluated interest.

In another question, these teachers were asked to state how they assessed each of the above behaviours. Unfortunately, a few teachers gave answers to that question. Very few of them who attempted to answer that, indicated that they evaluated such behaviours through essay and objective tests.

The above questions were asked to find out really whether the teachers still evaluated in the traditional way of using only paper and pencil tests. The responses revealed that most teachers had no idea of how to assess the learning outcomes of social studies in the affective domain. They had no knowledge of how to evaluate this aspect of learning outcomes.

The reasons for the neglect of affective outcomes in social studies are many. Bloom, B. S. et al (1964) suggested a number of reasons which impede the evaluation of affective outcomes. These reasons are not far from what the researcher had imagined must have prevented the teachers from evaluating this outcome. One of these is the tremedous scarcity of evaluation material to grade and certify students achievement in this respect. Supporting this, Uche (1980) stated, "at present, the only part of social studies or any other teaching subject we know how to evaluate is the knowledge. We have never introduced evaluative criteria on the value, attitude or the affective aspect in our course programmes, much more on a new subject like social studies".

Teachers and examiners do not regard it as appropriate to grade students with respect to their interest, attitude or character development. A considerable part of the hesitation in the use of affective measures for grading purposes stems from the inadequacy of the appraisal techniques and the ease with

which a student may exploit his ability to detect the responses which will be penalized. We may hesitate to trust the professed evidence that a student has developed such an interest, because we have difficulty in determining the difference between a natural or honest response and one that is made soley to please the teacher.

A more serious reason for not assessing affective outcomes comes from somewhat deeper philosophical and cultural values. Achievement, competen e, productivity and so on are regarded as public matters. Scholarhsip winners may be printed in newspapers, but in contrast, one's beliefs, attitude, values and personality characteristics are more likely to be regarded as private matters, unless one voluntarily gives permission to have them revealed.

Furthermore, slow attainment of outcomes counts for this neglect of affective objectives. A particular item of information or a very specific skill is quickly learned and shows immediate results, while attitudes and personality characteristics are assumed relatively slowly. These behaviours which take some time to develop would need more complex evaluation techniques.

For the successful achievement of the objectives of social studies, both cognitive and affective outcomes should be evaluated. The Social Studies Association of Nigeria (Sosan 1980) stated, "evaluation as a conscious, intellectual discursive process in which consequences of choice or action are consciously weighed, must be extended to cover affective and psychomotor domains". Also, Glocks (1975) had this to say, "modern approach to evaluation should deal with the continuous examination of the growth of pupil as regards his total

personality. The total personality should include interest, critical thinking, social sensitivity, needs, values, personal and social adjustment, human relations, and not only class achievement". All these point to the need for complete evaluation of social studies outcome.

4.5 Research Question Four.

Do Social Studies Teachers specialise in the subject?

Response to question one in the questionnaire helped to answer the fourth research question. The result of the responses is shown in table 9 below.

Table 9

Area of Specialization.

Subject area indicated by respondents.	Qualification	No. of Teachers	%
English	N.C.E. & B. Ed.	4	8
Geography	B.Sc. & B.Ed.	12	25
History	B.A. & B.Ed.	12	25
Sociology	B.Sc.	11	23
Social Studies	B.Sc. B.Ed.	4	8
Mathematics	B.Sc.	2	4
Adult Education	B.Ed.	1	3
Economics	B.Sc. Ed. B.Sc.	2	4
Total		48	100

The total number of respondents were forty-eight. Out of this number only four, representing 8% qualified in social studies, and forty-four specialised in other subjects. For a more vivid representation,the result is shown below.

	No	%
Social Studies	4	8
Other subject areas	44	92

To get more facts about how social studies is studied (i.e. taught and evaluated) in Anambra State, more questions were asked in the questionnaire. Some of these questions focused on the area of specialisation. The result as shown in table 9 shows that most teachers specialised in Geography, History and Sociology. The reason for this may be because the subject is relatively new in Nigeria and in Anambra State in particular. There are no trained teachers in the area to handle the subject. Fafunwa (1967:82) rightly pointed out, "... of all the educational problems that beset African countries today, none is persistent or as compelling as the one relating to the training of a competent teacher". On the same point Funtua (1980) was of the view that lack of trained personnel is a great problem which is not peculiar to social studies alone but to all newly introduced fields of study. It is more acute in teacher training institutions because of the nature of training teachers. Stressing further on lack of specialists in social studies, Enaohwo (1982) stated, "... specialists in this field are practically non-existent, expect for a handful of expatriates and a few Nigerians that availed themselves of overseas facilities for training".

Another reason for lack of social studies teachers may be explained by inadequate provisions in institutions of higher learning in the state. The colleges of education in Anambra State, and universities do not offer social studies as one of the subject areas. This leaves no hope for the solution of the problem of social studies teachers in Teacher Training Colleges, secondary and primary schools.

4.6 Research Question Five.

Do teachers of social studies have long periods of teaching experience?

Responses to questions 2 and 3 in the questionnaire helped to answer this research question. The result is shown in tables 10 and 11 below.

Table 10

Teaching Experience

Years of Teaching Experience.	Number of Teachers	Percentage
1 - 5 years	14	29
6 - 10 years	16	33
11 - 15 years	11	23
16 - 20 years	4	8
21 - 25 years	1	3
26 - 30 years	2	4
	48	100

Table 11 revealed the years these teachers have taught social studies.

Table 11

Teaching Experience in Social Studies.

Year taught Social Studies	Number of Teachers	Percentage
6 months - 1 yr.	9	19
2 years	9	19
3 years	18	38
4 years	4	8
5 years	5	10
6 years	3	6
	48	100

One of the most important factors in the teaching-learning situation is the quality of the teacher this is because quality, to a great extent, accounts for the teacher's performance. The quality of the teacher is important if he is to help guide and motivate the students to accomplish educational objectives.

Boocock (1980) pointed out that the quality of a teacher is generally measured by the amount of his education and experience. Dreeben (1968) also remarked that the main criterion for determining the composition of a teaching staff is subject-matter competence, with standards based on training and experience. So, it is important to ascertain the qualifications and teaching experience of the social studies' teachers, since these will affect the study of the subject in the classroom.

The result in Table 10 disclosed that 71% of the teachers had long periods of teaching experience ranging from six to thirty years.

This shows that well experienced teachers are teaching the subject. It was also revealed that most of these teachers have taught social studies for three years and over. However, from the finding of this research, it is clear that the problem of teaching and evaluating social studies have not and cannot be solved by a long period of teaching experience alone. The teachers handling social studies must acquire some education in the subject. There is, therefore, great need to retrain the present teachers of social studies who are mainly drawn from allied subject areas like history, Geography and Sociology. The quality of teachers can be improved through in-service education. The in-service programme, according to Ozigi, (1981:83) is "all those courses and activities of professional nature in which serving teachers participate in order to improve their knowledge, skill and competence". Also Ndubisi (1980) defined in-service education as "a process whereby serving teachers undertake various courses and training so that they may improve themselves and in the final analysis improve their pupils or students as the case may be". The social studies teachers should, therefore, participate in such programmes so as to up-date their knowledge in terms of the content, method, evaluation and using resources in the teaching of social studies.

Also plans should be made to solve the staff problem of social studies by opening up social studies departments in colleges of education and universities.

4.7 Research Question Six.

Do teachers support the teaching of the new subject, Social Studies?

Responses to questions 5 to 7 in the questionnaire helped

to answer this research question. The result in table 12 below shows the responses to different questions on teachers' attitude to the new subject.

Table 12

Teachers' Attitude to Social Studies.

	Strongly Disagree		Agree		Disagree		Strongly Disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Question 5 - Social Studies	36	75	10	21	1	2	1	2	48	100
Question 6 - History and Geography	8	17	11	22	11	22	18	39	48	100

The total number of respondents were forty-eight. Out of this number, forty two representing 96% were in support of the introduction of social studies, while two representing 4% were not. On the question of whether it is better to teach History and Geography separately in the junior classes than to teach social studies, twenty-nine percent of the respordents were of the opinion that social studies should be taught in the schools instead of teaching History and Geography.

However, even though Teachers supported the introduction and teaching of social studies, it did not affect their efficiency and effectiveness in the teaching of the subject. The opinion of the teachers was not considered before the subject was introduced. The teachers had no option but to support it. It is likely also that most teachers supported the introduction of social studies, sincethis would mean employing more teachers in school. So, they must have seen it as a boom for teachers.

In another question, the respondents were asked to give reasons if they supported social studies or History and Geography in school.

The following are the various reasons given by those who supported that social studies should be taught in school.

i. Social studies taught in junior classes can help students to choose their areas of specialization.

ii. What children need is what will help them in their everyday life, and so History and Geography do not help here. Social Studies forms the foundation work for these traditional subjects.

iii Social Studies taught in the junior classes broadens the students minds and prepares in them the correct orientation and attitude to life especially as it affects their societal norms.

iv. Social Studies teaches History and Geography in the junior classes in the way these juniors accept and understand them. Children cannot cope with the volume of work in History and Geography if taught separately.

Then for those who supported History and Geography, these are their reasons:

i. Social Studies is too complicated and broad in scope for junior classes. History or Geography is easier to handle in junior classes than social studies.

ii. The subject matter of social studies is made up of only relevant facts from History and Geography. So, they need to know more History and Geography before embarking on social studies.

From the foregoing discussions it can be said that some teachers are in support of social studies while others are against it. However, both groups need some reorientation to the philosophy and objectives of social studies.

4.8 Conclusions

Based on the study, the investigator draws the following conclusions:

1. It has been observed that most of the teachers who handled the social studies at the time of this research were not trained in social studies.
2. Teachers supported the introduction of social studies.
3. The findings confirmed that teachers still evaluated social studies outcomes in the traditional method and neglected the affective objectives.
4. Some of the findings of this research confirmed the findings of other researches carried out by other researchers in other parts of the country.

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

This chapter attempts to summarise the purpose and major findings of the study. It also outlines some recommendations based on the findings of the study.

5.1 Summary

The purpose of this study was firstly to identify the methods of teaching used by the present teachers of social studies; secondly, to find out teachers attitude toward social studies; thirdly, to investigate the techniques that were used to assess the learning outcomes of social studies; fourthly, to analysize how far these techniques affected the achievements of the objectives of social studies, and finally, to suggest how the evaluation techniques used can be improved.

The study attempted to answer six research questions:

1. What methods of teaching do teachers use in social studies?
2. What techniques are used in assessing the outcomes of social studies learning?
3. Do teachers evalutate both the cognitive and affective outcomes of social studies?
4. Do social studies Teachers specialise in the subject?
5. Do social studies teachers have long periods of teaching experience?
6. What attitudes do the present teachers have towards social studies?

To elicit information on the study of social studies in Teacher Training Colleges, eleven Teacher Training Colleges

were sampled from twenty-three Teacher Training Colleges in Anambra State. A questionnaire was constructed and administered to forty-eight respondents, made up of social studies teachers of all sampled colleges.

The data collected were analysed by converting responses into percentages. These were shown in tables from the raw data.

The result from the data analysed revealed that:

Expository and Lecture methods were mostly used in teaching social studies. Teachers evaluated only the cognitive outcome of social studies by assessing learning through objective and essay tests only. Most of the teachers who taught social studies specialised in Geography, History and Sociology. A majority of the teachers had taught social studies for three years. Almost all the teachers supported the introduction of social studies.

5.2 Recommendations

Having considered the results of this study, the researcher recommends the following which, if followed, would go a long way in improving the teaching and evaluation of social studies in primary and post primary institutions.

1. All the Colleges of Education in Anambra State should introduce the teaching of social studies as a minor or major subject. It is there that the student teachers can be fully equipped for the teaching of the subject at the post primary level.
2. The Universities in the state which have departments of Education should offer social studies as teaching subject. They should also establish study programmes in social studies, leading to higher degrees, so as to give a kind of impetus

to those interested in the subject. If social studies education is to be encouraged, special emphasis should be placed on the training of staff.

3. A supervisory programme should be established in the States Ministry of Education and Education Commission to organise supervision and evaluation of the teaching and learning of social studies especially at the teacher training colleges.

The State Education Commission should, as a matter of urgency, employ teachers who specialised in social studies to handle the subject.

4. Workshops, seminars, refresher courses and conferences on social studies should be constantly organized, because, these will provide forum for discussion, sharing and dissemination of new ideas concerning the teaching and evaluation of social studies. The present teachers of social studies need to upgrade themselves by availing themselves of such programmes.

5. Since social studies is relatively new in the state, the teaching of it should feature on the television at least once a week. This will be of great help to the teachers who did not specialise in the subject.

6. The future planners should regard it as an eye-opener in that they should now focus their plans more on social studies especially with regard to teaching and evaluation.

7. The Ministry of Education and the Education Comission in the State should provide social studies books to schools. At present, not a single book on social studies is found in the schools. Teachers should be provided with handbooks on Methodology and Evaluation of Social Studies.

8. While the practice of evaluating social studies through paper and pencil test is appropriate, there is need to lay more emphasis on the evaluation of the affective objectives. It is therefore necessary that the following evaluation devices should be constantly used by teachers of social studies:

Observation: This technique can be most advantageously used by the teacher in learning about children, appraising their growth and sensing their needs. Behaviours involving honesty, justice, fairness, love, kindness and patriotism can be best judged through observation. For the effective use of observation as a technique for evaluating social studies in post primary schools, the teacher must spell out exactly and unambiguously the traits to be evaluated and state evidences of these traits in terms of children's behaviour.

For example,

1. Does the child show respect for the ideas and feelings of classmates?
2. Does he abstain from causing disturbances that make it impossible for others to do their best work?
3. Does he carry a fair share of work load in a small group?
4. Does he enjoy giving a classmate an assistance when needed?
5. Does he return borrowed materials? Obtain permission to use material that belong to others?
6. Does he fulfil responsibilities on time?

The teacher must select certain students for intensive observation and study rather than observing in general.

The greatest weakness of observation in natural situation is the high degree of subjectivity it generates. Also, the amount of time to be involved if all behaviours are to be

involved will be alarming. However, these demerits, notwithstanding, observation is still useful. Observational techniques can be improved by reducing the limitations in subjectivity and cost in time. If this is done, observation will be very useful in evaluating affective behaviours.

Observational techniques which have been found very useful and effective are anecdotal records, rating scales and check lists. Anecdotal records are accurate descriptions of the meaningful incidents and events which are observed in the lives of the subject, the learner. The observation can be made by the teacher or someone whom he delegates. Parents, peers, employers and other people can make factual reports of events and incidents in the lives of the learner. As far as possible, each incident should be described immediately it occurs to maintain accuracy.

Rating scales consists of a set of characteristics or qualities to be judged and some type of scales indicating the degree to which an attitude is present. The rating is done by observers who judge what they observe and on that basis rate the individual concerned.

Checklists call for simple yes or no judgement. It is a method of recording whether a particular characteristic is present or not. Learners themselves can participate in rating scales and checklists of their behaviours. This should be encouraged. Teachers can then discuss the learners' ratings with their own to find out the reasons for agreement or disagreement.

Records: A teacher should be evaluating his students all the time especially when he gets feedback during discussions in

which a good questioning is used. After such discussions, he takes time and writes in his record book his impressions of the performance of an individual student in terms of his participation.

Questionnaire: Attitude scales are used for the evaluation of attitudes, interests, and so on. An attitude scale consists of a set of statements to which a student's responses will show his attitude. In the example below, the objective is to evaluate student's at itude towards social studies as a school subject. Each statement is either favourable or unfavourable. The student reacts to each statement on a five point scale ranging from strongly agree (SA) to strongly disagree (SD). Thus, a section of the questionnaire in this format might read:

Direction: make your decision and circle the initial letters of your answer opposite each statement.

	SA	A	U	D	SD
1. Learning social studies is very boring					
2. Social studies makes one think.					
3. There are too many rules to learn in social studies.					
4. Map reading makes social studies easier to learn.					
5. Group discussion in social studies makes the subject interesting.					

The questionnaire can be scored quite simply by giving five points for strong endoresement of a favourable statement, four points for agreement, three points for uncertainity, and

so forth. An individual's score is the sum of his scores for the separate items.

In constructing classroom test to evaluate social studies teaching, our major concern should be that the test items call forth the particular types of performance indicated in the specific learning outcomes pertinent to each of our instructional objectives. This process of relating the test items as directly as possible to the specific outcomes provides us with the greatest assurance that our test is a valid measure of our instructional objectives. Therefore, the nature of the test items selected to evaluate social studies teaching should depend chiefly on the nature of the outcomes to be measured.

Finally, since social studies embodies broad education, its evaluation must be continuous, varied, comprehensive and consistent with the instructional objectives, taking into consideration the different domains of educational objectives.

9. In view of the limitations of the present research, and considering the fact that social studies is relatively new in Nigeria, the researcher, therefore, suggests the following areas for future research:

(a) A repetition of the present study in other states of Nigeria.

(b) Other areas of social studies other then method and evaluation, should be researched into in the state.

(c) A repetition of the present study in secondary and primary schools.

The success of the teaching of social studies in Anambra State in particular and Nigeria in general would depend on how much attention is given to the retraining of

teachers of social studies, most of whom are not specialists in the area, and the opening up of social studies departments in colleges of education and universities.

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AHMADU BELLO UNIVERSITY, ZARIA
DEPARTMENT OF EDUCATION

I am conducting a research in the teaching of Social Studies. Please read the questions/statements carefully and respond to them. All information given will be treated as confidential. Thanks for your kind cooperation.

1. What is your area of specialization?

   _____

2. How many years of esperience have you in teaching?

   _____

3. For how many years have you taught social studies?

   _____

Please tick (✓) in the block that describes the degree of your agreement.

4. Social studies as an integration of social scierce subjects is most welcome in schools.
   Strongly agree ( ), Agree ( ), Disagree ( )
   Strongly disagree ( ).

5. It is better to teach History and Geography separately in the junior classes than to teach social studies.
   Strongly agree ( ), Agree ( ), Disagreee ( )
   Strongly disagree ( ).

6 What are your reasons for your stand in No. 6?

   1. _____
   2. _____
   3. _____
   4. _____

7. Teaching aids are very important in the teaching of social studies.
   Strongly agree ( ), Agree ( ), Disagree ( ),
   Strongly disagree ( ).

8. What methods of teaching did you use in teaching the topics mentioned in No. 9.

9. Rank these methods in order of preference in your teaching of social studies.

1 Expository method. 2 Note copying method. 3 Inquiry method.

4 Lecture method.

10. What reasons do you have for your choice of No. in your rank.

1. _____
2. _____
3. _____
4. _____
5. _____

11. Mention other methods of teaching social studies you have used that are not among the above listed in No. 12.

_____

_____

_____

12. Evaluation is an important factor in the teaching of social studies. How often do you use the following devices.

Observation : Very often : Often : Occasionally: Never
Essay tests: Very often : Often : Occasionally: Never
Interview : Very often : Often : Occasionally: Never
Records : Very often : Often : Occasionally: Never
Questionnaire: Very often: Often : Occasionally: Never
Checklists : Very often : Often : Occasionally: Never
Objective Tests: Very often: Often: Occasionally: Never

13. Do you score students for the following:-

A. Effort : Yes, No

B. Commitment : Yes, No

C. Voluntary Service : Yes, No

D. Interest : Yes, No

14. If your answer is yes in A, B, C, D, state briefly how you evaluate the performance in each case.

A. Effor _____

B. Commitment _____

C. Voluntary Service _____

D. Initiative _____

15. Kindly supply the following data:

Name of your School: _____

16. Sex: Male ( ) Female ( )

17. Qualifications: WASC ( ) Teachers Grade III ( )

Teachers Grade II ( ) B.A/B.Sc. ( )

Any others not included above ( )

Once again, thank you for your kind assistance.